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.

This report was produced by the External Evaluator and by CAMFED International. The External Evaluator led analysis and wrote the second draft of the report, and CAMFED International completed supplementary analysis and finalised the report. This should be noted when considering the extent to which the evaluation was externally led.

Girls' Education Challenge

UKaid from the British people

GEC-T 5276
Girls Learn, Succeed and Lead

Endline Evaluation Report

Paul Musker and Associates (PMA) & CAMFED International

March 2022

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Acronyms

BRAC	Building Resources Across Communities
CAMA	CAMFED Association
CDC	Community Development Committee
COVID-19	Coronavirus Disease 2019
CSEE	Certificate for Secondary Education Examination
DFID	Department for International Development
DiD	Difference-in-difference
EE	External evaluator
EMP	Early marriage and pregnancy
ESG	Evaluation Steering Group
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus group discussion
FM	Fund Manager
GBV	Gender-based violence
GCR	Gross completion rate
GEC	Girls' Education Challenge
GEC-T	Girls' Education Challenge – Transition
GESI	Gender equality and social inclusion
HoS	Head of school
IO	Intermediate outcome
KII	Key informant interview
LC	Logistic Coordinator
LG	Learner Guide
MBW	My Better World
MEL	Monitoring, evaluation and learning
MoEST	Ministry of Education, Science and Technology
MSG	Mother Support Group
MTRP	Medium-Term Response Plan
NAC	National Action Committee
ODK	Open Data Kit
OECD - DAC	Organisation for Economic Cooperation and Development - Development Assistance Criteria
PMA	Paul Musker and Associates
PO-RALG	Prime Minister's Office, Regional Administration and Local Government
PSG	Parent Support Group
SDG	Sustainable Development Goal
SGBV	Sexual and gender-based violence
SPSS	Statistical Package for the Social Sciences
SRH	Sexual and reproductive health
SSI	Semi-structured interview
STEM	Science, Technology, Engineering and Mathematics
TG	Transition Guide
TM	Teacher Mentor
ToC	Theory of Change
UDSM	University of Dar es Salaam
UK	United Kingdom
UNEG	United Nations Evaluation Group

| UNICEF | United Nations Children's Fund |
| VfM | Value for money |

Executive Summary

Introduction

The GEC-T project endline evaluation was conducted with Paul Musker and Associates (PMA) in collaboration with CAMFED in 2021. PMA were responsible for conducting the fieldwork and data analysis for the endline evaluation. CAMFED's GEC-T monitoring reports and survey analysis were included in the overall GEC-T endline findings. Therefore, the production of this report is the combined effort of CAMFED and PMA.

The four-year CAMFED International - *Girls Learn, Succeed and Lead Girls' Education Challenge-Transition (*GEC-T 5276) project commenced in August 2017 and was completed in December 2021. GEC-T 5276 targeted 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 GEC-T project, this 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 from the commencement of the programme.

The project interventions were designed to support improved learning outcomes, successful transition of marginalised girls to/through and beyond secondary school and to work with key stakeholders to sustainably improve the learning environment and welfare of marginalised girls. Key activities included the introduction of the My Better World life skills curriculum delivered in schools over a period of 12-18 months by young women trained as Learner Guides to strengthen participatory learning approaches and provide important role models for girls. On graduation from school, young women were invited to join a 6-12 month transition programme, led by 'Transition Guides' who delivered a curriculum covering aspects such as financial literacy, sexual and reproductive health and entrepreneurship and supported the recent school graduates into productive post-school pathways of further education, employment or enterprise.

This report presents the endline evaluation approach, findings and conclusions and recommendations. The endline took place from July to September 2021 in 5 intervention districts.

Approach

The endline evaluation of GEC-T 5276 was characterised by a balance between qualitative and quantitative research, within an overall mixed-methods explanatory approach. The quantitative phase involved analysis of the rich sets of secondary (quantitative) data that have been collected by CAMFED throughout the project, as well as primary data collected largely through remote/phone surveys. The qualitative component was used to clarify and contextualise insights derived from the quantitative analysis using interactive methods, in particular in-depth interviews with individuals and focus groups (also often conducted remotely because of the COVID-19 pandemic).

A gender-sensitive approach to the research was facilitated by the Briefing Note for enumerators produced by the external evaluator (EE), which formed part of their training.

Child protection and safeguarding were addressed in the training by CAMFED. Because of the pandemic, all enumerator training was conducted virtually.

The COVID-19 pandemic was a serious impediment in the endline evaluation, with school closures and travel restrictions. In line with the duty of care espoused by the Fund Manager (FM), CAMFED and the External Evaluator (EE), a decision was made to protect enumerators and study participants from the risk of contracting COVID-19 by shifting some research events to the virtual mode. CAMFED and the EE proactively engaged in the adaptive management of the evaluation research events, conducting virtual weekly meetings that enabled regular consultation and timely decision-making on emerging challenges. The EE team also held virtual weekly meetings. Despite the difficulties, national and local CAMFED staff in Tanzania effectively ensured that all the logistical arrangements were in place for each research event.

No quantitative learning outcome assessment took place for the endline evaluation because of national restrictions and school closures related to the COVID-19 pandemic, instead the endline evaluation has focused on a qualitative assessment of learning outcomes, transition and sustainability outcomes

The main evaluation questions related to:
- relevance of the project;
- internal coherence;
- external coherence;
- efficiency;
- effectiveness;
- impact; and
- sustainability.

Outcomes

Outcome 1:   Learning
Marginalised girls have significantly improved learning outcomes

Number of marginalised girls supported by GEC with improved learning outcomes in literacy and numeracy

Endline targets were originally in place for the in-school cohort however no learning assessments were undertaken for the endline evaluation because of restrictions related to the COVID-19 pandemic. Instead, the evaluation sought to explore the extent to which the programme mitigated against learning losses throughout the pandemic related school closures.

Almost all girls supported by CAMFED under this project returned to school to complete the academic year after March 2020 closures related to the COVID-19 pandemic. While wider data on return to school remains limited due to limited research during school closures and limited availability of national administrative data, the World Bank concluded that girls aged 12-17 were more at risk than boys of not returning to school in low and lower middle-income countries (Azevedo et al 2020).

Students supported by CAMFED performed well in national examinations relative to the total student population, in some cases surpassing the national pass rate:
- In 2020, the pass rate in Form 2 national examinations was 91.6% (National Examinations Council of Tanzania, 2020). The pass rate among supported students was 91.0%.
- In 2020, the pass rate in the Form 4 Certificate of Secondary Education Examination was 85.8%. The pass rate among supported students was 86.0%.
- In 2020, the pass rate in the Form 6 Advanced Certificate of Secondary Education Examination was 98.4%. The pass rate among supported students was 100.0%.

At midline (July 2020) the evidence shows that between baseline and midline:
- **Literacy** had improved among students in intervention schools to a greater extent than in comparison schools achieving a statistically significant uplift that was 105% of the target for the combined Form 2 and Form 3 cohort. Both marginalised and less marginalised girls in the intervention schools scored higher than in the comparison schools.
- Improvements in **numeracy** among girls in Form 2 exceeded the target at 107% and were statistically significant. Form 3 students had improved numeracy to a greater extent than those in comparison schools, achieving 59% of the target. Combined effect from both forms in numeracy improvement was a statistically significant +2.8%.

The midline evaluators noted that the evaluation took place only one year after the project activities started, and that progress towards targets indicated important early signs of positive achievements.

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)

The following table summarises the numbers of girls supported through this project to transition through different key stages.

Table 1: Number of marginalised girls transitioning through key stages

Transition pathway	Tanzania 5276
Primary	n/a
Lower Secondary	7,049
Upper Secondary	282
Post-school (tertiary / vocational)	1,411
Taking part in Transition Programme	3,820
Transitioning to a secure pathway	2,816

The project has been successful in supporting in-school transition in intervention schools, **exceeding its endline target with respect to comparison schools by 440%**, achieving a +22.0pp improvement above the comparison group. While transition rates in the comparison group decreased significantly from baseline to midline to endline (95.7% to 77.1%), transition rates in the intervention cohort steadily increased from 86.% at baseline to 89.9% at endline. In-school transition rates were above 80% in four of the five districts in the intervention group and students in intervention districts were 40% less likely to be out of school than those from comparison districts.

At midline, the transition rate for Form 2 CAMFED supported students had improved, while it had decreased in the comparison group, resulting in a +4.9 pp improvement above the comparison group, exceeding the midline target by 181%. The transition rate for Form 3 students increased in both intervention and control groups, but to a greater extent in the control group, resulting in a DiD of -6.4pp and missing the target. 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. There was also considerable evidence of improvements in successful transition for students with difficulty seeing, walking, hearing, or with other disabilities.

CAMFED's support for post-school transition also received very positive appraisals in the qualitative research, and 74% of young women participating in the post-school transition programme were found to meet at least one criterion for economic empowerment at endline. The two most common routes of transition were enterprise – accounting for 57% of transitees – and education – accounting for 45% of transitees.

Outcome 3: Sustainability

Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable

The endline evaluation sought to report on 7 sustainability indicators reflecting sustainability at community, school and system level.

Community – 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

'As CAMA member in our communities in the future, we will continue with this work because it has brought about changes in our society and delivered us women from the shadows' FGD CAMA members.

The analysis of the quantitative data shows that the training and recruitment of LGs has had a positive impact on key factors in their lives, such as their confidence, their ability to take on leadership roles and their access to tertiary and vocational education.

Among the LGs, 41.7% were in leadership positions in a committee of an organisation or association, which is similar to the percentage of LGs in rural GEC-T 5101 districts (49.3%). This proportion had decreased since midline. However, qualitative findings showed strong recognition of the activism of LGs within communities and schools to support and protect the education of marginalised girls – particularly during the COVID-19 pandemic. Community leaders reported they felt that LGs will continue to work in communities and districts post project closure. The qualitative research showed that LGs have been confidently taking leadership positions through representation on local decision-making bodies, school management committees and leading community projects such as sensitization campaigns around COVID-19 prevention and child protection.

One potential reason for the decrease in the proportion holding formal committee positions could be the impact of the COVID pandemic which meant that as schools were closed LGs were unable to carry out their normal leadership roles on school-based committees and in CDC meetings etc. During the COVID pandemic, the qualitative research shows that LGs concentrated their efforts towards sensitisation meetings in communities and also in their support to marginalised girls especially during this critical period of school closures where girls were potentially at risk of abuse and early marriage etc.

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

This indicator was not updated at the endline evaluation point due to the COVID pandemic as surveys did not take place with heads of school due to the endline evaluation taking place virtually.

However, qualitative research with community stakeholders indicated that the community

were actively supporting project implementation. For example, during an SSI with a girl who had dropped out of school, she reported that a Teacher Mentor had helped her to attend school by giving her money for food and paying her hostel costs so she could return to school. In addition, the role of PSGs was described as extremely valuable in making sure that girls receive essential resources to attend school such as school uniforms, notebooks, bags, shoes and bus fares, and also in addressing the environment in girls' home if there are 'disturbances' that are creating barriers to prevent girls from coming to school.

In FGD held with members of PSGs they spoke about their support to meeting wraparound costs for the most marginalised girls to attend school, by providing food to through a school feeding programme which increases the attendance of girls as hunger is a critical barrier to their regular attendance.

> Based on the qualitative findings at endline, the project appears to have some success in encouraging a cost-share approach, with community members and teachers contributing to the wraparound costs for marginalised girls to attend school

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

This indicator was not updated through quantitative research at the endline evaluation point. However, the qualitative research shows that the learning environment in schools supported by CAMFED is enabling for marginalised children and that this environment is safe and female-friendly. This was reported by heads of school, SBC members and marginalised girls, all of whom cited the interventions of Teacher Mentors (TM) and the MBW programme as important factors.

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

91.3% of Learner Guides reported that their MBW sessions were part of the school timetable, exceeding the target (80%) by 11.3%. These findings were also supported through the qualitative research were CDC members, SBC members, heads of schools and Teacher Mentors confirmed the MBW sessions were delivered as part of the school timetable. This was a very slight decrease on the midline where the proportion was 94%, likely because of school timetabling pressures to include catch up sessions after school closures.

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

This indicator was not updated through quantitative research at the endline evaluation point as it was not possible to hold surveys with heads of school as the endline fieldwork took place virtually. At midline, quantitative evidence showed that the target of 14 schools had been exceeded, with 22 schools found to integrate a targeted, needs based financing mechanism.

System – 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.

The Ministry of Education, Science and Technology (MOEST) and the Presidents' Office – Regional Administration and Local Government (PO-RALG) have actively engaged in a three year 'scaling lab' to explore routes to scale the programme nationally, which resulted in the development of a detailed 'costing plan' covering three scaling scenarios. Both ministries are now represented, alongside the Ministry of Youth, on CAMFED's Scaling Advisory Committee which will advise and oversee routes to scaling the programme. There is strong evidence that officials and ministers recognise the value of the Learner Guide programme and are investing time and resources in its delivery – including at district level where government district education officers are overseeing delivery and monitoring of the programme in schools. The CAMFED Guide BTEC qualification accessible by Guides, is an important innovation supported by CAMFED and is strongly integrated into ministry infrastructure in Tanzania with Teacher Mentors acting as quality assessors for Guide's course work. The midline evaluation also reported positive progress against this indicator, pointing to the launch of the scaling lab partnership in Tanzania.

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

No quantitative data could be collected through the virtual evaluation approach in order to be able to assess this indicator, however the qualitative research indicated agency in the work of CDCs in addressing and improving girls' welfare and in supporting their learning. Furthermore, the FGD with PSGs noted their positive engagement with schools and communities and working collaboratively to address the needs of girls. However, they also requested further support from MoEST and other organisations that support school feeding to provide food for the school feeding programme to complement the work they undertake.

At midline all sustainability targets were met, with the targets for community and school exceeded. Furthermore, the midline evidence showed that the project was successful in delivering transformational *Gender Equality and Social Inclusion (GESI)* change for girls receiving direct CAMFED support. The midline research verified that the project works with marginalised girls to support them to stay in school and succeed to their next level of transition. At midline, the project was also regarded as successful in keeping girls in school and in raising levels of attendance for the younger cohort.

Intermediate Outcomes (IOs)

IO/indicator Description	Endline Results
1.1 Attendance In-school	Due to the disruption to school timetables from school closures during the pandemic, attendance in-school was not collected
1.2 Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance **(qualitative)**	At midline, major barriers to attendance were found to stem from poverty which results in parents keeping their children away from school to work on farms, getting them to look after siblings, and do the chores at home. The latter two mainly falling on the responsibility of girls. Other critical barriers include - distance from school, hunger, under-resourced schools, corporal punishment and lack of infrastructure for girls during menstruation.
	At endline, barriers reported by marginalised girls through the journey pathway mapping included transport challenges, distance from school, poverty (a factor appropriately identified as the major cause of vulnerability in the programme Theory of Change) hunger, low awareness of the importance of education among parents and in the community, peer pressure, girls being corrupted sexually by male teachers, lack of good care at home, shortage of textbooks, weather during the rainy season and being told by their parents not to attend school during the harvest season.
	Lack of money for bus fares was reported by some marginalised girls supported and not supported by the programme and by boys not supported. Girls who had dropped out of school mentioned association with people who do not like school and lack of advice from their parents as additional factors negatively affecting attendance.
	The most serious contextual factors were poverty and hunger. The most serious in-school factor was severe punishment by teachers, reported by boys.
	Qualitative data show that the programme objectives and design were clearly relevant in the lives of marginalised girls in promoting school attendance with all stakeholders, including marginalised girls, indicating that CAMFED measures helped students to overcome barriers to attendance.
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%.)	The 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%) showed that performance was over 70% in four intervention districts, exceeding the set endline target of 50%. In one district, Nyamagana Municipal Council it was considerably lower at 39%.
2.1 Annual progression rate of marginalised girls receiving	The progression rate of marginalised girls receiving financial support for all districts was 79% for students in lower secondary

financial support	(Form 1-4). This is below the endline target of 90% and represents a drop from midline where progression rates were 97%. However, at upper secondary (Forms 5-6) progression rates of 100% exceeded the endline target of 93%. The average progression rate for those not living with disability was 94.4% compared to 91.7% for those living with disability.
	Transition rates at endline were higher in intervention schools than in control schools across all ages of student.
	The COVID-19 pandemic and associated school closures likely had a significant impact on students' learning and progression.
2.2 Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage.	The average EMP rate for lower secondary (forms 1-4) was 0.3% in GEC-T CAMFED partner schools; below a target of 0.4% and a 0.1pp reduction compared to 0.4% at midline. The rate was highest for form 3 and 4 girls (0.5%) followed by form 2 girls at 0.3%. Rate of EMP drop out by district varied from 0.9% in Shinyanga Municipal Council to 0.2% in Ubungu Municipal Council.
	The quantitative findings were corroborated by the qualitative research, where marginalised girls reported that their safety had been enhanced and that the risk of early marriage and pregnancy has been reduced.
2.3 Engagement of community stakeholders in tackling early pregnancy and marriage **(qualitative)**	CAMFED's community-wide approach, involving all community stakeholders including PSGs, was seen to have made a substantial contribution to keeping marginalised girls in school and combating early marriage and pregnancy. Learner Guides and community leaders were reported as being particularly active in this regard.
2.4 Beneficiaries' views on how the support received impacted on their likelihood of completing school	Marginalised girls supported by the project reported the promotion of school attendance by CAMFED through measures such as support for transport to school, the provision of uniforms, life skills taught through the subject of DUNIA YANGU BORA (My Better World) and encouragement by CAMFED structures such as the PSGs. Local leaders and Learner Guides reported playing an important role in combating student absenteeism. SBC members, PSG members, heads of school and teachers reported similar observations.
2.5 Beneficiaries' views on how the support received (Transition Programme) impacted on their economic security	The CAMFED transition programme in Tanzania and Zimbabwe has been successful, helping many students to choose fruitful post-school pathways. The majority (71.3%) of young women attending the post-school transition programme felt the programme had made a big difference in their lives, with almost all participants reporting that they had gained knowledge and skills to start and manage a business, were

	more confident in the steps needed to get a job and were more confident to create a budget for themselves.
2.6 Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion	The proportion of Transitees surveyed who satisfied one of more economic empowerment criteria following school completion was 88.2%. These pathways included running a business, retaking Form 4 or moving onto further education, and being in employment.
3.1 Level of self-esteem, self-efficacy and self-confidence among marginalised girls	In qualitative research marginalised girls reported having become more self-confident, crediting the Learner Guide programme in *'providing life skills education that increases our confidence and enjoyment of school'* and encouragement by CAMFED structures such as the PSGs. Heads of school and Learner Guides reported that the MBW sessions are part of the school timetable, promote attendance and build self-confidence, while also promoting understanding of gender equality.
3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition **(qualitative)**	Young women felt more confident about their ability to succeed in the next stage of their transition; many of the young women supported by the project reported having increased self-confidence as a result of the programme, with particular reference being given to the impact of the post-school financial support and transition training. Teacher Mentors described how the mentoring provided to young women *'helps them to achieve their goals'*.
	The qualitative research also emphasised how the provision of effective learning materials and improved teaching strategies are encouraging the participation and achievement of girls, especially in STEM subjects.
4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices	Nearly all (96.8%) of LGs in Tanzania were using active teaching techniques. A large majority (85.7%) used group discussions, with high percentages (almost 50.0%) using debates and storytelling. Role plays were the most infrequently used at 33.7%.
	Students also described taking part in literacy events, writing and speaking competitions, debates and dialogues, with awards given for the best examples of written English or spoken English to celebrate student's achievements.
	Use of active learning techniques had decreased slightly at endline compared to midline, anecdotally due to COVID-19 guidelines. Endline targets (92% using group discussions, 70% using quizzes, 55% using role play, 60% using debates) were not met.
4.2 Percentage of Learner	At endline, no observations of Learner Guides (LGs) were done by

Guides who perform their role with students to the required pedagogical standard.	the External Evaluator due to the pandemic preventing the EE from visiting schools physically. However, the LG survey shows evidence of them performing well, especially in the continuing support for learners during school closures caused by the COVID-19 pandemic.
4.4 Quality of learning materials provided by CAMFED **(qualitative)**	In the primary qualitative research, the learning materials provided by CAMFED were very positively appraised, particularly by heads of schools, teachers and Teacher Mentors. CAMFED was praised for involving teachers in the selection of textbooks to ensure their relevance. The MBW book was viewed as particularly helpful and relevant to both boys and girls, with students gaining self-esteem and positive perceptions about their rights, while girls reported the benefit of effective learning materials in supporting their involvement in STEM subjects.
5.1 Students' understanding of School-Related Gender Based Violence **(qualitative)**	Due to COVID-19 restrictions, surveys could not be undertaken with students. However, post-school young women reported that the project has helped prevent and reduce the risk of pregnancy and child marriage and that they had been able to report cases of abuse believing they will be dealt with.
5.3 Students' experiences and perceptions of safety in school and on their way to/from school	Due to COVID-19 restrictions, surveys could not be undertaken with students. However, primary qualitative research shows that marginalised girls know their rights through the child protection policy and now have the courage to speak out about the challenges they face. Heads of school, teachers and SBC members felt that the Teacher Mentors have been very effective in addressing children's challenges. PSGs also spoke about their role in preventing early marriage and dropout through supervision and counselling of girls and keeping track of their school attendance.
5.4 Proportion of School Improvement Plans that include an action to promote child protection	73% of partner schools had School Improvement Plans including an action to promote child protection. This exceeds the endline target of 50%.
5.5 Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools	Form 4 girls interviewed in the qualitative research reported that corporal punishment is practised by teachers. This is likely related to the tolerance of corporal punishment in Tanzanian law. The girls recommended "*more trainings to teachers on the impact of abuse and corporal punishments as this is one of the causes of the dropout*". Addressing the issue of corporal punishment is arguably beyond the scope of the programme. Form 4 boys reported "*heavy punishment from teachers*" and recommended that heads of school should "*try to talk with [teachers] on how to punish us in normal way*".

Responses to Evaluation Questions by OECD-DAC Criteria

The conclusions of the endline evaluation relate to the six evaluation criteria of the Development Assistance Committee (DAC) of the Organisation for Economic Cooperation and Development (OECD):

Relevance

The GEC-T 5276 project is very **relevant** in Tanzania, where the vulnerability of girls and young women is often extreme. Marginalised girls and young women supported by the project reported their satisfaction with and gratitude for CAMFED's support. All respondent types believed that the project is relevant.

CAMFED's adaptive response to the COVID-19 pandemic was widely praised by heads of school, CDC members and government officials as effective, relevant and consistent with national policies. Heads of school reported that "*Programme activities have addressed critical needs while schools were closed due to the COVID-19 pandemic.*"

The school closures caused by the COVID-19 pandemic seem not to have disrupted the work of the majority of the LGs, many of whom reported continuing to lead MBW sessions and English literacy activities in their communities, generating wider community awareness of COVID-19 mitigation measures and issues relating to child protection, in referring needy children for assistance, reporting cases of abuse, providing counselling and mentoring, encouraging students to attend school or return to school and, more generally, supporting an average of 11 girls and seven boys each.

Coherence

The qualitative data show that the programme design is **internally coherent**. Respondents felt that the different interventions – and the different roles of key programme players – complement one another well.

The **external coherence** of the programme is evident in its alignment with national policies, with the exception of the practice of corporal punishment, which is legal in Tanzania and which CAMFED vigorously opposes.

Efficiency

Endline and reporting evidence suggests that the project has made good use of its financial, human and time resources to the extent possible given factors within its control. The project achieved an activity completion rate averaging 96% since Q12 (Jan-Mar 2020) and maintained a green RAAG rating over the same period, while budget utilisation has remained high and in line with expectations. Although COVID-19 had a significant impact on the operating environment, the project adapted quickly and effectively and has achieved meaningful outcomes for project beneficiaries, showing positive impact against all three outcomes of learning, transition and sustainability. The examination pass results of supported students were in-line with or exceeded national averages, a strong achievement

given the marginalised background of the supported students. The project continued to manage delivery during the period of FCDO budgetary uncertainty with very little impact on beneficiaries, achieving endline savings and re-positioning funds in support of strengthened Learner Guide activity and in line with the with sustainability priorities.

Effectiveness

The programme was judged by all types of respondent to be very **effective**. This applies to access to education, the quality of education, progression to higher levels of education, safety, gender equality and access to entrepreneurship opportunities. The endline quantitative research shows significant differences between intervention and comparison schools (for example, in transition rates) and excellent performance against targets (for example, 440% of the target achieved in transition). Students in the intervention districts were 40% less likely to be out of school than those from comparison districts. Students living with disabilities were 24% less likely to be out of school in the intervention districts as compared to the comparison districts.

Impact

The broader **impact** of GEC-T 5276 has undoubtedly been very positive. Community leaders noted a reduction of children living in vulnerable homes and difficult conditions and praised parents for taking on board the Child Protection Policy; heads of school reported enhanced motivation and skills among girls, particularly due to the collaborative work of the TMs and LGs; Teacher Mentors reported increased confidence among students in reporting the challenges they face, particularly as a result of the My Better World programme; and CDC members reported improved academic performance, especially among girls. Positive financial impact was also reported by many marginalised young women as a result of the financial support they received after completing their studies.

Sustainability

In the opinion of many respondents in the qualitative research, including Transition Guides, Teacher Mentors, Learner Guides, PSG members, SBC members and community leaders, the GEC-T 5276 project is **sustainable** at the school and community levels. Community leaders felt that the Learner Guides will continue to work in their community and district, and CAMA members reported that they want to continue to work in their communities in the future. SBC members reported that project activities will continue at community and family level. In a FGD they emphasised the future gains of the project interventions especially of the LG programme stating that '*the learner guide programme is great because it helps students develop self-confidence, self-awareness and become entrepreneurs'*.

Support for programme sustainability in policy and resourcing is essential, and respondents in the qualitative research at the district and national levels (such as CDC members and NAC members) expressed their optimism regarding sustainability. In June 2020 CAMFED produced a comprehensive Sustainability Strategy and Plan for GEC-T 5276. In this comprehensive plan the Learner Guide Programme is prioritised for sustainability and scale in Tanzania. Also included in the plan are LG training and volunteering in schools (Outputs 2

and 3); the MBW curriculum (Output 3); and the incentive package comprising the BTEC qualification and access to 'social interest' loans (Output 3). The plan reports that government interest in sustaining the programme is high. The qualitative research shows that this optimism on the part of CAMFED is justified.

All of the above augurs well for the CAMFED programme, which should receive continued support from all stakeholders, including government and donors.

Conclusions

The project has achieved positive results against learning, transition and sustainability outcomes. At midline, literacy and numeracy results among marginalised girls were both positive and significant. On the basis of examination results at endline, the project appears to have protected learning gains in the context of the COVID-19 pandemic. Rates of in-school transition were significantly stronger among support marginalised girls than among those in comparison schools, steadily increasing from baseline to endline while those in comparison schools dropped. The post-school transition rate among supported students is strong (74%), with over 2,800 girls supported into productive post-school pathways. Young women feel safer, more confident in their ability to succeed and better able to choose their own path. Learner Guides and Transition Guides are recognised and respected as leaders and role models, and work closely and collaboratively with teachers, parents and community leaders. Teacher Mentors are playing a valuable role in schools and are a trusted focal point for child protection reporting, while learning resources were strongly valued by teachers and students alike. Students demonstrate awareness of child protection reporting mechanisms and report feeling safer, more confident and well supported by the breadth of CAMFED structures. However corporal punishment remains an issue within schools, negatively affecting children's attendance and progression. Rates of early marriage and pregnancy are low and have reduced since midline, despite the impact of the pandemic and are attributed to CAMFED's community-wide approach to combating early marriage and pregnancy. Challenges within schools remain, with respondents citing travel costs, shortages of learning materials and hunger. However, the impact of the project has been widely felt across schools and communities, with the leadership and activism of Learner Guides and Transition Guides welcomed and recognised. There is little difference in motivation or activity between the Learner Guides of this project – selected from Form 4 gradates not previously supported by CAMFED – and those selected from the CAMFED Association in CAMFED's parallel GEC-T project. This supports CAMFED's scaling ambitions, for which it has strong engagement and buy-in by national and local government.

Recommendations

The endline recommendations have been made as a result of the research evidence but more specifically from the responses received in the qualitative discussions with a wide range of key stakeholders. The recommendations fall in three broad categories of:

- Improved school- level infrastructure and resources to further advance the well-being, safeguarding and learning of marginalised girls;

- Incentives as a key motivating factor for undertaking additional work and roles etc. by Learner Guides and Teacher Mentors;

- Scaling of the Learner Guide programme/ model.

Lesson Learning

The following are the lessons learned that are intended to enable the further development and improvement of the programme activities: -

- Multi-country programming and cross-country learning under the GEC-T has allowed CAMFED to understand what has worked well in each country, what has not worked well, what can be improved, what is applicable to one country, and how to overcome any limitations.

- The research has shown that the project's success has been due to CAMFED's ability to adapt programming and provide rapid response mechanisms to the most pertinent needs of the students, especially marginalised girls as circumstances changed in each country and as a result of the COVID-19 pandemic. CAMFED should continue using monitoring and evaluation data as a strategic management tool and for data-driven decision making as this has enabled the project to be responsive to emerging beneficiary needs over time.

The research evidence attributes the achievement of the project objectives to the robust community, district and school governance structures which work synergistically to provide holistic wrap around support for marginalised girls to access quality education. The involvement of community leaders as duty bearers has been a key driver to challenging and addressing harmful gender norms, tackling gender-based violence and in sensitising communities to the rights and safeguarding of all children especially marginalised girls.

Background: The Girls' Education Challenge Programme

The Girls' Education Challenge (GEC) is a 12-year programme that was launched in 2012 by the UK's then Department for International Development (now the Foreign, Commonwealth and Development Office). The thrust of the GEC is to support the poorest and most marginalised girls to improve their lives through education so that they can transform their future. The GEC consists of two phases, with the first phase running from 2012-2017 and directly providing 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, and seeks to enable existing GEC beneficiary girls to complete primary school, transition to secondary education and progress on to secure post-school pathways such as tertiary education, technical and vocational training or employment.

The four-year CAMFED Tanzania -*Girls Learn, Succeed and Lead Girls' Education Challenge-Transition (*GEC-T 5276) project commenced in August 2017 and was completed in December 2021. GEC-T 5276 targeted 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 GEC-T project, the CAMFED 5276 GEC-T 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 from the commencement of the programme.

The Terms of Reference of the Endline Evaluation

Overview of the CAMFED GEC-T 5276 Project

The Campaign for Female Education (CAMFED) International's Girls' Education Challenge-Transition (GEC-T) project – Girls Learn, Succeed and Lead (GEC-T 5276) – started in August 2017 and ended in December 2021. GEC-T 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.

CAMFED's other GEC-T project – the Ultimate Virtuous Cycle of Girls' Education (GEC-T 5101) – is based in rural districts in Tanzania, Zambia and Zimbabwe. It builds on previous CAMFED programmes and can reap the benefits of CAMFED's established relationships with schools, communities and district personnel. GEC-T 5276 does not have this foundation and it is the first time CAMFED's programme has extended to a peri-urban geography. Instead, the GEC-T 5276 project built on the foundations laid by Building Resources Across Communities (BRAC) at primary level and in communities during the GEC1 phase. Project activities have been aligned with CAMFED's GEC-T 5101 project to provide additional leverage and synergy, particularly through government partnerships and national level engagement with education stakeholders, to share learning and eliminate barriers to integration of new approaches in the school timetable and education system.

Girls in the target districts have relatively low levels of transition to secondary education, poor levels of progression and retention once there, and very low academic pass rates. The premise of CAMFED's theory of change is that girls in the target districts face a range of common barriers to education, the most urgent being the direct and indirect costs which, in addition to girls' enrolment and progression, relate also to their safety and their vulnerability to early marriage, violence and exploitation.

The project intends to directly reach 7,009 marginalised girls through bursary support in 8 peri-urban districts across 5 regions of Tanzania – the majority (86.7%) aged 14 to 17. 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. A key intention of the project is that when GEC-T '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. This intention is of particular interest for the endline evaluation from the perspective of project sustainability.

The GEC-T 5276 logframe lists three project outcomes:
- Learning (marginalised girls have significantly improved learning outcomes)
- Transition (girls from marginalised peri-urban communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood)
- Sustainability (the project can demonstrate that the changes it has brought about – at the community, school and system levels – which increase learning and transition through education cycles are sustainable)

The logframe lists four project outputs with impact weightings as follows:
- Output 1: Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment (impact weighting 30%)
- Output 2: Girls benefit from targeted learning resources and literacy initiatives (impact weighting 30%)
- 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 (impact weighting 20%)
- Output 4: Robust, engaged local capacity and collaboration in support of marginalised children's education (impact weighting 20%)

Certain GEC-T 5276 project activities were modified under these outputs in the Medium Term Covid-19 adaptations (July 2020-March 2021). These adaptations were reviewed in the course of the endline evaluation.

The Theory of Change of the CAMFED GEC-T 5276 Project

The CAMFED GEC-T Theory of Change (ToC) emphasises an outcome of empowered women and is based on three main assumptions: (1) Improvements in literacy and numeracy will result from an improved teaching and learning environment; (2) Improvements in girls' transition rates will result from their increased retention and attendance at school, and the creation of a safer learning environment, which in turn is linked to improved learning; and

(3) Sustainability is premised on identifying what works, and embedding and scaling it within national systems, 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 programme ToC is relevant given the prevailing situation for girls in the GEC-T 5276 target districts, particularly their low levels of transition to secondary education and poor levels of progression and retention once there, alongside very low academic pass rates. The ToC premise is that girls in the target districts face a range of common barriers to education, the most urgent being the direct and indirect costs which, in addition to girls' enrolment and progression, relate also to their safety and reduced vulnerability to early marriage, violence and exploitation. The ToC therefore emphasises setting out viable strategies for supporting girls' enrolment, retention and progression in their education cycles. Such efforts should also include wider educational stakeholders including the government and other education stakeholders at different levels, to successfully take on board the three ToC hypotheses in the education system. These hypotheses are further clarified drawing evidence from different project reports such as the midline evaluation and monitoring reports.

Although reference to gender-based violence is indicated in the diagrammatic representation of the ToC (see diagram below), this does not give enough importance to the issue of gender inequality and the resulting demand-side barriers. In the original ToC *(CAMFED International GEC-T Proposal Submission of 20/10/2016)*, there is reference to the demand-side barrier "Gender restrictive practices". It seems that this phrase was left out or deleted from the GEC ToC diagrammatic representation; it should be reinserted, as all the demand-side barriers indicated in the ToC, with the exception of the direct and indirect costs of schooling, are related to gender issues. These are the limited aspirations of girls and lack of successful educated women as role models; the pressure to marry and high rates of child marriage and early pregnancy. Poverty is a root cause of these challenges.

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 based on rote learning restrict girls' learning, and that turning around some of these issues will improve their outcomes. In this regard, apart from training TMs and LGs in active teaching methods, the midline study showed that CAMFED in collaboration with the Ministry of Education, Science and Technology (MoEST) introduced training of teachers to be able to improve literacy and numeracy as was recommended in the baseline study. Furthermore, the midline study suggested improving teaching and learning materials by (i) providing personal copies of textbooks direct to beneficiaries which could be returned at the end of the school year; (ii) increasing copies of textbooks for English, Mathematics and Science to be provided to schools to enable sharing of 1:3 per class; (iii) providing e-readers for students similar to those in GEC-T 5101 with full curriculum materials and interactive activities for key subjects.

This assumption of ToC is proved by findings from the midline and endline evaluation reports. In the midline evaluation for example, it was quantitatively reported that the literacy and numeracy learning outcomes correlated with the intervention schools received including extra support in teaching and learning activities plus provision of resources. Moreover, the midline report showed that the widened gaps in the literacy results between the intervention and comparison students, with both marginalised and less marginalised girls in the intervention schools scoring higher than in the comparison schools. Similar trend is notable in numeracy whereby there were high differences in performance between baseline and midline in intervention than comparison schools. For example, the difference between baseline and midline in Form 2 SeGMA numeracy scores under 'all marginalised girls' category were 5.4 in intervention schools compared to 2.4 in comparison schools. Equally, marginalised girls and boys in the midline qualitative data revealed the barriers to learning (and teaching) in school to be those related partly to poor learning environments including those that were beyond the scope of the project, such as shortage of teachers, classrooms and lack of most resources. The endline findings show that improved teaching and learning environment such as provision of teaching and learning materials like textbooks, the use of better and active teaching strategies like group discussions, debates, storytelling, quizzes, games and roleplaying led to students' improvement in numeracy and literacy.

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.

It was noted in the midline study that this assumption had held true but only to a great extent for the direct beneficiaries of CAMFED's needs-based financing (in the form of 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 TMs and LGs may be insufficient to substantially increase attendance and transition for many marginalised students, especially girls. For example, an analysis of drop out data under CAMFED's GEC1 project in Tanzania shown pregnancy as the pre-eminent reason for dropouts among girls. It was, therefore, suggested that 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. Moreover, the midline analysis showed dropout rates being lower in intervention schools for both cohorts of participating students (baseline to midline). For example, the dropout rate for marginalised girls in cohort 1 for intervention schools was 24.1%, compared with 37.0% for comparison schools.

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.

Campaign for Female Education

Girls' Education Challenge
Theory of Change

OUTCOME: EMPOWERED WOMEN

PROBLEM:
Poverty creates multi-faceted barriers to marginalised girls' ability to access education, learn, complete school and transition to a secure adulthood

The Project Logframe and Medium-Term Response Plan

Aspects of the logframe being evaluated

The project's logframe has three outcomes - Learning, Transition and Sustainability with interventions designed to create a 'bridge' for girls to transition from school to future employment by meeting the practical needs of beneficiaries through the provision of school-going costs. The evaluation also assessed how discriminatory gendered social norms were addressed and the wrap-around social support system for girls and young women to create an enabling environment for their development. Also evaluated were interventions on capacity-strengthening of all those involved in this support system, including community members, mother and parent support groups (MSGs/PSGs), teachers, TMs and district education officials. The evaluation also followed young women's transition from school to the CAMA Association and how they became part of the project's support system for other girls and young women.

The table below summarises the outcomes, interventions and indicators as set out in the logframe that informed the evaluation. (More detail is provided in Table A11 in Annex 11.)

Outcome and Intermediate Outcome indicators investigated

Outcome/Intermediate Outcome Indicators
Outcome 1 – Learning   Literacy and Numeracy Improvement
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)
IO 1 – Attendance
1.1 - Proportion of marginalised girls attending school Regularly (in-school)
1.2 - Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance (in-school)
1.3 - Proportion of young women school graduates with regular attendance at non-formal education (post-school)
IO 2 – Economic empowerment
2.1 - Annual progression rate of marginalised girls receiving financial support (in-school)
2.2 - Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage (in-school)
2.3 - Engagement of community stakeholders in tackling early pregnancy and marriage (in-school)
2.4 - Beneficiaries' views on how the support received impacted on their likelihood of completing school (in-school)
2.5 - Beneficiaries' views on how the support received (Transition Programme) impacted on their economic security (post-school)
2.6 - Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion (post-school)
IO 3 – Life skills
3.1- Level of self-esteem, self-efficacy and self- confidence among marginalised girls
3.2 - Changes in marginalised girls' perceptions of their ability to succeed in the next stage of

their transition
IO 4 – Quality of teaching/classroom practice
4.1 - Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.
4.2 - Percentage of Learner Guides who perform their role with students to the required pedagogical standard.
4.3 - Frequency of use of learning materials provided by CAMFED, by students and teachers
4.4 - Quality of learning materials provided by CAMFED (Qualitative)
IO 5 - School-related gender-based violence (A safer learning environment for girls)
5.1 - Students' understanding of School-Related Gender Based Violence
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.
5.3 - Students' experiences and perceptions of safety in school and on their way to/from school.
5.4 - Proportion of School Improvement Plans that include an action to promote child protection
5.5- Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools
Sustainability – Community
1 - Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies, to be able to influence the support provided to marginalised girls.
2 - Number of school communities implementing a cost-share approach to meet the associated wrap around costs for the most marginalised girls to attend school, including through school-community financing models.
Sustainability – School
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.
2 - Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable.
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
Sustainability – System
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
2 - Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from other line ministries (e.g., health, social welfare) to address girls' welfare.

Aspects of the MTRP being evaluated

The COVID-19 pandemic had an impact not only on the endline evaluation but on the overall project planning and implementation. The endline evaluation took into account the Medium-Term Response Plan (MTRP) and the adaptations that CAMFED made to project activities in response to the pandemic. In this regard the endline evaluation took into consideration the expanded focus to include the five GEC COVID-19 domains, which are: (i)

Connection to and continuation of teaching and learning (e.g. remote learning, continuous professional development, household engagement in learning, assessment for learning, TLM provision, making ministry or project resources available); (ii) Return to school/ learning centre (e.g. enrolment campaigns, catch-up classes etc., strategic approaches to building back better, close engagement with ministry officials locally); (iii) Well-being and resilience (e.g. girls' clubs, life skills, integrated into literacy and numeracy resources, training for community mobilisers on COVID-19 outreach); (iv) Social protection and safety (e.g. bursaries, health and hygiene interventions, cash, SRH services, protection, nutrition); and (v) Influencing society and institutions – combating exclusionary norms (e.g. community awareness raising, positive community leadership, caregiver participation in learning, advocating and collaboration).

The table below summarises aspects of the MTRP which were evaluated in the endline study. They include altered activities in response to the COVID-19 pandemic, the GEC COVID-19 domains and whether they closely link to learning, transition or sustainability.

Output	Activities planned	Alteration planned (due to COVID-19)	Rationale	GEC COVID-19 output domains it contributes to	Closely linked to
Output 1: Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment	Marginalised girls receive targeted/individualised support to enrol in and progress through junior secondary school	• Bursaries for marginalised girls in lower secondary had to include PPE such as masks and soap. • Providing additional support to girls to facilitate catch up on school curriculum such as distribution of food and accommodation in hostels and school camps for examination classes • CAMFED Association members and Teacher Mentors to follow up on girls to ensure they report back to school. This activity had to include distribution of masks for CAMA members and TMs and education on COVID preventive measures.	• Monitoring visits had shown that COVID-19 exacerbated the learning challenges for vulnerable students including increased hunger, competing work and house chores, lack of Personal Protective Equipment (PPE) and hygiene essentials. • Data collected from the monitoring survey had highlighted the need to support girls as they return to school with additional food contribution and support with safe accommodation in school hostel/camps to provide them enough time and space to learn and catch up on learning. • Distribution of	• Return to school/ learning centres • Social protection	• Learning

			PPE according to Government guidelines on prevention of COVID-19. • Follow up was needed as some students were likely to not return to school.		
	Training and capacity building for heads of schools	• Training of heads of schools took place according government guidelines on gathering	• As school reopened, heads of schools had to put in place COVID-19 preventive measures with limited resources. CAMFED supported heads of schools in the implementation of their COVID-19 response plan and build their capacity to respond to the need of the most vulnerable children.		
	Ongoing regular support to schools by district-level committees and District Programme Coordinators	**Existing Activity** • Community Development Committee review meetings to share learning and build capacity on supporting schools during COVID-19 pandemic	• CDC support schools in their implementation of COVID-19 response plans and monitor on vulnerable girls' wellbeing.		
	Marginalised girls receive financial support to complete upper secondary school and achieve A-Level qualification	• To provide school fees and bursaries for marginalised girls in upper secondary which include PPEs such as masks, soap • CAMA members and TMs to follow up on girls to ensure they report back to school. This activity had to include distribution of masks for CAMA members and TMs and education on COVID preventive measures	• It was noted that many students couldn't afford PPE such as masks, hand sanitizer and soap. Therefore, these had to be added to their support package. Distribution of PPE responded to Government guidelines on prevention of COVID-19. • To make follow up as some students were likely not return to school.		

	Young women school graduates (GEC beneficiaries) receive support to take up places in vocational training	• To distribute masks and soap as part of Vocational colleges bursaries • To support girls who have dropped out due to pregnancy and early marriage to enrol and attend vocational skills training made available by the government through the Folk Development Colleges (FDCs)	• It was noted that many students couldn't afford PPE such as masks, hand sanitizer and soap. Therefore, these were to be added to their support package. Distribution of PPE responded to Government guidelines on prevention of COVID-19. • Girls dropping out due to pregnancy and early marriage are not allowed to return to secondary school. The government has made available skills training programmes for drop-out girls through the Folk Development Colleges. CAMFED has built partnership with FDCs and had to provide stipends to cover costs for hygiene products and study materials to enable girls to attend the programmes.		
	Young women school graduates (GEC beneficiaries) receive support to take up places in tertiary education	• To distribute masks and soap as part of Tertiary bursaries	• It was noted that many students couldn't afford PPE such as masks, hand sanitizer and soap. Therefore, these had to be added to their support package. Distribution of PPE responded to Government guidelines on prevention of COVID-19.		
Output 2: Girls benefit from	Learner Guides and Teacher Mentors	**Existing Activity** • Literacy initiatives	•After three months of school closure,	• Return to school/	• Learning

targeted learning resources and literacy initiatives	organise whole-class literacy initiatives	are organised in smaller groups respecting social distancing	students need extra support to catch up on their curriculum. Literacy initiatives organised by LGs and TMs support literacy and encourage use of English language in school.	learning centres	
Output 3: *Young women volunteer as Learner Guides and Transition Guides in their schools and communities in support of marginalised children' and young women's education and transition*	Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition	• LGs to facilitate My Better World lessons in school with smaller groups and adhering to social distancing. • Broadcasting MBW sessions and awareness messages on radio to raise awareness on COVID-19 prevention, encourage parents to support students' learning and attendance to school. • CAMA members to raise awareness on COVID-19 preventive measures at community level.	• It was required that as school reopen, LG resume MBW sessions in school, provide psychosocial support to student and raise awareness on COVID-19 prevention measures. • Radio programme to reach a large audience with life skills and awareness raising messages, encouraging parents and guardians on the importance of education. Radio sessions ensures that all students access MBW sessions even if these are not available at school due to revised school timetable.	• Return to school/ learning centres, • Well-being and resilience	• Learning /Transition
	Learner Guides access BTEC qualifications and social interest loans in recognition of their volunteering	• BTEC assessments of Guides had to be done via phone interview. Assessment forms were to be filled using ODK and submitted electronically. • KIVA loan terms were restructured for the period of the COVID crises. Business Loans were provided	• Guides validate their skills and experience through the BTEC certification. BTEC certificate adds value to young women's resumes and support their application for further studies or employment. • Noted that it could support KIVA clients get		

		based on redesigned criteria adapted to the COVID-19 context.	through the negative impacts caused by COVID-19 on their business. Boost businesses and encourage borrowers to continue with their repayments.		
Output 4: *Robust, engaged local capacity and collaboration in support of marginalised children's education*	District stakeholders trained to support embedding a whole school approach in schools	• To build capacity of Planning for School Excellence (PSE) facilitators to integrate and implement COVID-19 response plans within PSE plans	• It was noted that schools had limited capacity to implement COVID-19 response and ensure a safe and conducive environment for students. PSE facilitators were given training to support COVID-19 response implementation.	• Return to school/ learning centres, • Social protection, • Influencing society and institutions – combatting exclusionary norms	• Learning/Sustainability
	Stakeholder and student regional- and district-level meetings and exchange visits	• National Advisory Committee (NAC) meetings had to be done virtually or according to government guidelines on gatherings. • CAMFED was to actively contribute to the TENMET task force created by the Ministry of Education, and input into national strategies and responses to COVID-19 crises	• The National Advisory Committee (NAC) comprises a representative group of highly experienced members. It offers scope for high quality discussions and important guidance on the implementation of COVID-19 activities. • Through TENMET, CAMFED shares experience and lessons learnt from implementation at district and village level. It provides inputs and expertise on issues impacting vulnerable girls in the context of COVID-19 pandemic.		

The Implications of the COVID-19 Pandemic for the Endline Evaluation

The COVID–19 pandemic not only disrupted the school calendar but also had implications for the endline evaluation, especially due to the high need for safeguarding the health and safety of evaluators, CAMFED staff, clients and members of the programme communities. Given the limitations in physical movement and in-person fieldwork visits posed by the pandemic, the External Evaluator (EE), in consultation with CAMFED, opted for 'remote' means of conducting the endline evaluation. Therefore, all the meetings between CAMFED and external evaluator from the planning to the dissemination of findings were conducted remotely using Zoom. All the interviews (including focus group discussions) done by the EE were conducted remotely using Zoom, Skype and/or teleconferencing. Quantitative surveys done by enumerators were conducted using phone calls. On the other hand, qualitative data collection by enumerators (including interviews, focus group discussions (FGDs) and journey pathway mapping) was done through physical visits. Challenges such as internet connectivity, poor network coverage and interviews delays were experienced.

The Evaluation Questions and Data Collection Tools

The respondent types are presented in the table below, mapped to the types of research event.

Respondent Type	Type of Research Event	Responsibility
CAMA members	Quantitative: Virtual phone survey	CAMA enumerators
Learner Guides	Quantitative: Virtual phone survey	CAMA enumerators
Transition Guides	Quantitative: Virtual phone survey	CAMA enumerators
Transitees	Quantitative: Virtual phone survey	CAMA enumerators
Form 4 girls (supported)	Qualitative: FGD	CAMA enumerators (face-to-face)
Form 4 boys and girls (not supported)	Qualitative: FGD	CAMA enumerators (face-to-face)
Transition girls (supported)	Qualitative: FGD	CAMA enumerators (face-to-face)
Transition girls (not supported)	Qualitative: FGD	CAMA enumerators (face-to-face)
Girls with disabilities	Qualitative: SSI	CAMA enumerators (face-to-face)
Heads of school	Qualitative: KII	CAMA enumerators (face-to-face)
Teacher Mentors	Qualitative: KII	CAMA enumerators (face-to-face)
Teachers	Qualitative: FGD	CAMA enumerators (face-to-face)

Respondent Type	Type of Research Event	Responsibility
Parent support groups	Qualitative: FGD	CAMA enumerators (face-to-face)
School Committee members	Qualitative: FGD	CAMA enumerators (face-to-face)
BTEC assessors	Qualitative: SSI/KII	CAMA enumerators (face-to-face)
Learner Guides	Qualitative: SSI/KII	CAMA enumerators (face-to-face)
Transition Guides	Qualitative: SSI/KII	CAMA enumerators (face-to-face)
Other CAMA members	Qualitative: FGD	CAMA enumerators (face-to-face)
Young women Transitees	Qualitative: Participatory journey pathway mapping	CAMA enumerators (face-to-face) and EE researchers (virtually)
Community Development Committees	Qualitative: FGD	CAMA enumerators (face-to-face) or EE researchers (virtually)
Local leaders	Qualitative: KII	CAMA enumerators (face-to-face)
CAMFED staff	Qualitative: KII/SSI/FGD	EE researchers (virtually)
Government officials	Qualitative: KII	EE researchers (virtually)

The table below presents the main evaluation questions. (More detail is provided in Table A11 in Annex 11. However, we note that the evaluation questions were condensed and prioritised because of the constraining effects of the COVID-19 pandemic.)

Evaluation Questions

Evaluation criteria	Key evaluation questions	Evaluation instruments
Relevance	• To what extent were the objectives and design of the project, including the underlying theory of change, valid and did the objectives and design respond to the needs, priorities and policies of intended beneficiaries, partner organisations (e.g., schools) and the country? • How well did COVID-19 adaptations meet changing needs of learners, including during the COVID-19 pandemic? • What more could have been done to better meet their needs?	• Desktop review • In-depth interviews and focus group discussions with CAMFED staff, senior government officials and key stakeholders
Internal coherence	• Is the project internally coherent? • *Do the various categories of project activity complement one another?*	• Desktop review • In-depth interviews and focus group discussions with CAMFED staff, senior government officials and key stakeholders
External coherence	• How has CAMFED contributed to the national development and revision of COVID-19 response education plans and strategies for school reopening? • How has CAMFED influenced and engaged in adaptations and changes to the policy environment? How has CAMFED supported marginalised out-of-school girls and young women to return to formal education?	• Desktop review • In-depth interviews and focus group discussions with CAMFED staff, senior government officials and key stakeholders

Evaluation criteria	Key evaluation questions	Evaluation instruments
Efficiency	- Could the same outcomes have been achieved at less cost? - Could better outcomes have been achieved at the same cost? - What evidence is there that the project has achieved good value for money? - To what extent did the project deliver the intended results in an economic and timely way and deliver interventions in a cost-effective way? - How cost-effective is CAMFED's multidimensional approach to improving access to education, life skills training and post-school pathways for the most marginalised girls? - To what extent have training and grants provided by CAMFED to schools and parent support groups contributed to a safer and more enabling learning environment for marginalised children? - Following the closure of educational institutions due to COVID-19, to what extent did the additional support provided by CAMFED to marginalised girls and young women assist with access to learning and re-enrolment once they reopened?	- Desktop review - In-depth interviews and focus group discussions with CAMFED staff, senior government officials and key stakeholders - In-depth/semi-structured interviews and focus group discussions with school-level, district-level and community role players and stakeholders

Evaluation criteria	Key evaluation questions	Evaluation instruments
Effectiveness	- To what extent were the objectives and intended results of the project achieved, including differential results across groups? - What were the major contextual factors influencing the achievement or non-achievement of the objectives and intended results? - Has the financial, material, teaching and mentoring support provided to marginalised girls, including girls living with disabilities (GWDs), resulted in improving retention, attendance and progression outcomes? - Has the My Better World (MBW) programme lead to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women? - Has the post-school financial, training and mentoring support provided to young women (GEC graduates) resulted in improved post school transition outcomes? - How successful has the project been in addressing the barriers to education and post-school pathways for marginalised girls and young women worsened by the COVID-19 pandemic? - How successful has it been in reducing dropout rates attributed to early marriage and pregnancy?	- Desktop review - In-depth interviews and focus group discussions with CAMFED staff, senior government officials and key stakeholders - In-depth/semi-structured interviews and focus group discussions with school-level, district-level and community role players and stakeholders - Focus group discussions with teachers, parents/guardians and children

Evaluation criteria		Key evaluation questions	Evaluation instruments
	Impact	To what extent and in what ways did the project generate or contribute to the generation of significant higher-level effects (social, environmental and economic), whether positive or negative, intended or unintended? How have Learner Guides and other CAMFED Association members used their leadership roles 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? To what extent has the MBW programme and safeguarding training changed the attitudes and perceptions of girls, boys and communities to cultural/gender norms and gender sensitive issues? What evidence is there that CAMFED's collaborative, cross-sectoral approach has been successful, bringing 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?	• Desktop review • In-depth interviews with CAMFED staff, senior government officials and key stakeholders • In-depth/semi-structured interviews and focus group discussions with school-level, district-level and community role players and stakeholders • Focus group discussions with teachers, parents/guardians and children
	Sustainability	How effective and scalable is CAMFED's guide model in a peri-urban context using guides who were not previously supported by CAMFED in school and were not members of the CAMFED Association? What evidence is there that CAMFED's governance model and community structures have been embedded as good practice in peri-urban communities to support marginalised girls to attend school safely? What is the role that young women school graduates can play in supporting successful transitions for marginalised girls, within and beyond school, and how scalable is CAMFED's guide model? • Is To what extent will the net benefits (whether financial, economic, social and/or environmental) of the project continue? • To what extent was the project successful in building sustainability within the enabling environment for change at the family, community, school and system levels? • Was the project successful in leveraging additional interest and investment?	• Desktop review • In-depth interviews with CAMFED staff, senior government officials and key stakeholders (including development partners and donors) • In-depth/semi-structured interviews and focus group discussions with school-level, district-level and community role players and stakeholders

The Evaluation Approach and Methodology

Research Methods

The evaluation adopted a developmental approach to assessing the inputs, outputs, outcomes and broader impacts of the implementation of the GEC-T 5276 project. The work was characterised by a balance between qualitative and quantitative research, within an overall mixed-methods explanatory approach. The quantitative phase involved analysis of the rich sets of secondary (quantitative) data that have been collected by CAMFED throughout the project, as well as primary data collected from schools (including EMIS data on enrolment and dropout), and from a sample of CAMA members, Learner Guides (LGs), Transition guides (TGs) and Transition Guide programme participants (Transitees). The qualitative component was used to clarify and contextualise insights derived from the quantitative analysis using interactive methods, in particular in-depth interviews with individuals and focus groups.

The EE team analysed quantitative school data collected by CAMA enumerators in comparison districts (which did not participate in the GEC-T 5276 project but are very similar to the intervention districts) that were matched closely with geographically adjacent intervention districts in the same province. This allowed the evaluation team to examine the counterfactual scenario at least partially, which facilitated the estimation of the state of affairs that would exist if the project had not been undertaken. The quantitative instruments were developed by CAMFED in collaboration with the EE. Cleaned quantitative data files were placed on a Google drive where only CAMFED staff and the EE with access credentials could access them. The EE team accessed the data for the purpose of the analysis and evaluation. The analysis of quantitative data involved running queries in the Statistical Package for the Social Sciences (SPSS) to generate frequency tables and cross-tabulations. Inferential analysis involved assessment of variable associations by running chi squared tests with cross tabulated data.

The evaluation required understanding stakeholders' and beneficiaries' contexts and their views of the project, and whether these are homogeneous or disparate. Reaching a nuanced understanding required qualitative research. The qualitative component of the evaluation deepened our understanding of the effectiveness of the project and of the contribution it has made to the intended outcomes.

The qualitative research consisted of in-depth interviews and focus groups discussions with beneficiaries and key project role players and stakeholders. The qualitative instruments were developed by the EE in close collaboration with CAMFED. Most of the instruments were applied in the field by CAMA enumerators trained by the EE in collaboration with CAMFED staff in each country; a smaller number of instruments were applied by the EE country team leaders. In-person research events were undertaken where possible by CAMA enumerators with the EE team quality assuring 5% of the research events virtually.

The capturing and analysis of the qualitative data were effected using a MS Word tool developed by the EE, which required fieldworkers to enter the data soon after they were obtained in the field. Data were entered into the table in the following forms:
- verbatim, when a thought was expressed by a participant in a particularly forceful way;

- in summary form, when a long point made by a participant could be expressed more briefly without any loss to the message; or
- paraphrased, reflecting a long point made by a participant that could be expressed clearly (and usually more briefly) in different words without distorting the message.

Coding of the data obtained by fieldworkers was effected by the EE. Main codes reflected the main criteria (relevance, coherence, effectiveness, efficiency, impact and sustainability, to which the EE team added *internal* and *external* project coherence). Subcodes indicated different aspects of a given criterion. To protect confidentiality, the participants were not named in the dataset. Two sample data tables are attached to this report.

More detail on the evaluation methodology is provided in Annex 2.

Sampling

A purposive stratified sampling approach was used to reach participants from within the existing research cohorts and schools, sampling from five intervention districts where the project is being implemented, which are Ilala Municipal Council, Nyamagana Municipal Council, Singida Municipal Council, Tabora Municipal Council and Shinyanga Municipal Council.

Schools were selected from those included in the midline evaluation. Comparison schools and districts were matched with intervention schools and districts using a range of criteria, applying the midline evaluation methodology. However, qualitative evaluation activities in comparison districts were not a requirement of the FM in the endline evaluation because of the risks associated with the COVID-19 pandemic. The six comparison districts were Temeke Municipal Council, Ubungo Municipal Council, Nyamagana Municipal Council, Dodoma Municipal Council, Geita Town Council and Musoma Town Council. The sample reached for both quantitative and qualitative research is summarised in the tables below.

Endline quantitative sample

Respondent category	Sample reached
School EMIS data	EMIS data on enrolment & drop out including 50 intervention schools 50 comparison schools
Learner Guides	300 LGs (Survey)
Transition Guides	120 TGs (Survey)
CAMFED Association members	500 CAMFED Association members (Surveys)
Transition Guide programme participants (YW Transitees)	200 Transitees (Survey)

Endline qualitative sample

Qualitative research (endline)			
	Target	**Sample to be reached (intervention schools only)**	**Type of instrument**
School stakeholders	Heads of School	1 HoS per school from 9 schools	KII/SSI (21 participants)
	Teacher Mentors	1 Teacher Mentor per school from 9 schools	KII/SSI (21 participants)
	Other Teachers	5 teachers per school from 9 schools	FGDs (55 participants)
	Parent Support Groups (PSGs)	1 group per school/community (9 groups)	FGDs (57 participants)
	School Based Committee	1 group per school/community (9 groups)	FGDs (106 participants)
	BTEC assessors	1 per community	SSI/KII
CAMFED Association members	Learner Guides	1 LG per school	SSI/KII (12 participants)
	Transition Guides	1 TG per community	SSI/KII (18 participants)
	CAMFED Association members	2 per district	FGD (44 participants)
Journey mapping - young women	Transition Guide programme participants (YW Transitees)	1-2 per district	Journey mapping (11 participants)
	A level student (CAMFED Association members)	1-2 per district	Journey mapping (3 participants)
	Vocational students (CAMFED Association members)	1-2 per district	Journey mapping (8 participants)
	Tertiary students (CAMFED Association members)	1-2 per district	Journey mapping (6 participants)
	Sample of YW graduates living with a disability	1-2 per district	Journey mapping (12 participants)
	GEC clients who dropped out from school (reach girls/YW who remained out of school and/or girls/YW who followed FDC vocational pathway)	1-2 per district	Journey mapping (8 participants)
School Students	Form 4 supported students who participated in the midline in Tanzania	8 CAMFED bursary recipients per school	FGD (56 participants)
	Form 4 Girls and Boys (not supported) students who participated in the midline in Tanzania	8 girls/8 boys per school	FGD (112 participants)
	Supported female	8 marginalised girls in	FGD (17 participants)

	students (midline cohort - transition subgroup) (journey mapping)	younger transition cohort per school (supported)	
	Not supported female students (midline cohort - transition subgroup)	8 marginalised girls in younger transition cohort per school (not supported)	FGD (17 participants)
	Sample of supported girls at school living with a disability	4 in total	KII/ SSI (4 participants)
Other	CDC members	3 CDCs with 5-8 members per CDC	FGD (24 participants)
	Community/village/ward leaders	1-2 per community	SSI/KII (21 participants)
	CAMFED staff	Management Team members	FGD/KII/ SSI (4 participants)
	Government officials	2 (1 from MoEST and 1 from PO-RALG)	KII (2 participants)

Outcome/Intermediate Outcome Indicators and their respective data sources

Outcome/Intermediate Outcome Indicators	Data Source
Outcome 1 – Learning Literacy and Numeracy Improvement	No learning assessments were undertaken for the endline evaluation because of restrictions related to the COVID-19 pandemic. Therefore, the indicators under this outcome were not updated at the endline evaluation point. However, learning outcomes were explored further through midline data and primary qualitative research during the endline evaluation.
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)	This indicator was not updated following the removal of household surveys due to the COVID-19 pandemic. However, in-school transition data of the intervention and comparison cohorts were collected during the endline evaluation. Both in-school post-school transition data were collected remotely through phone surveys.
IO 1 – Attendance	
1.1 - Proportion of marginalised girls attending school regularly	Girls' attendance and the barriers they face were explored further through midline data analysis and primary qualitative research during the evaluation.
1.2 - Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in	Explored through remote qualitative research.

attendance	
1.3 - Proportion of young women school graduates with regular attendance at non-formal education (post-school)	Data were collected through surveys with Transition Guides and attendance registers kept by Transition Guides.
IO 2 – Economic empowerment	
2.1 - Annual progression rate of marginalised girls receiving financial support (in-school)	Data were collected using in-school progression information collected by Teacher Mentors annually.
2.2 - Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage (in-school)	Schools' annual data collected by CAMFED.
2.3 - Engagement of community stakeholders in tackling early pregnancy and marriage (in-school)	Remote qualitative research.
2.4 - Beneficiaries' views on how the support received impacted on their likelihood of completing school	Remote qualitative research.
2.5 - Beneficiaries' views on how the support received (Transition Programme) impacted on their economic security (post-school)	Remote qualitative research.
2.6 - Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion	Post-school transition collected through a remote survey.
IO 3 – Life skills	
3.1- Level of self-esteem, self-efficacy and self-confidence among marginalised girls	The indicator under this intermediate outcome were not updated at the endline evaluation point. However, the impact of life skills sessions on girls' confidence was explored further through midline data analysis and primary qualitative research during the evaluation.
3.2 - Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition	Remote qualitative research.
IO 4 – Quality of	

teaching/classroom practice	
4.1 - Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.	The indicators under this intermediate outcome were not updated for Teacher Mentors at the endline evaluation point. Data were collected through a survey with Learner Guides. The indicators were explored further through midline data analysis and primary qualitative research during the endline evaluation.
4.2 - Percentage of Learner Guides who perform their role with students to the required pedagogical standard.	Data collected through observation – based assessment results carried out by verifiers and assessors.
4.3 - Frequency of use of learning materials provided by CAMFED, by students and teachers	School-based surveys were not conducted due to COVID-19 restrictions. Therefore, the indicator under this intermediate outcome was not updated at the endline point. However, the impact of learning materials provided by CAMFED was explored further through midline data analysis and primary qualitative research during the evaluation.
4.4 - Quality of learning materials provided by CAMFED (Qualitative)	Remote qualitative research.
IO 5 - School-related gender-based violence (A safer learning environment for girls)	
5.1 - Students' understanding of School-Related Gender Based Violence	Remote qualitative research.
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-based surveys were not conducted due to COVID-19 restrictions. Therefore, the indicator under this intermediate outcome was not updated at the endline point. However, students' safety and SGBV were explored further through midline data analysis and primary qualitative research during the evaluation.
5.3 - Students' experiences and perceptions of safety in school and on their way to/from school	Remote qualitative research.
5.4 - Proportion of School Improvement Plans that include an action to promote child protection	Action plans collected by CAMFED and remote qualitative research.
5.5- Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools	Remote qualitative research.

Sustainability – Community	
1 - Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies, to be able to influence the support provided to marginalised girls.	Remote Learner Guide surveys and remote qualitative research.
2 - Number of school communities implementing a cost-share approach to meet the associated wrap around costs for the most marginalised girls to attend school, including through school-community financing models.	The indicator under this intermediate outcome was not updated at the endline evaluation point due to COVID-19 restrictions. However, sustainability indicators were explored through primary qualitative research during the evaluation.
Sustainability – School	
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.	The indicator under this intermediate outcome was not updated at the endline evaluation point due to COVID-19 restrictions. However, sustainability was explored through primary qualitative research during the evaluation.
2 - Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable.	Remote qualitative research only.
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	The indicator under this intermediate outcome was not updated at the endline evaluation point due to COVID-19 restrictions. However, sustainability was explored through primary qualitative research during the evaluation.
Sustainability – System	
1 - Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels)	Remote qualitative research

and teacher training institutions as a pathway to improve learning and transition	
2 - Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from other line ministries (e.g., health, social welfare) to address girls' welfare.	Remote qualitative research. Analysis of secondary data from different project reports.

A Flexible Approach to the Evaluation

The evaluation had to adopt a flexible approach, regularly adapting its methods to overcome the challenges of the COVID-19 pandemic. The travel and social restrictions associated with the pandemic mean that it was not possible for the EE team to carry out fieldwork in the normal way. It was therefore necessary to adopt a flexible approach to data collection, safeguarding all participants in the evaluation.

Because of the pandemic, all enumerator training was virtual. Qualitative enumerator training took place virtually (led by the EE and supported by CAMFED) in all countries in district centres. Similarly virtual training took place with quantitative enumerators separately (led by CAMFED and supported by the EE).

Separate groups of CAMFED Association enumerators were deployed for the quantitative and qualitative evaluation tasks. The EE country team leaders quality assured 5% of the interviews and FGDs carried out by qualitative enumerators.

Given the continued restrictions on international travel, the EE team consisted of a mix of national experts (based in the target countries) and international experts; the former conducted in-country research while being supported remotely by the international experts (the Team Leader and the Gender in Education Specialist).

Results

Response to the COVID-19 pandemic

CAMFED's adaptive response to the COVID-19 pandemic was effective and consistent with national policies. Learner Guides in particular were reported to have been very active in encouraging marginalised girls to return to school when schools reopened. All school- and community-based respondents in the qualitative research, including heads of schools, teachers, SBC members and PSG members, reported that the additional support provided by CAMFED to address the effects of the pandemic were very successful in helping students to return to school after school closures and catch up with the curriculum. District-based respondents, including CDC members, agreed. GEC-T 5276 Learner Guides were active in their communities even during school closures resulting from the COVID-19 pandemic. In an FGD, CAMA members also outlined why their interventions were so important during the height of the pandemic stating that they '*managed to provide education on self-care against the virus and crowd avoidance in the following ways - wearing of masks using hand sanitiser, handing washing with running water as well as well as avoiding congestion'.* Furthermore, in FGD with LGs they were confident that programme activities addressed important needs when schools were closed because of COVID -19 pandemic, as they '*continued to provide self-awareness education and visit children at home to find out their challenges through telephone communications to know their progress'*.

During school closures due to the COVID-19 pandemic, 51.2% of the LGs stayed in touch with the students.

The majority of the LGs supported students with their revision, stayed in touch with students during school closures and contacted them to check their welfare. The other activities carried out by LGs during school closures are shown in the table below.

Table 2: LG activities during school closures

LG Activities During School Closures	
Activity	**Proportion**
Supported students with their revision	54.8%
Contacted Teacher Mentors to plan for future lessons	54.0%
Stayed in touch with students during school closures	51.2%
Contacted one or more students in person to check their welfare	51.2%
Sensitised parents about school re-opening	48.4%
Visited students to encourage them to return to school	43.7%
Conducted home visits	39.3%
Organise study groups in person	37.3%
Delivered MBW sessions in person	32.5%
Helped students access PPE	30.2%

LGs were able to meet 6.9 students on average during school closures, providing remote support to a further 6.1 per LG; 51.4% (72) managed to meet students once a week.

The school closures caused by the COVID-19 pandemic seem not to have disrupted the

work of most of the Learner Guides, many of whom report having continued to lead MBW sessions, refer needy children for assistance, report cases of abuse, provide counselling and mentoring, encourage students to attend school or return to school

The average number of students supported by LGs with their learning or revision during school closures was 12.96. Some of this support was carried out over the phone or by dropping off materials.

LGs also met up with an average of 6.9 students each who particularly needed support. 55.6% of the LGs met students during school closures. The proportions of the frequencies LGs met the students are shown in the table below – the majority of LGs met with students at least once a week during school closures.

Table 3: LGs Frequency of meetings with students during school closure

LGs Frequency of meetings with students during school closure	
Frequency	**Proportion**
Once a week	51.4%
More than once per week	22.1%
Once every two weeks	7.9%
Once every three weeks	2.1%
Once a month	12.1%
Less than once a month	1.4%
Other	2.9%

The five GEC COVID-19 domains were all effectively addressed:

- **A Connection to and continuation of teaching and learning**

The project supported the continuation of teaching and learning very effectively. Learner Guides undertook a range of activities including radio broadcasts, community based My Better World and revision sessions. CAMA members, including LGs and Transition Guides, provided students with additional learning resources, including exercise books, stationery, study guides and past examination papers, mitigating the challenges of students studying from home. This was evidenced in an SSI with a TM who reported that whilst the COVID-19 pandemic conditions meant that girls couldn't attend school and they were *'living under difficult conditions, they were helped with CAMFED by being provided with all necessities for avoiding and protecting them with COVID 19 like sanitizer, mask, water and soap to wash hands, and good environment for their education such as uniform, books, shoes, and exercise books'.*

In addition, schools were provided with additional learning resources and Learner Guides worked with Teacher Mentors to deliver whole-class literacy initiatives for Form 2 and Form 4 students due to sit national examinations at the end of 2020 in 93 partner schools.

- **B Return to school**

CAMFED's community-wide approach to improving school attendance (and return to school

after school closures) has been very successful. For example, it was reported in the qualitative research that district-level stakeholders worked alongside schools and LGs to facilitate catch-up learning after students returned to school, including through providing stationery to all 144 partner schools to help schools facilitate practice tests ahead of the national examinations in December 2020. Such support to return and catch up with classes and examinations was reported by, among others, community leaders, SBC members, PSG members and heads of school. In return to school campaigns following school closures, the importance of the role of the Learner Guides was widely reported by almost all types of respondent.

The project saw high rates of return to school after school closures, with 99.7% of lower secondary and 100% of upper secondary students returning to school. Significantly, 98% of Form 2 students then progressed into Form 3 for the 2021 academic year and 91% of Form 3 students progressed into Form 4 – an increase from midline, despite the additional challenges faced as a result of COVID-19.

- **C Well-being and resilience**

Marginalised girls and young women pointed to the important role of Teacher Mentors and Transition Guides in enhancing their well-being and resilience through psychosocial support and support for their transition to a successful adulthood. The MBW programme was also widely praised by all respondents who were aware of it (including girls, boys and teachers) for its contribution to the development of life skills and gender equality. It was reported that 26,910 children (13,859 girls and 13,051 boys) were supported by LGs, who act as mentors and role models.

Following a consultative process, CAMFED and KIVA designed a new loan product to mitigate the negative effects of the pandemic, including a two-month grace period and a revised repayment schedule aimed at alleviating the financial burden of borrowers during the crisis.

- **D Social protection and safety**

The project has made a very substantial contribution to keeping marginalised girls in school and helping them to return to school, partly through its community-wide approach to combating early marriage and pregnancy (EMP). The qualitative research shows that measures to ensure safety and child protection have been effective. Marginalised girls reported that they have been able to know their rights through the Child Protection Policy and they now have the courage to speak out about the challenges they face and report cases of abuse. CAMFED ensured that its delivery structures are embedded within local governance systems, with social services and police representatives on CDCs, providing appropriate referral pathways for welfare and child protection issues.

The available project reports show that 1,790 young women were supported in 2020 alone with critical post-school skills to transition into further education, employment and entrepreneurship through completing the Transition Programme, including covering the 'My Right, My Choice' module in quarter 17, which covers units in sexual and reproductive health to enable young women to make informed, safe choices about contraception, protection from infection and family planning. CAMFED's locally embedded delivery structures, comprising Learner Guides, Transition Guides, Teacher Mentors, Parent Support

Groups and other trained stakeholders, conducted home visits, provided counselling sessions, carried out telephone and radio outreach, and conducted study sessions and community awareness raising to address the issues of girls who had dropped out of school.
At the onset of the project design, CAMFED ensured that its delivery structures were embedded within local governance systems, with social services and police representatives on Community Development Committees, providing appropriate referral pathways for welfare and child protection issues. During an SSI a HoS alluded to the synergy of the project interventions saying that the actions of the CDC and CAMA complement each other 'Actions that have been taken by CDC are: '*Influencing people to use the child protection policy and taking strong action against the abusers'.* Actions that have been taken by CAMA members are: '*Home visits to ensure the child protection policy is implemented and condemning acts of violence against children'.*

- **E Influencing society and institutions**

The project has participated in influencing society and institutions thereby combating exclusionary norms. It is noted that most of the project stakeholders participated in community awareness raising, positive community leadership, advocacy and collaboration.

CAMFED Tanzania actively supported the government response to COVID-19. Through the TEN/MET task force, CAMFED contributed to the development and revision of COVID-19 response plans and strategies for school reopening. CAMFED also participated in the national forum led by the Ministry of Health, Community Development, Gender, Elderly and Children to reflect on the impact of COVID-19 on issues related to gender-based violence and safeguarding. As a member of the district Gender Violence Against Women and Children committee in Kigamboni and the regional committee in Morogoro, CAMFED has fed into strategies and plans at these levels by sharing experience gathered from our beneficiaries. CAMFED has worked closely with government representatives on the broadcast of radio MBW sessions on Radio One, which has national coverage, on Capital Radio, and Times FM in Dar es Salaam and CG Radio in Tabora. As schools reopened after pandemic-related closures, CAMFED supported their compliance with government health guidelines around PPE provision, sanitation and WASH provision. CAMFED worked with its network of PSGs and CAMA members to provide marginalised girls with food hampers and hygiene kits to stay in school and attend remedial programmes. CAMFED also adapted its bursary package to include masks, soap and hand sanitizer for all students supported in secondary school, vocational college and tertiary education.

Journey Pathway Mapping

The journey pathway mapping technique generated powerful and often tragic life stories, told by 13 young women, which illustrate the difficult context in which the GEC-T 5276 project operates. The purpose of this pathway mapping was to understand the journey that the young women have taken since they started school, and how they managed to attend and complete school despite the challenges that they have faced. The research also wanted to yield evidence of their post-school journeys – what have they done since they left school and how have they managed to achieve all that they have so far? Tertiary students in this group were aged between 19 and 25; vocational students were aged 20 to 31.

It is a small sample size and therefore it is not possible to generate conclusive findings, but the 13 stories powerfully illustrate both the vulnerability of girls and young women and the invaluable support that CAMFED has provided to build their resilience and assist in their transition to secure post-school pathways.

Using a large sheet of paper, each girl or young woman was asked to plot her pathway through life, starting when she was very young, marking successes, challenges and changes along the way. In the majority of cases, in which in-person contact was not possible because of the COVID-19 pandemic, the enumerators wrote down the story as it was told in a telephone call.

We note that some of the 13 stories were told spontaneously by respondents without the enumerator giving any prompts or probing questions.

Challenges experienced	Useful interventions by CAMFED	Achievements
The separation of parents and the loss of a parent were reported by several of the young women as serious challenges because of the resulting poverty.	CAMFED helped one of the girls to transition from Form 2 to Form 3 after she had been struggling to pay school fees. Without this help she would have dropped out of school.	Improved in-school transition.
Poor performance at school.	Several young women reported improved performance at school because of CAMFED's help – one girl referred to "*ease of reading, fun and increased classroom performance*".	Learning materials provided by CAMFED improved learning performance.
Lack of money for school fees, school supplies and transport were reported by all respondents. One girl reported using her primary school uniform when she entered secondary school. One college student reported as follows: "*I am continuing with my studies*	Payment by CAMFED of school fees, hostel fees, school supplies and bicycles was reported to have helped greatly. However, during a qualitative FGD discussion with students, it was reported that '*some parents use the children's bicycles provided by organisation in their work and thus prevent children*	Access to schooling and post-school education.

thanks to CAMFED, without them I would not be here."	*attending school regularly'.* CAMFED Tanzania are aware of this and are actively following up with SBCs and PSGs to sensitise on the appropriate use of the bicycles for students to attend school regularly. An entrepreneurship opportunity supported by CAMFED enabled one young woman to pay her college fees. Another young woman said: *"When I found out that CAMFED will send us to college I was very happy because my mother could not afford it."* One young woman supported by CAMFED was born with sickle cell disease. She performed poorly at school because of her illness and dropped out, but she is now studying decoration at college.	

Common themes from the Journey Pathway Mapping were useful in updating our understanding of the current barriers to girls' regular attendance in school, along with a broader understanding of the relevance and effectiveness of the intervention.

Outcomes

Outcome 1 – Learning Literacy and Numeracy Improvement

The indicators under Outcome 1 were not updated for the endline evaluation; no learning assessment was undertaken because of restrictions related to the COVID-19 pandemic. Instead, the endline evaluation sought to explore the extent to which the programme mitigated against learning losses throughout the pandemic related school closures.

However, previous evidence from the midline evaluation (July 2020) shows that between baseline and midline the project's literacy and numeracy learning outcomes correlated with the intervention schools having received extra support in teaching and learning activities plus provision of resources.

Literacy
- Literacy results were positive for both Form 2 and 3, with project targets achieved for Form 2 marginalised girls.
- 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 were statistically significant. The gap between the literacy results of the intervention students and the comparison students had widened, with both marginalised and less marginalised girls in the intervention schools scoring higher than in the comparison schools.
- The combined effect from both forms in literacy improvement was a statistically significant DiD of +4.3pp, equating to 105% of performance against the set target.

Figure 1: Literacy changes between baseline and midline for Form 2

Form 2 Girls' SeGRA learning outcomes, Tanzania

	Baseline	Midline		Baseline	Midline
	Marginalised		.	Less Marginalised	
Intervention	24.6	40.3		28.5	46.2
Comparison	23.7	34.8		31.6	45.5

SeGRA Scores out of 100
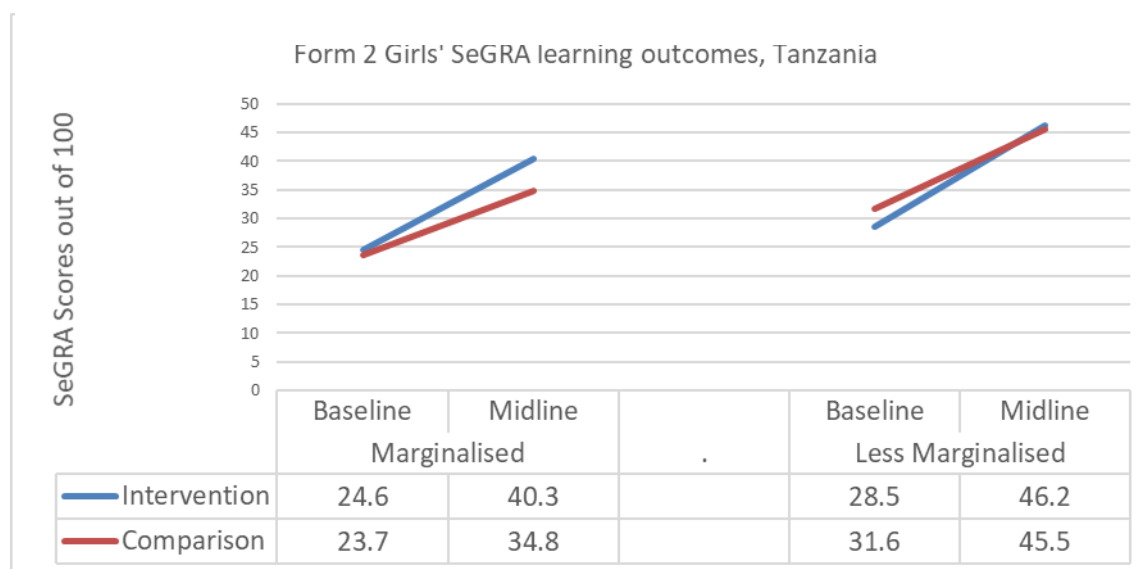
Figure 2: Literacy changes between baseline and midline for Form 3

Form 3 Girls' SeGRA learning outcomes, Tanzania

	Baseline	Midline		Baseline	Midline
	Marginalised		.	Less Marginalised	
Intervention	33.3	49.5		37	56.7
Comparison	33.2	46.1		39.9	54.7
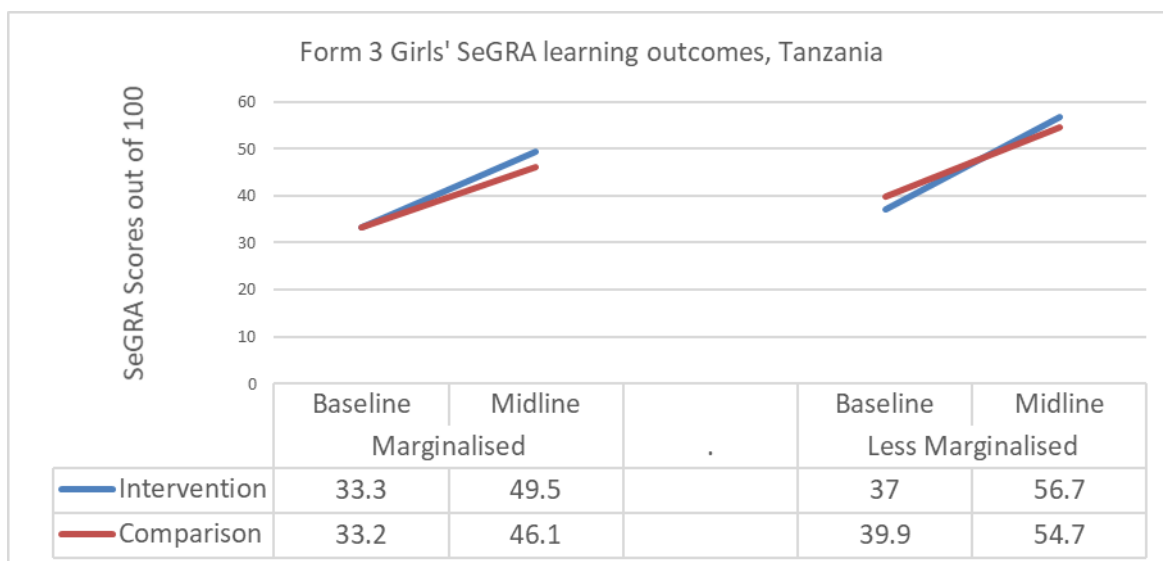
Numeracy

- Numeracy results were positive for both Form 2 and 3, with project targets achieved for Form 2 marginalised girls.
- 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 a statistically significant DiD of +2.8pp, equating to 68.5% of performance against the set target.

Figure 3: Numeracy changes between baseline and midline for Form 2

Form 2 Girls' SeGMA learning outcomes, Tanzania

	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
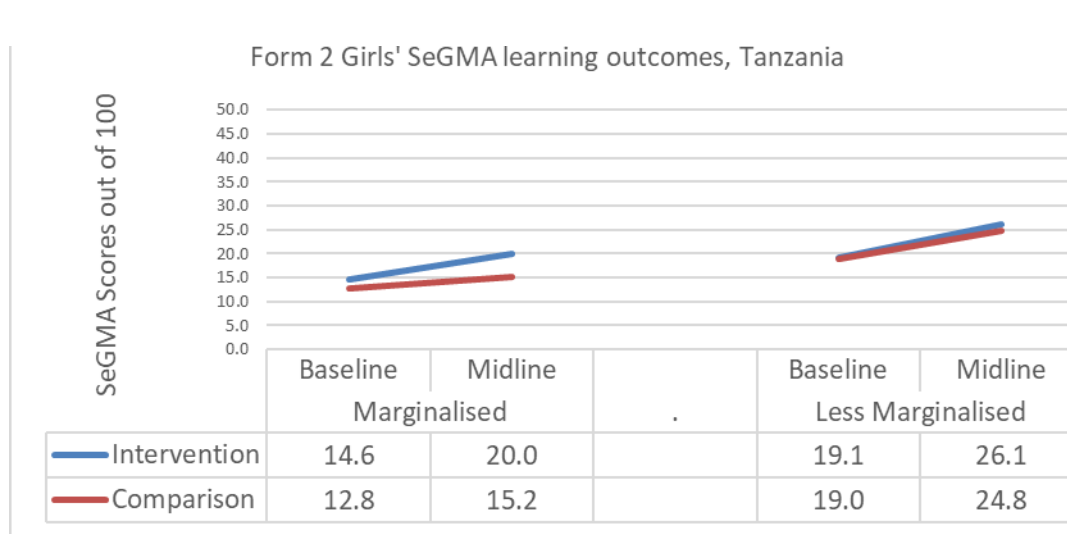
Figure 4: Numeracy changes between baseline and midline for Form 3
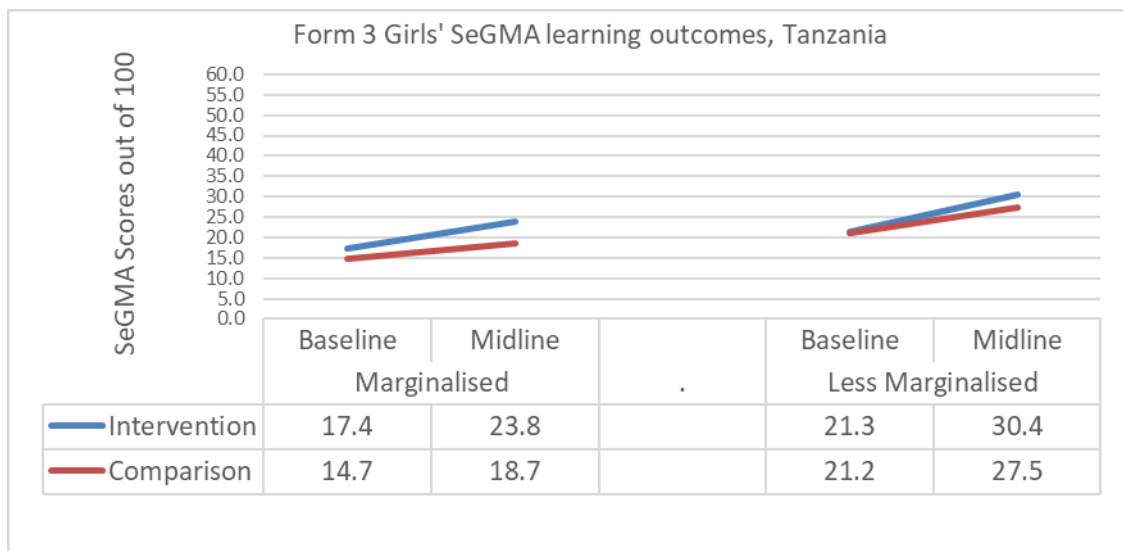
The midline evaluators note that the evaluation took place only one year after the project activities started, and that progress towards targets indicates important early signs of positive achievements.

In the endline qualitative research the programme was judged by respondents to be very effective. This applies to access to education, the quality of education, progression to higher levels of education, access to entrepreneurship opportunities and improved gender equality – many respondents, such as heads of schools, teachers, TMs, LGs, community leaders and girls and boys themselves, reported that girls and boys are now treated fairly in school. These general findings are related to improved learning in a general sense.

More specifically, in the endline qualitative research the support for improved learning outcomes was assessed by all school-based respondents, such as heads of school, teachers, TMs and marginalised girls, as very effective. CDC members reported improved academic performance, especially among girls. Heads of school, teachers and TMs reported that the textbooks provided by CAMFED are very helpful and that the LG programme has helped students to progress to different levels of higher education. Marginalised girls reported very positive experiences of their involvement in Science, Technology, Engineering and Mathematics (STEM) subjects through improved teaching strategies and the provision of effective learning materials.

In the qualitative research the MBW programme was widely praised by girls, boys and young women for promoting understanding of gender equality, making girls and young women stronger and more confident, and ensuring that boys and girls cooperate and realise that they have the same right to education. A HoS when interviewed praised the work of the LGs and the impact of the MBW saying that in his school he has witnessed that the '*LG programme has given better results in my school because self- discipline has increased, and they help girls and boys become confident and more sensitive in or out of my school'*.

In the qualitative research heads of school reported enhanced motivation and skills among girls, particularly due to the collaborative work of the TMs and LGs

Almost all girls (99.7% lower secondary and 100% upper secondary) supported by CAMFED returned to school to complete the academic year after March 2020 closures due to the COVID-19 pandemic

Students supported by CAMFED also performed well in national examinations relative to the total student population, in some cases surpassing the national pass rate:
- In 2020, the pass rate in Form 2 national examinations was 91.6% (National Examinations Council of Tanzania, 2020). The pass rate among supported students was 91.0%.
- In 2020, the pass rate in the Form 4 Certificate of Secondary Education Examination was 85.8%. The pass rate among supported students was 86.0%.
- In 2020, the pass rate in the Form 6 Advanced Certificate of Secondary Education Examination was 98.4%. The pass rate among supported students was 100.0%.

The high level of marginality among the target cohort makes this a strong performance.

The project appears to have been effective in supporting continued learning during school closures, with examination pass rates indicating that strong literacy and numeracy learning gains achieved prior to the pandemic were protected through the projects activities.

Outcome 2 – Transition

The intended outcome for transition is 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".

The Outcome Indicator (OI) for transition is the 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).

The table below outlines the number of marginalised girls who have been supported to transition through each of these key stages.

Table 4: Number of marginalised girls transitioning through key stages

Transition pathway	Tanzania 5276
Primary	n/a
Lower Secondary	7,049
Upper Secondary	282
Post-school (tertiary / vocational)	1,411
Taking part in Transition Programme	3,820
Transitioning to a secure pathway	2,816

Transition (In-School)

There were 878 girls tracked in the GEC-T 5276 endline transition survey. These girls were categorised into either comparison or intervention groups. The intervention group constituted 50.8% of the cohort. The table below shows the transition status for the 878 girls in the endline survey.

Table 5: Transition status for the tracked cohort of girls

District Type	Survey	Tanzania 5276				
		Failure	Success	Success Rate	Unknown	Total
		Count	Count	%	Count	Count
Intervention	Baseline	58	372	86.5%	0	430
	Midline	46	349	88.4%	0	395
	Endline	42	375	89.9%	29	446
Comparison	Baseline	18	399	95.7%	0	417
	Midline	28	355	92.7%	0	383
	Endline	92	309	77.1%	31	432
Combined	Baseline	76	771	91.0%	0	847
	Midline	74	704	90.5%	0	778
	Endline	134	684	83.6%	60	878

This table shows that the transition rates in Tanzania in the intervention cohort have not changed significantly (86.5% at baseline, 89.9% at endline, p-value=0.1260), while in the comparison districts the transition rates have decreased significantly (95.7% at baseline, 77.1% at endline, p-value <0.00001). This is a net effect or difference in difference (DiD) of 22.0pp, which translates to 440% of the target achieved. See the table and graph below.

Table 6: Transition rates in intervention and comparison cohorts

	Group	Tanzania
Baseline Transition Rate	Intervention	86.5%
	Comparison	95.7%
Endline Transition Rate	Intervention	89.9%
	Comparison	77.1%
Difference between Endline and Baseline	Intervention	3.4%
	Comparison	-18.6%
	Difference in difference	22.0pp
	Target	5.0pp
	% of target achieved	440%

Figure 5: Difference in Difference in-school transition rates between intervention and comparison cohorts
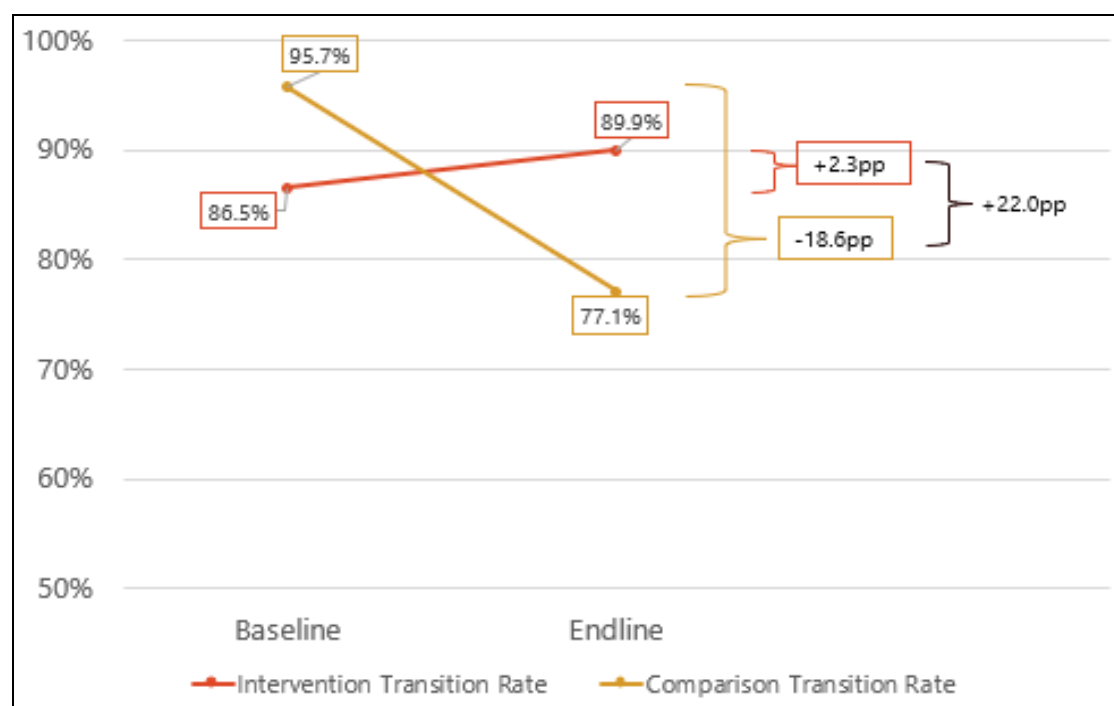
The project has been very successful in supporting improved transition rates in the intervention cohort. Since baseline transition rates of supported girls have steadily increased, while in the comparison districts the transition rates have decreased significantly. There is a net effect or difference in difference (DiD) of 22.0pp, which translates to 440% of the target achieved.

In-School Transition Rates by District

In-school transition rates were above 80% in four of the five districts in the intervention group. Ilala Municipal Council had the highest transition rate (96.5%). Comparison districts had the lowest transition rate (77.1%).

Table 7: In-school transition rate by district
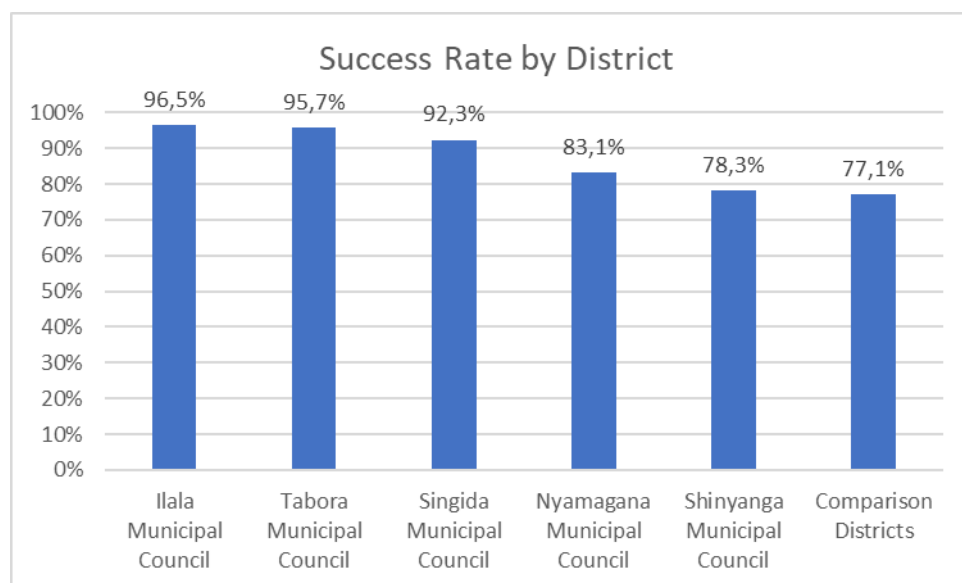
Reasons for dropping out

There were 41 dropouts from the intervention group and 86 in the comparison group. The reasons for dropping out for each group are given in the following table.

Reason for Dropping out	District Type	
	Intervention (Frequency (%))	Comparison (Frequency (%))
Student left school because family did not want to send him/her any more	0 (0.0)	7 (8.1)
Student left school voluntarily - do not know why	5 (12.2)	35 (40.7)
Student was expelled because of behavioural problems	5 (12.2)	0 (0.0)
Student left school because he/she had graduated	5 (12.2)	3 (3.5)
Student left school because of pregnancy	8 (19.5)	10 (11.6)
Student left school for other reasons	16 (39.0)	28 (32.6)
Student was expelled because of poor performance	1 (2.4)	3 (3.5)
Student was expelled because she was pregnant	1 (2.4)	0 (0.0)
Total	41 (100)	86(100)

Results from Chi-Square and Likelihood Ratio tests show that there is a significant difference between intervention and comparison districts in three of the reasons for dropping out of school. These three reasons are highlighted green in the above table.

There is clear evidence in the quantitative data that CAMFED's support contributes to students staying in school. Students in the intervention districts were 40% less likely to be out of school than those from comparison districts. GEC-T 5276 exceeded its endline transition rate target by 440%.

Students dropping out of school were recorded from 2018 to 2021. The year 2020 had more dropouts, 145(77.5%) when compared to the other years.

Between 2018 and 2021, the worst year for students dropping out of school in both intervention and comparison districts was 2020. It is reasonable to suspect that this was a consequence of the COVID-19 pandemic.

Of the 878 respondents, 215(24.5%) indicated that they were living with disabilities. Of the 215 with disabilities, 82(9.3%) had sight-related disabilities, 58(6.6%) had hearing-related disabilities, 68(7.7%) had walking disabilities, 66(7.5%) had memory-related disabilities, 55(6.3%) had self-care disabilities and 44(5.0%) had communication disabilities.

There is clear evidence in the quantitative data that CAMFED's support contributes to disabled students being in school. The disabled were 24% less likely to be out of school in the intervention districts as compared to the comparison districts.

Outcome 3 – Sustainability

The intended outcome for sustainability is that "The project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable".

The outcome is broken down into three levels – community, school and system – with three indicators for each level.

Our analysis of the qualitative data shows that there is a predisposition towards sustainability at the school and local levels; support for sustainability at national level in policy and resourcing is essential.

Sustainability at the Community Level

Contributing to IOs- IO2: Economic empowerment & IO3: Life skills

Indicator 1 (Community): Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies, to be able to influence the support provided to marginalised girls

The LGs 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.

In the endline study, a total of 276 CAMA members had worked as LGs; the highest number of these LGs (102(37.0%)) trained in 2018.

Of the 276 surveyed, 274(99.3%) indicated that they felt confident making decisions about their own lives since becoming LGs. In alignment to their levels of education, this is a strong indication that the programme has positively contributed to these girls' economic empowerment and building their life skills – a proxy of poverty reduction.

LGs also took part in leadership and 41.7% were in leadership positions in a committee of an organisation or association. Leadership roles assumed are shown in the table below, with the comparison between LGs working in 5276 districts (urban) and 5101 districts (rural).

Table 8: Learner Guides in leadership roles

	5101 (Rural)	5276 (Urban)
CAMA National committee	0.6%	1.0%
CAMA District committee	22.9%	41.9%
CAMA Sub-committee or cluster committee	38.2%	33.3%
Community Development Committee	4.7%	1.9%
Charitable organisation, NGO or church	10.0%	7.6%

committee		
Religious organisation	5.9%	10.5%
School organisation	7.6%	4.8%
Sports organisation	1.8%	0.0%
Other	22.4%	15.2%
Any leadership position	**49.3%**	**41.7%**

> **The training and recruitment of Learner Guides has had a positive impact on key factors in their lives, such as their confidence and their ability to take on leadership roles. 41.7% of Learner Guides were in leadership positions in the committee of an organisation or association; which is similar to the percentage of LGs in rural GEC-T 5101 districts (49.3%).**

Learner Guide Motivation

The most common factors motivating students to become LGs were gaining status in the community, taking part in CAMA activities and the training they would receive, as presented in the table below. Motivations were very similar for LGs in rural (5101 project) and urban (5276) districts: in both kinds of areas, CAMA members were strongly motivated by the desire to take part in CAMA activities and by the training. LGs in urban areas were slightly more likely to be motivated by gaining more status than those in rural areas (90% compared to 84%).

Table 9: Motivations to sign up as a Learner Guide

Motivations to sign up as a Learner Guide	5101 Rural	5276 Urban	Overall
The opportunity to gain a BTEC	74%	79%	76%
The opportunity to access a Kiva loan	66%	68%	67%
The training	88%	91%	89%
Gaining more status	84%	90%	87%
Wanting to give back	85%	89%	87%
Wanting to take part in CAMA activities	89%	91%	90%

> **The strongest factors motivating students to become LGs were gaining status in the community, taking part in CAMA activities and the training they would receive, all reported by over 90% of LGs. The motivations of Learner Guides in this project, were very similar to those of Learner Guides drawn from the CAMFED Association – valuable in terms of future scaling of the programme**

Impact of the programme on the Learner Guide themselves

A total of 80(31.7%) currently active LGs gained a tertiary qualification such as a certificate, diploma, or degree. The proportions for the various qualifications are shown in the table below. CAMFED supported 58.8% of those with tertiary qualifications.

Table 10: Breakdown of Learner Guide tertiary qualifications

Variable	Proportion
Certificates	88.8%
Diploma	15.0%
Degree	3.8%

Also, 165(51.0%) took part in a vocational course, BTEC or apprenticeship.

Table 11: Breakdown of vocational qualifications

Variable	Proportion
BTEC	89.1%
Full-time or part-time employment	21.4%
Vocational training	13.9%
Apprenticeship	3.8%

Of the 80 LGs with tertiary qualifications, most of them gained a tertiary qualification after training as a LG:

Table 12: Qualification gained before or after training as a Learner Guide

Variable	Proportion
Gained qualification after training as LG	48.8%
Gained qualification before training as LG	42.5%
Gained qualification the same time they were training as LG	8.7%

A total of 23 LGs accessed vocational training. The majority accessed vocational training after training as a LG:

Table 13: Qualification gained before or after training as a Learner Guide

Variable	Proportion
Accessed vocational training after training as LG	43.5%
Accessed vocational training before training as LG	43.5%
Accessed vocational training the same time they were training as LG	13.0%

Table 14: Proportion of Learner Guides who received support from CAMFED or CAMA

Variable	Proportion
Did you receive training or mentoring from CAMFED to set up or grow your business?	69.1%
Did you receive a loan or start up grant from CAMFED (including a Kiva loan) to set up or grow your business?	7.3%
Did you receive financial support from another CAMA member to help with your business?	5.5%

> **Training as a Learner Guide has contributed to many LGs accessing tertiary and vocational education; 48.8% of those who gained a tertiary qualification had been supported in Learner Guide training by CAMFED and 89.1% of the active LGs gained a BTEC qualification.**

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

This indicator was not updated at the endline evaluation point due to the COVID pandemic as surveys did not take place with heads of school due to the endline evaluation taking place virtually.

However, qualitative research with community stakeholders indicated that the community were actively supporting project implementation. For example, during an SSI with a girl who had dropped out of school, she reported that a Teacher Mentor had helped her to attend school by giving her money for food and paying her hostel costs so she could return to school. In addition, the role of PSGs was described as extremely valuable in making sure that girls receive essential resources to attend school such as school uniforms, notebooks, bags, shoes and bus fares, and also in addressing the environment in girls' home if there are 'disturbances' that are creating barriers to prevent girls from coming to school.

In FGD held with members of PSGs they spoke about their support to meeting wraparound costs for the most marginalised girls to attend school, by providing food to through a school feeding programme which increases the attendance of girls as hunger is a critical barrier to their regular attendance.

> **Within a poorly resourced context, the qualitative findings suggest the project is achieving some success in encouraging a cost-share approach, with parent support groups and teachers contributing to the wrap around costs for marginalised girls to attend school**

Sustainability at the school level

Contributing Intermediate Outcome(s) - IO1: Attendance, IO4: Quality of teaching/classroom practice and IO5: School-related GBV

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

This indicator was not updated through quantitative research at the endline evaluation point. However, the qualitative research shows that the learning environment in schools supported by CAMFED is enabling for marginalised children and that this environment is safe and female-friendly. This was reported by heads of school, SBC members and marginalised girls, all of whom cited the interventions of TMs and the MBW programme as important factors.

Marginalised girls and young women pointed to the important role of TMs, LGs and

Transition Guides in enhancing their well-being and resilience through psychosocial support and support for their transition to a successful adulthood. The MBW programme was also widely praised by all respondents who were aware of it (including girls, boys and teachers) for its contribution to the development of life skills and gender equality. For instance, CAMFED reports that 26,910 children (13,859 girls and 13,051 boys) were supported by LGs, who act as mentors and role models. This included participating in MBW life skills and well-being sessions in schools led by LGs. Through a range of pedagogical tools such as discussions, games, quizzes and songs, these sessions build up learners' critical thinking and communication skills, increasing their participation in class and improving their learning performance.

A Head of School spoke very enthusiastically about the changes project interventions had made in his school stating that *the 'responsibilities of TM are teaching, nurturing children at school and home also the TM is critical link between the school and community and CAMFED clients'.* He went on to say how the TM has influenced the ethos in his school adding that the *'TM is a role model for other teachers'.*

The midline survey found that 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 were aware of the CPP and know who to report to when they have a problem. All schools had LGs and TMs who were respected and liked by the students and the staff.

> **Within a challenging and poorly resourced context, the endline research suggests the project is making a strong positive contribution to the creation of an enabling and participative learning environment within schools – with the Learner Guides, Teacher Mentors and the MBW curriculum core to that success**

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

91.3% of LGs reported that their MBW sessions were part of the school timetable, exceeding the target (80%) by 11.3%. These findings were also supported through the qualitative research were CDC members, SBC members, heads of schools and Teacher Mentors confirmed the MBW sessions were delivered as part of the school timetable. This was a very slight decrease on the midline where the proportion was 94%, likely because of school timetabling pressures to include catch up sessions after school closures.

> **Incorporation of the MBW into the school timetable is commonplace and exceeds the endline target. Given the implementation of accelerated curricula in the wake of the COVID-19 pandemic, this indicates a strong recognition of the value of the curriculum within schools and with district leaders.**

Indicator 3 (School): 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 (FINANCIAL)

This indicator was not updated through quantitative research at the endline evaluation point. However, the qualitative research shows that the school closures caused by the COVID-19 pandemic have not disrupted the work of most of the LGs, many of whom reported having continued to refer needy children for assistance. At midline, quantitative evidence showed that the target of 14 schools had been exceeded, with 22 schools found to integrate a targeted, needs based financing mechanism.

Sustainability at the system level

Contributing Intermediate Outcome(s) - IO4: Quality of teaching/classroom practice, IO2: Economic empowerment, IO5: School-related GBV

Learner Guide sessions (including MBW sessions) form part of school timetables, government district education officers are active in delivering and monitoring the programme.

In June 2020 CAMFED produced a Sustainability Strategy and Plan for GEC-T 5276. In this comprehensive plan the LG Programme is prioritised for sustainability and scale in Tanzania. Also included in the plan are Learner Guide training and volunteering in schools (Outputs 2 and 3); the MBW curriculum (Output 3); and the incentive package comprising the BTEC qualification and access to 'social interest' loans (Output 3).

The plan reports that government interest in sustaining the programme is high:
> Governments in all have publicly expressed support for adoption and scale of the programme at the highest levels, through the most senior education ministry officials, who have become champions of the programme.

The plan refers to the following sustainability considerations which prioritised government collaboration:
> …Active National Advisory Committees (NAC), and the sustainability of the incentive package (through replicable no- and low- cost partnerships), as well as initiatives to digitise curriculum content including (through partnership under the GEC with Impact(Ed)) for TV and radio broadcast, which has become part of government distance learning offerings in some countries in the context of COVID-19 school closures).

The plan indicates that the NAC "will continue beyond the end date of the GEC contract, and steer further growth and adoption into government systems." Members of the NAC were interviewed in the course of the qualitative research for the endline evaluation, and we can confirm their role as a core element in CAMFED's operations and their willingness to support programme sustainability.

According to the plan, an innovative support structure for sustainability has been established in Tanzania:
> CAMFED's ongoing collaboration with the Center for Universal Education at the Brookings Institution - the Real-time Scaling Lab - brings together 31 high-level, diverse stakeholders ranging from director-level policy experts and decision-makers to frontline implementers. They include government officials within the Ministry of Education, Science, and Technology (MoEST), Prime Minister's Office, Labour, Youth, Employment, and Persons with Disability (PMO-LYED), the President's Office, Regional Administration and Local Government (PO-RALG), the Vocational Educational and Training Authority (VETA) and the Tanzania Institute of Education (TIE). Since its first convening in June 2019, the group has met quarterly and has established five working groups focused on scaling different aspects of the Learner Guide programme.

The plan reports that aspects of the intervention have been integrated into Ministry infrastructure in Tanzania:

- Learner Guide sessions have been formalised as part of the school timetable across partner schools.
- The President's Office for Regional and Local Government awarded formal certifications for Learner Guides, recognising the role they are playing in supporting the learning of vulnerable children.
- The (parastatal) Small Industries Development Organisation (SIDO) offers business training and mentorship to Learner Guides, complementing the social interest loans they access under the programme.
- The Tanzania Institute of Education, which controls curriculum resources, has officially approved the My Better World curriculum for use in schools nationally.
- Learner Guides' capacity for fast, effective communication and support to the hardest-to-reach communities has been recognised in national COVID-19 response plans.

Over the period 2020-2025 CAMFED expected the costs of the Learner Guide programme to decrease by over 30% because of government buy-in.

One of the key assumptions in CAMFED's Sustainability Strategy and Plan is that young rural women school graduates continue to volunteer as LGs and are motivated by opportunities for qualifications and social interest loans. We can confirm that all the young women interviewed in the qualitative research for the endline evaluation expressed their intention to continue to volunteer; their motivations varied and included a willingness to give back to the community. There is thus a compelling case for adoption and scaling of the LG programme in Tanzania. Moreover, CAMFED has secured funding for the launch, at the end of 2021, of a Learner Guide Hub to provide inclusive and easy access to Learner Guide curricula, training and resources, which will be further developed in 2022 to take the BTEC resources and assessment process online.

Respondents in the qualitative research were optimistic about the sustainability of the programme. For example, community leaders felt that the LGs will continue to work in their community and district, and CAMA members reported that they want to continue to work in their communities in the future "*because we are serving the community who are our relatives, so we are enjoying*." SBC members reported that project activities will continue at community and family level.

Indicator 1 (System): 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

CAMFED Tanzania is actively engaged in discussions on Learner Guide scaling with both MoEST and PO-RALG. There is evidence that officials recognise the need for the Learner Guide Programme to continue and be scaled up for marginalised children.

The Ministry of Education, Science and Technology (MoEST) and the Presidents' Office – Regional Administration and Local Government (PO-RALG) have participated in a three year 'scaling lab' to explore routes to scale the programme nationally Regional education officials in Morogoro invited CAMFED to bring the program to districts where it does not currently exist, discussions are taking place with PO-RALG on how the experience with the Learner Guide Programme can inform the country's new Youth Volunteerism Strategy and MoEST

are exploring opportunities for the LG programme to contribute to the country's new Secondary Education Quality Improvement Programme: a five-year, $500 million project supported by the World Bank with 50 percent of the resources devoted to girls. In Zimbabwe, the Ministry of Primary and Secondary Education's Curriculum Development Unit reviewed the content of the My Better World curriculum and adopted it for use in all Zimbabwe schools as relevant content for Guidance and Counselling.

The BTEC qualification is an important innovation supported by CAMFED. The qualification is recognised internationally (but not yet in Tanzania) and through the training young women reported that they gain valuable skills and knowledge. Teacher Mentors act as Assessors of the qualification, quality assuring and guiding young women through the qualification and it is seen as a valuable steppingstone for young women. Heads of school and teachers reported that the '*BTEC opens a door for young women for their future in the following ways, to be employed through obtaining a BTEC certificate and it gives the same high rank like those who completed Form six or a Diploma'.* This evidence shows that the BTEC provides a solid foundation for young women for their future careers and generates enhanced post-school aspirations. Transition Guides also emphasised the importance of the BTEC qualification in enabling marginalised girls and young women to access further education and employment opportunities.

The midline evaluation also reported positive progress against this indicator, pointing to the launch of the scaling lab partnership in Tanzania.

> **There is strong recognition of the Learner Guide programme at system level, with clear evidence of ministries' engagement and interest in expanding the programme, recognising its value in supporting both youth engagement and the improved learning of marginalised children**

Indicator 2 (System): 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

No quantitative data could be collected through the virtual evaluation approach in order to be able to assess this indicator, however the qualitative research indicated agency and activism in the work of CDCs in addressing and improving girls' welfare and in supporting their learning. Furthermore, the FGD with PSGs noted their positive engagement with schools and communities and working collaboratively to address the needs of girls. However, they also requested further support from MoEST and other organisations that support school feeding to provide food for the school feeding programme to complement the work they undertake.

In an FGD, CAMA members talked about their role in *'educating students about their basic rights as well as educating teachers and the community about the importance of child rights so to ensure children are taken care of properly.* They went on the describe their support to safeguarding girls and *'preventing abuse of girls by providing education on how to protect themselves and not to be deceived because of ignorance .... also educating the*

whole society on this matter'.

At midline all sustainability targets were met, with the targets for community and school exceeded. Furthermore, the midline evidence showed that the project was successful in delivering transformational *Gender Equality and Social Inclusion (GESI)* change for girls receiving direct CAMFED support.

> **CDC structures play an active role in monitoring and overseeing programme delivery, with clear evidence of collaboration between other community stakeholders such as PSGs and CAMA in addressing girls' welfare.**

Intermediate Outcomes

Intermediate outcomes provide a level in the logframe between outputs and outcomes, where the focus is on key steps in the ToC identified as enablers for improving learning and transition and so in turn sustainability. Intermediate outcome indicators are assessed below.

Intermediate Outcome 1 (IO1) – In-school

(improvement in school attendance of marginalised girls)

IO Indicator 1.1: Proportion of marginalised girls attending school regularly

Attendance data could not be collected because of school closures related to COVID-19 impacting on school terms.

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

CAMFED's holistic programme was seen to help marginalised girls overcome the barriers to attendance they reported, such as transport challenges, distance from school, poverty (a factor appropriately identified as the major cause of vulnerability in the programme ToC) hunger, low awareness of the importance of education among parents and in the community, peer pressure, girls being corrupted sexually by male teachers, lack of good care at home, shortage of textbooks, weather during the rainy season and being told by their parents not to attend school during the harvest season. CAMFED's support for transport to school was greatly appreciated by most students and commended by heads of school and PSG members. However, lack of money for bus fares was reported by some marginalised girls supported and not supported by the programme and by boys not supported. Girls who had dropped out of school mentioned association with people who do not like school and lack of advice from their parents as additional factors negatively affecting attendance.

The most commonly reported factors negatively affecting attendance were transport and distance from school. In a FGD with Form 4 girls they corroborated this by stating that '*The challenge that prevents us to attend school is lack of bus fare and distance to school'.*

Furthermore, during an SSI, a HoS supported this stating that distance is a major barrier but also during the harvest season where students are told by their parents, not to come to school so they can instead go and work on the family farms.

The most serious contextual factors were poverty and hunger. The most serious in-school factor was severe punishment by teachers, reported by boys. The EE was cognisant of the fact that corporal punishment is not criminalised in Tanzania. CAMFED Tanzania is actively working in partnership with the MoEST and HoSs to encourage alternative behaviour management strategies that teachers can use instead of resorting to corporal punishment. Heads of schools have agreed to raise awareness of child protection guidelines in their schools and the government's national guidelines which restrict when and how corporal punishment can be administered.

CAMFED's adaptive response to the COVID-19 pandemic was widely praised by all types of respondent as effective and consistent with national policies. Learner Guides in particular

were reported to have been very active in encouraging marginalised girls to return to school when schools reopened. All school- and community-based respondents in the qualitative research, including heads of schools, teachers, SBC members and PSG members, reported that the additional support provided by CAMFED to address the effects of the pandemic were very successful in helping students to return to school after school closures and catch up with the curriculum. Teachers, students, Transition Guides and Learner Guides suggested that the provision of smart phones to students would have been a great help in the context of the pandemic. The use of smart phones would enable marginalised girls to access online learning materials to further improve their learning outcomes.

More broadly, a range of programme interventions were seen to support and encourage student attendance, including for example the MBW curriculum in an interview with a local leader who stated that *'the impact of the MBW has increased academic performance of the students, reduced absenteeism and has increased school attendance'.* Marginalised girls supported by the project also reported the promotion of school attendance by CAMFED through measures such as support for transport to school, the provision of uniforms, life skills taught through the subject of the My Better World programme or 'DUNIA YANGU BORA' (in Swahili) and encouragement by CAMFED structures such as the PSGs.

> **There is clear evidence in the qualitative data that CAMFED's support contributes to mitigating barriers to regular attendance among marginalised girls even in the context of the COVID-19 pandemic.**

Intermediate Outcome 1 (IO1) – Post-school attendance by young women school graduates

IO Indicator 1.3: Proportion of young women school graduates with regular attendance at non-formal education

The 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%) is presented in the following table, which shows that overall, 79% of young women had regular attendance in non-formal education. In one district, Nyamagana Municipal Council, only 39% had regular attendance.

District	Proportion of young women with regular attendance, by district
Nzega Town Council	100%
Shinyanga Municipal Council	100%
Ilemela Municipal Council	91%
Singida Municipal	91%
Ilala Municipal Council	78%
Tabora Municipal Council	71%
Nyamagana Municipal Council	39%
Total	**79%**

There is evidence that GEC-T 5276 is successful in enabling young women school graduates to attend non-formal education regularly with 79% of young women school graduates attending regularly (an attendance rate at or above 85%), exceeding the target of 50%.

Intermediate Outcome 2 (IO2) – Economic empowerment (marginalised girls receive in-school support to overcome cost as a barrier to education)

IO Indicator 2.1: Annual progression rate of marginalised girls receiving financial support

The annual progression rate of marginalised girls receiving financial support is presented for Form 1 to Form 4 in the table below.

The progression rate of marginalised girls receiving financial support for all districts was 79% for students in lower secondary (Form 1-4). This is below the endline target of 90% and represents a drop from midline where progression rates were 97%. The age groups 14-15 and 18-19 performed worse (61.0% and 78.0% respectively).

Table 15: Lower secondary progression rate

District	Progression Rate by district
Ilala Municipal Council	83.1%
Ilemela Municipal Council	91.1%
Kahama Town Council	74.2%
Manyoni District Council	55.2%
Nyamagana Municipal Council	85.3%
Nzega Town Council	68.6%
Shinyanga Municipal Council	84.5%
Singida Municipal	89.7%
Temeke Municipal Council	52.5%
Ubungo Municipal Council	72.1%
Other districts	91.7%
Grand Total	**79.3%**
Age group	**Progression rate by age group**
Unspecified	100%
Aged 12-13 (% aged 12-13)	100%
Aged 14-15 (% aged 14-15)	61.0%
Aged 16-17 (%aged 16-17)	83.0%
Aged 18-19 (%aged 18-19)	78.0%
Aged 20+ (% aged 20 and over)	83.0%
Total	79.0%

The annual progression rate of marginalised girls receiving financial support is presented for Form 5 to Form 6 in the table below, which shows that the progression rate in intervention districts was 100.0%. All age groups performed well (100.0%).

At upper secondary (Forms 5-6) progression rates of 100% exceeded the endline target of

93%.

Progression Rate Upper Secondary - Form 5 to Form 6	
Intervention districts covered in the endline evaluation	**Progression rate by district**
Kahama Town Council	100%
Kinondoni Municipal Council	100%
Nyamagana Municipal Council	100%
Shinyanga Municipal Council	100%
Other districts	100%
Total	100%
Age group (all districts)	**Progression rate by age group**
Unspecified	N/A
Aged 12-13 (% aged 12-13)	N/A
Aged 14-15 (% aged 14-15)	N/A
Aged 16-17 (%aged 16-17)	100%
Aged 18-19 (%aged 18-19)	100%
Aged 20+ (% aged 20 and over)	100%
Total	100%

The average progression rate for those not living with a disability was 94.4% compared to 91.7% for those living with disability.

Disability	**Progression Rate**
Living with a disability	94.4%
Not living with a disability	91.7%

Age at baseline	Successful transition rate results at endline		Endline transition differences over midline	
	Intervention	**Control**	**Intervention**	**Control**
11	100%	100%	0%	0%
12	100%	100%	13%	0%
13	96%	90%	9%	-7%
14	94%	82%	5%	-14%
15	84%	73%	-5%	-21%
16	74%	62%	-15%	-28%
17	100%	73%	0%	-27%
18	67%	100%	-16%	0%

The lower and upper secondary progression rates of marginalised girls receiving financial support are high in the intervention districts but dropped slightly since midline – likely linked to the COVID-19 pandemic. Endline targets have been met for Upper Secondary progression but not for Lower Secondary. Girls living with a disability have progressed even better (94.4%) than those not living with a disability – such progress could be because of the targeted, needs-based support provided by CAMFED which addressed critical concerns for girls living with disabilities, thereby ensuring their retention and success. Transition rates were higher in intervention schools than in control schools.

IO Indicator 2.2: Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage

In the qualitative research marginalised girls reported that their safety has been enhanced and that the risk of early marriage and pregnancy (EMP) has been reduced. In 2020 only 151 girls in intervention schools (0.3%) dropped out because of EMP, a 0.1% decline compared to 0.4% at midline, and exceeding the endline target of 0.4% EMP drop out. CAMFED has supported out-of-school girls to enrol and attend government-funded vocational training programmes at the Folk Development Colleges (FDCs) and provided them with stipends to cover the cost of hygiene products and training materials. Where students have been unable to progress to the completion of secondary school, for example as a result of early pregnancy, CAMFED's tailored support package has encouraged and supported these young women to progress to alternative education pathways or to start their own businesses.

Early marriage and pregnancy (EMP) are rare, as was reported in the midline evaluation. The first table below shows that the overall dropout rate in lower secondary because of EMP is 0.3%, with the highest dropout rates in Forms 3 and 4 (0.5%). The second table below shows the variation by district, with the highest EMP dropout rate found in Shinyanga Municipal Council (0.9%).

Table 19: Drop out due to early marriage and pregnancy

Form - 2020 Academic Year	Total 2020 Female Enrolment from 5276 partner schools	Total Number of Girls who dropped out due to early marriage and pregnancy (EMP) in 2020 from 5276 partner schools	EMP Dropout Rate
Form 1	14107	14	0.1%
Form 2	12313	39	0.3%
Form 3	11227	51	0.5%
Form 4	9500	47	0.5%
Lower Secondary Total	**47147**	**151**	**0.3%**

District	Total 2020 Female Enrolment from 5276 partner schools	Total Number of Girls who dropped out due to early marriage and pregnancy (EMP) in 2020 from 5276 partner schools	EMP Dropout Rate
Shinyanga Municipal Council	529	5	0.9%
Manyoni District Council	1952	16	0.8%
Kigamboni Municipal Council	1527	10	0.7%
Singida Municipal	1408	9	0.6%
Kahama Town Council	3220	13	0.4%
Kinondoni Municipal Council	2707	11	0.4%
Nzega Town Council	2309	10	0.4%
Ilemela Municipal Council	4383	11	0.3%
Nyamagana Municipal Council	6123	18	0.3%
Temeke Municipal Council	4204	14	0.3%
Ilala Municipal Council	16239	30	0.2%
Ubungo Municipal Council	2546	4	0.2%
Lower Secondary Total	**47147**	**151**	**0.3%**

> **In the qualitative research marginalised girls reported that their safety has been enhanced and that the risk of early marriage and pregnancy has been reduced. Early marriage and pregnancy (EMP) are rare, as was reported in the midline evaluation – the overall dropout rate in lower secondary because of EMP is 0.3%, a 0.1% decline compared to 0.4% at midline.**

IO Indicator 2.3: Engagement of community stakeholders in tackling early pregnancy and marriage

Early marriage and pregnancy are among the causes of female students dropping out of school, and the target regions for GEC-T 5276 have some of the highest rates in Tanzania: in Shinyanga and Tabora, 59% and 58% of girls respectively are married before the age of 18 – the two highest rates in the country.[1] However, the GEC-T 5276 project has made a very substantial contribution to keeping marginalised girls in school and helping them to return to school, partly through its community-wide approach (involving all community stakeholders, including PSGs) to combating early marriage and pregnancy. In the qualitative research this was reported by, among others, marginalised girls themselves. Learner Guides and community leaders reported having been very active in this regard.

CAMA members reported that community stakeholders take legal action to "*prosecute those who abort children and force children to get married early; also, they provide education for children to avoid child marriage and pregnancy*".

> **The project has made a very substantial contribution to keeping marginalised girls in**

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[1] Tanzania DHS, 2010.

school and helping them to return to school, partly through its community-wide approach to combating early marriage and pregnancy.

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

As reported above, the in-school transition rates in the intervention cohort have not changed significantly, while in the comparison districts the transition rates have decreased significantly. The difference in difference (DiD) of 22.0% translates to 440% of the target achieved. As reported above, students living with disabilities were 24% less likely to be out of school in the intervention districts as compared to the comparison districts.

Marginalised girls supported by the project reported the promotion of school attendance by CAMFED through measures such as support for transport to school, the provision of uniforms, life skills taught through the subject of DUNIA YANGU BORA (My Better World) and encouragement by CAMFED structures such as the PSGs. Local leaders and Learner Guides reported playing an important role in combating student absenteeism. SBC members, PSG members, heads of school and teachers reported similar observations.

A local leader when interviewed talked about the significant barrier to attendance for marginalised girls as being '*lack of parental care, Family problems, Living far from school, menstruation and a dangerous and harsh living environment'.* He and other local leaders praised the interventions of the project in addressing these barriers and increasing the attendance of marginalised girls.

Marginalised girls feel supported and encouraged to attend school, drawing on the range of CAMFED structures including PSGs, local leaders, heads of school, teachers and Learner Guides

Intermediate Outcome 2 (IO2) – School graduates progress to a secure and productive young adulthood

IO Indicator 2.5: Beneficiaries' views on how the support received (Transition Programme) impacted on their economic security

General Finding – Post-school Transition

CAMFED support for post-school transition received very positive appraisals in the qualitative research. For example, Learner Guides noted the importance of the financial assistance marginalised young women received for entrepreneurship and the training support provided to manage their businesses.

Transitees (post-school)

A total of 251 Transitees (post-school) participated in the GEC-T 5176 endline survey; 247(98.4%) of the Transitees were CAMA members. CAMFED supported all the 251 at secondary school and they all completed form 4. The majority (186(74.1%)) completed in 2020 with 211(84.1%) passing their examinations.

Table 20: Proportion of transitees supported by CAMFED

Variable	Frequency (%)
Supported by CAMFED at secondary school level	251 (100.0%)
Completed form 4	251 (100.0%)
Transitees who were CAMA members	247 (98.4%)

The majority (71.3%) of the post-school Transitees felt the programme made a big difference in their lives. Almost all (over 99.0%) gained more knowledge and skills (see the following table for details).

The most common alternative activities which transition programme participants would have undertaken if they had not taken part in the transition programme were doing household chores or running their own business, as set out in the table below.

Table 21: Alternative activities should transitees not have enrolled on the transition programme

Variable	Percentage
Household chores	38.6%
Run own business	28.7%
Help my family in their business (unpaid)	19.5%
Internship	11.2%
Farming	10.4%
Further education	10.4%
CAMA activities or voluntary work	8.4%
Actively looking for work	6.0%
Taking care of the elderly or the sick	6.0%
Help my family in their business (paid)	4.8%
Part-time employment	4.4%
Pregnant or looking after their children	2.8%
Living in a bigger town or city to look for work	2.8%
Would be doing nothing	2.4%
Other	2.0%
Full-time employment	1.6%
Married	1.6%
Looking after children (unpaid)	1.2%
Taking up a leadership role	0.8%

The CAMFED transition programme has made a substantial positive difference in the lives of young women supported by the project. The positive differences include being employed or in internships, being in college, earning money through farming, starting and managing businesses, doing CAMA activities or voluntary work, taking on leadership roles and becoming positive role models.

Current Transition Guides

There were 110 respondents who were currently working as Transition Guides (TGs) at the time of the GEC-T 5276 endline survey. The majority of the TGs supported the programme participants to further their education and to set up a business.

A total of 51(46.4%) TGs held sessions with girls or young women who had dropped out of school.

> **The CAMFED Transition Guides have made positive contributions to successful adulthood for young women. The positive differences include being in further education, setting up a business and being employed. Almost half of the Transition Guides extended this support to girls or young women who had dropped out of school.**

During school closures caused by the COVID-19 pandemic, a substantial proportion of TGs (40.9%) continued their work.

> **The school closures caused by the COVID-19 pandemic disrupted the work of most of the Transition Guides, but a substantial number continued their work.**

The majority of the TGs surveyed (57.3%) were motivated by gaining status in the community and the training they would receive (53.6%) when they signed up as TGs. See the following table for details.

Table 22: Motivation to sign up as a Transition Guide

Motivation to sign as a Transition Guide	
Reason	Number and Proportion
Gaining status in the community	63 (57.3%)
Training they would receive	59 (53.6%)
To be part of CAMA activities	51 (46.4%)
Accessing the BTEC	50 (45.5%)
Giving back to the community	48 (43.6%)
Receiving a KIVA loan	29 (26.4%)

> **Transition Guides were mainly motivated by gaining status in the community (57.3%) and the training they would receive (53.6%).**

IO Indicator 2.6: Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion

In the qualitative research positive financial impact was reported by many marginalised young women as a result of the financial support they received to start businesses after completing their studies.

The table below shows that 73.7% of those who started and completed the transition programme followed fruitful pathways, meeting at least one criterion for economic empowerment. Nearly half started businesses (45.0%) or enrolled in further education (45.4%). A smaller percentage (9.6%) became employed.

Variable	Percentage
Started a business	45.0%
Further education	45.4%
Employed	9.6%
Re-sat for form 4 exams	0.8%
Any of the above	**73.7%**

The support provided by CAMFED has impacted positively on the economic security of marginalised girls and young women. The transition programme has enabled many to follow fruitful post-school pathways, such as further education (45.4%) or starting a business (45.0%).

Intermediate Outcome 3 (IO3) – Life skills (improved self-esteem, self-efficacy and self-confidence among marginalised girls)

IO Indicator 3.1: Level of self-esteem, self-efficacy and self-confidence among marginalised girls

In the qualitative research the My Better World (MBW) programme was widely praised by girls, boys and young women for promoting understanding of gender equality, making girls and young women stronger and more confident, and ensuring that boys and girls cooperate and realise that they have the same right to education. This finding was further corroborated in an interview with a local leader who stated that ' the *impact of the MBW has increased academic performance of the students, reduced absenteeism and has increased school attendance'. While* SBC members reported that girls and boys are now "*aware and capable of solving their problems*" because of the life skills gained through the MBW programme.

In the qualitative research marginalised girls reported having become more self-confident and able to succeed in the next stage of their transition, largely through the MBW sessions led by the Learner Guides and encouragement by CAMFED structures such as the PSGs. Heads of school and Learner Guides reported that the MBW sessions are part of the school timetable, promote attendance and build self-confidence.

'The Learner Guide programme helped us by providing life skills education that increases our confidence and enjoyment to school' FGD Form 4 supported girls. Marginalised girls supported by the project reported the promotion of school attendance by CAMFED through measures such as support for transport to school, the provision of uniforms, life skills taught through the subject of the My Better World programme or 'DUNIA YANGU BORA' (in Swahili) and encouragement by CAMFED structures such as the PSGs.

Marginalised girls report increased self-confidence, crediting the Learner Guide programme and encouragement by wider CAMFED structures.

IO Indicator 3.2: Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition

 Learner Guides noted the importance of the financial assistance marginalised young women received for entrepreneurship and the training support provided to manage their businesses. This point of view was also supported in a FGD with TMs who stated that the '*Post-school financial support helps young women pay fees to continue their studies to other levels such as tertiary and vocational career pathways, while the transition training helps them acquire skills that enable them to be independent'.*   The TMs also added that the mentoring provided to young women by CAMFED *'helps them to achieve their goals'*

The majority of transition programme participants feel the post-school support offered through the project has made a big difference to them, with almost all respondents feeling more confident across a range of skills such as job seeking, budget creation etc.

Table 23: Reported impact of the transition programme on transitees

Impact of the Transition Programme	
Variable	Number and Proportion
Understood how to become a positive role model	251 (100%)
Confident to create a budget for themselves	250 (100.0%)
More confident in the steps needed to get a job	250 (99.6%)
More confident about making safe reproductive choices	250 (99.6%)
Understood more about safe and unsafe ways of earning an income	249 (99.2%)
Gained more knowledge and skills to start and manage a business	249 (99.2%)
Made a big difference to them	179 (71.3%)

The research evidence verified that the CAMFED transition programme has made a substantial positive difference in the lives of young women supported by the project. The positive differences include being employed or in internships, being in college, earning money through farming, starting and managing businesses, doing CAMA activities or voluntary work, taking on leadership roles and becoming positive role models. In a FGD with Transition Guides, they talked about how '*the post-school financial support has brought changes to the marginalised girls because now they have hope from CAMFED and they managed to achieve their goals after the school fees had been paid'.*

The project has made a substantial positive difference to the lives of young women, with many reporting increased confidence and the ability to achieve their goals

Intermediate Outcome 4 (IO4) – Quality of teaching/classroom practice (an enabling learning environment for marginalised girls)

IO Indicator 4.1: Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices

This indicator was not updated for Teacher Mentors at the endline evaluation point.

Marginalised girls reported very positive experiences of their involvement in Science, Technology, Engineering and Mathematics (STEM) subjects through improved teaching strategies and the provision of effective learning materials. Teacher Mentors also supported this in an SSI highlighting that the reason why girls are reporting these positive experiences is because '*teaching strategies are being used in my school to encourage the participation and achievement of girls, especially in STEM subjects*'.

Learner Guides used different active methods in their MBW sessions to interact with the students. The majority used group discussions, with high percentages (almost 50.0%) using debates and storytelling. A high percentage (96.8%) used one or another active teaching technique. The percentages using different interactive methods are shown in the table below.

Use of active learning techniques had decreased slightly at endline compared to midline, anecdotally due to COVID-19 guidelines. Endline targets (92% using group discussions, 70% using quizzes, 55% using role play, 60% using debates) were not met.

Table 24: Breakdown of active learning approaches used by Learner Guides

MBW Session Activities Led by Learner Guides		
Method	**Percentage**	**Target**
Group discussions	85.7%	92%
Debates	47.6%	60%
Storytelling	47.6%	n/a
Quizzes	42.1%	70%
Games	40.1%	n/a
Role plays	33.7%	55%
Other	2.4%	n/a
Any active teaching technique	**96.8%**	**n/a**

Across the schools, 4,650 students took part in one-day literacy events involving writing and speaking competitions, debates, and dialogues. Awards were given for the best examples of written or spoken English to celebrate students' achievements. The initiatives boosted students' confidence and motivation following school closures and provided a refresher on literacy and communication skills in the run-up to the examination season.

A large majority of Learner Guides report using interactive methods in their MBW sessions, particularly group discussions followed by debates and storytelling.

IO Indicator 4.2: Percentage of Learner Guides who perform their role with students to the required pedagogical standard

This indicator was not updated at the endline evaluation point. There were no observation-based assessments because of restrictions related to the COVID-19 pandemic.

Of the LGs surveyed at endline, 198(78.6%) were conducting MBW sessions with Form 1 students, 55(21.8%) with form 2, 28(11.1%) with Form 3 and 17(6.7%) with Form 4. A total of

230(91.3%) indicated that their MBW sessions were part of the school timetable, exceeding the target (80%) by 11.3%.

The majority of LGs received help from the TM at the school where they work: 208(82.5%) LGs indicated that they received such help.

LGs were most involved in counselling and individual mentoring services (81.0%), encouraging students to attend school more regularly (70.6%) and encouraging students to return to school (59.5%). Other support activities undertaken by the LGs are shown in the graph below.

Figure 6 Support rendered to students by LGs
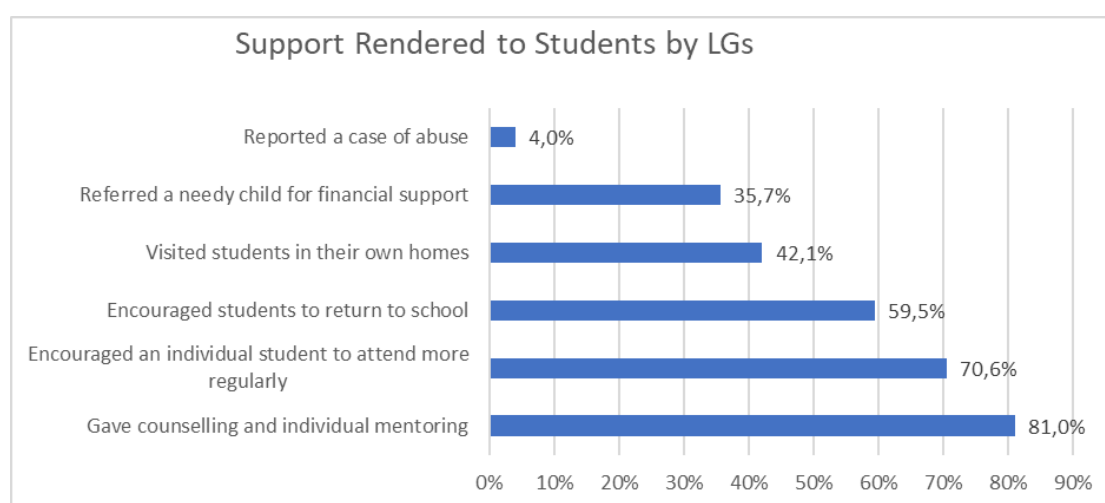
A total of 197(78.2%) LGs had supported at least one girl, with the number supported ranging from 1 to 310 girls; the average number of girls supported by a LG was 11. A total of 152(60.3) LGs supported at least one boy, with the number supported ranging from 1 to 170 boys. The average number supported by a LG was seven boys.

> **The majority of Learner Guides deliver individual support and counselling to students, in addition to regular MBW sessions within schools.**

IO Indicator 4.3: Frequency of use of learning materials provided by CAMFED, by students and teachers

This indicator was not updated at the endline evaluation point.

IO Indicator 4.4: Quality of learning materials provided by CAMFED

As reported above, in the endline qualitative research heads of school, teachers and Teacher Mentors reported that the textbooks provided by CAMFED are very helpful. Marginalised girls reported very positive experiences of their involvement in Science, Technology, Engineering and Mathematics (STEM) subjects through improved teaching strategies and the provision of effective learning materials.

A FGD with teachers explained in greater detail what aspects of the support they felt are most effective ….

'The importance of learning materials provided by CAMFED….

- *increases their knowledge on mathematics;*
- *makes them more fluent in English language;*
- *strategies which are used in school encourage the participation and achievement of girls in core subjects;*
- *additional classes after normal class hours improve learning outcomes;*
- *holding and encouraging participation on debates;*
- *practical science education clubs'.*

Furthermore, CDC members reported positively on improved academic performance, especially among marginalised girls. Heads of school, teachers and Teacher Mentors reported that the textbooks provided by CAMFED are very helpful and that the Learner Guide (LG) programme has helped students to progress to different levels of higher education.   Heads of schools and teachers felt that the textbooks provided were so beneficial because CAMFED involved teachers in the selection to ensure that the textbooks provided by them aligned to the curriculum.   This finding was further corroborated in a FGD with teachers who said that '*Textbooks provided by CAMFED have quality because they based on Tanzania syllabus for teaching and learning process for both teachers and students'.*

Furthermore, in an SSI with a TM she stated that the importance of learning materials provided by CAMFED for students is that it *'increases their knowledge on mathematics and it makes them more fluent in English language'*.

In response to the COVID-19 pandemic school closures, CAMA members, including LGs and TGs, provided students with additional learning resources, including exercise books, stationery, study guides and past examination papers, thereby mitigating the challenges reported by clients in studying from home. CAMFED held whole-class literacy initiatives for Form 2 and Form 4 students due to sit national examinations at the end of 2020 in 93 partner schools, re-engaging students with learning after the period of disruption.

> **Learning materials provided by CAMFED are highly relevant and well used**

Intermediate Outcome 5 (IO5) - School-related gender-based violence (a safer learning environment for girls)

IO Indicator 5.1: Students' understanding of School-Related Gender Based Violence

Due to COVID-19 restrictions, surveys could not be undertaken with students, however during FGDs students stated they were aware of the reporting mechanisms in their school in relation to school-based violence.

in an interview with a marginalised girl who had dropped out of school, she reported positively on the work of the TM in school saying that she created a safe learning

environment for girls by advising and helping them to '*live together as students at school*'. Furthermore, she went on to say that the TM was able to provide '*violence information and they worked and helped me to get out of it*'.

> **Students demonstrate awareness of reporting mechanisms, with Teacher Mentors playing a valuable and trusted role as a child protection focal point within schools**

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

This indicator wasn't reported on due to the COVID-19 pandemic meaning surveys could not be undertaken with students.

IO Indicator 5.3 - Students' experiences and perceptions of safety in school and on their way to/from school

The qualitative research shows that measures to ensure safety and child protection have been effective. Marginalised girls reported that they have been able to know their rights through the child protection policy and they now have the courage to speak out about the challenges they face and report cases of abuse. Heads of school, teachers and SBC members felt that the Teacher Mentors have been very effective in addressing children's challenges. Marginalised girls reported that the programme has helped prevent and reduce the risk of pregnancy and child marriage. Teacher Mentors reported increased confidence among students in reporting the challenges they face, particularly as a result of the My Better World programme. Community leaders noted a reduction of children living in vulnerable homes and difficult conditions and praised parents for taking on board the Child Protection Policy.

Difficulties in safeguarding reported by marginalised girls included lack of support at home in cases of abuse and lack of support for pregnant girls, who are not allowed to attend school in Tanzania. (This policy was reversed in November 2021, after completion of the endline evaluation fieldwork.) Addressing these difficulties is arguably beyond the scope of the programme.

In the qualitative research marginalised girls reported that their safety has been enhanced and that the risk of early marriage and pregnancy has been reduced as a direct result of programme interventions of LGs and TMs with '*education on the effects of early pregnancy and early marriage*'.

> **The project has had a positive impact on safety and child protection: marginalised girls report increased confidence in speaking out about the challenges they face and trust key stakeholders such as Learner Guides and Teacher Mentors to champion their rights.**

IO Indicator 5.4: Proportion of School Improvement Plans that include an action to promote child protection

No data were available to support assessment of this indicator.

IO Indicator 5.5: Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools

Form 4 girls interviewed in the qualitative research reported that corporal punishment is practised by teachers. This is likely related to the tolerance of corporal punishment in Tanzanian law. The girls recommended "*more trainings to teachers on the impact of abuse and corporal punishments as this is one of the causes of the dropout*". Addressing the issue of corporal punishment is arguably beyond the scope of the programme. Form 4 boys reported "*heavy punishment from teachers*" and recommended that heads of school should "*try to talk with [teachers] on how to punish us in normal way*". CAMFED implemented various measures at the start of the project to encourage alternative forms of punishment to be used within schools and continues to actively work with MoEST on creating safer learning environments for all students

Corporal punishment clearly remains an issue in schools and continues to affect children's attendance and progression

Coherence

Key Evaluation Questions:
- Is the project internally coherent?
- Do the various categories of project activity complement one another?

The qualitative data show that the programme design is internally coherent. Respondents felt that the different interventions – and the different roles of key programme players – complement one another well. For example, heads of school and teachers reported that the Teacher Mentors and the Learner Guides support each other effectively, that the MBW sessions are part of the school timetable in most schools and promote attendance and build self-confidence, and that support for transition and post-school support are effective. Girls supported by the project agreed with these positive appraisals. CDC members reported as follows: "*The programme interventions that complement each other most are the PSG and the LG because most parents came to school and provided facilities; also, LGs attended meetings in the community.*"

The external coherence of the programme is evident in its alignment in that CAMFED, through a signed Memorandum of Understanding (MoU) with MoEST and PO-RALG it is able to work in collaboration and partnership to influence national policies. The exception of CAMFED's alignment with national policy is in practice of corporal punishment, which is legal in Tanzania and which CAMFED vigorously opposes.

- How has CAMFED influenced and engaged in adaptations and changes to the policy environment? How has CAMFED supported marginalised out-of-school girls and young women to return to formal education?

Relevance to national contexts is evident in that the CAMFED is allowed to deliver its interventions and services through the governance and management structures at national, provincial, district, local community and school levels. CDC respondents and NAC members, among other types of respondent, reported that this cooperation was working well and that GEC-T 5276 complements national policies and strategies. This complementarity extends to efforts to mitigate the impact of the COVID-19 pandemic. An exception is CAMFED's opposition to corporal punishment, which is legal in Tanzania.

CAMFED's Sustainability Strategy and Plan (June 2020) emphasises the importance of the Learner Guide intervention in ensuring external coherence. For example, Learner Guide sessions (including MBW sessions) form part of school timetables, government district education officers are active in delivering and monitoring the programme, and talks are under way to make the BTEC a recognised qualification.

Of Transition Guides surveyed, 46.4% reported they had held sessions with girls or young women who had dropped out of school, and in 2020 CAMFED reported they had reached 82% of project students who could not complete secondary school because of factors such as examination failure and early pregnancy, through for example supporting their enrolment in vocational education.

CAMFED has supported out-of-school girls to enrol and attend government-funded vocational training programmes at the Folk Development Colleges (FDCs) and provided them with stipends to cover the cost of hygiene products and training materials. Where students have been unable to progress to the completion of secondary school, for example as a result of early pregnancy, CAMFED's tailored support package has encouraged and supported these young women to progress to alternative education pathways or to start their own businesses.

- How has CAMFED contributed to the national development and revision of COVID-19 response education plans and strategies for school reopening?

The members of the CAMA Association made a significant contribution to the national COVID-19 plans and strategies for the reopening of schools. They supported the beneficiaries to return to school because they gave them basic necessities such as masks, hand sanitisers, uniforms etc. and they conducted monitoring of the students, especially marginalised girls, while they were at home, knowing where they were and also telling them how to protect themselves from *'street challenges'* so they could continue their studies when schools reopened

CAMFED Tanzania actively supported the government response to COVID-19. Through the TEN/MET task force, CAMFED contributed to the development and revision of COVID-19 response plans and strategies for school reopening. CAMFED also participated in the national forum led by the Ministry of Health, Community Development, Gender, Elderly and Children to reflect on the impact of COVID-19 on issues related to gender-based violence and safeguarding.

As schools reopened after pandemic-related closures, CAMFED supported their compliance with government health guidelines around PPE provision, sanitation and WASH provision. CAMFED worked with its network of PSGs and CAMA members to provide marginalised girls with food hampers and hygiene kits to stay in school and attend remedial programmes. CAMFED also adapted its bursary package to include masks, soap and hand sanitizer for all students supported in secondary school, vocational college and tertiary education

Efficiency
Key Evaluation Questions:
- What evidence is there that the project has achieved good value for money? To what extent did the project deliver the intended results in an economic and timely way and deliver interventions in a cost-effective way?

Given the numbers of beneficiaries, the cost per beneficiary and the benefits accrued for marginalised girls and young women, the GEC-T project represents an excellent investment. The programme was judged by all types of respondent to be very effective. This applies to access to education, the quality of education, progression to higher levels of education and access to entrepreneurship opportunities. Marginalised girls and young women reported having become more confident, that their safety has been enhanced and that the risk of early marriage and pregnancy has been reduced. The programme was judged by all types of respondent to have supported gender equality – many reported that girls and boys are now treated fairly in school.

- Could the same outcomes have been achieved at less cost? Could better outcomes have been achieved at the same cost?

The endline evaluation did not show any evidence that the same outcomes could have been achieved at less cost or that better outcomes could have been achieved at the same cost. However, the evidence did verify that it is very likely that the benefits of the project will be long-lasting, largely because of the important changes in attitudes towards girls' education and the willingness of key role players to continue with their work to support marginalised girls and young women. There is also evidence of community stakeholders, such as CAMA members, Teacher Mentors and PSGS, providing both in-kind and financial contributions in support of marginalised girls – again indicating strong value for money and indicating it unlikely that the same outcomes could have been achieved at less cost.

- How cost-effective is CAMFED's multidimensional approach to improving access to education, life skills training and post-school pathways for the most marginalised girls?

The quality and cost-effectiveness of the GEC-T 5276 interventions is evident in the results achieved. For example, following school closures due to the COVID-19 pandemic, 99.7% of lower secondary and 100% of upper secondary students supported by the project returned to school to complete the academic year. Despite the challenges presented by the pandemic, transition rates increased from midline to endline: 98% of Form 2 students progressed into Form 3 for the 2021 academic year and 91% of Form 3 students progressed into Form 4; at midline these rates were 88.4% and 89.7%. Of the students supported in Form 4, 86.6% passed, exceeding the national pass rate of 85.6%. Learning gains achieved to midline appear to have been protected during the COVID-19 pandemic through the strong performance of marginalised girls in the Form 4 and Form 6 examinations, while a breadth of stakeholders including teachers, heads of school, students and Guides see significant value and impact achieved by the project – extending beyond schools into communities and homes.

- To what extent have training and grants provided by CAMFED to schools and parent support groups contributed to a safer and more enabling learning environment for marginalised children?

Transition Guides spoke positive of the grants and loans provided by CAMFED for entrepreneurial activities. PSG members also reported that the project has been able to help high school students to access training, including self-awareness training, business training and vocational training. Teacher Mentors reported that Transition Guides help girls to be aware and "*defend themselves from temptations*" when they are waiting for results to advance to further education. All volunteer workers, including TGs, LGs and TMs, expressed their willingness to continue with their work, although there were suggestions – particularly from HoS and teachers – that financial incentives for them could provide additional motivation. Community leaders were optimistic about continued collaboration with LGs in supporting school attendance.

Effectiveness

Key Evaluation Questions:
- To what extent were the objectives and intended results of the project achieved, including differential results across groups?

The programme was judged by all types of respondent to be very effective. This applies to access to education, the quality of education, progression to higher levels of education and access to entrepreneurship opportunities. The transition rates in the intervention cohort have increased (86.5% at baseline, 89.9% at endline) but have dropped significantly in the comparison districts (95.7% at baseline, 75.6% at endline), resulting in a net effect or difference in difference (DiD) of 22.0% which translates to 440% of the target achieved. There were 73 (15.4%) girls from the intervention group who dropped out of school whereas there were 131 (24.4%) in the comparison group, which gives a difference of 9.0% between the two groups. Students in the intervention districts were 40% less likely to be out of school than those from comparison districts. The disabled were 24% less likely to be out of school in the intervention districts as compared to the comparison districts.

Measures to ensure safety and child protection have been effective. Marginalised girls reported that they have been able to know their rights through the child protection policy and that they now have the courage to speak out about the challenges they face and report cases of abuse.

- What were the major contextual factors influencing the achievement or non-achievement of the objectives and intended results?
- Following the closure of educational institutions due to COVID-19, to what extent did the additional support provided by CAMFED to marginalised girls and young women assist with access to learning and re-enrolment once they reopened?

The impact of the COVID-19 pandemic affected households, income and girls ability to learn, however learning and transition results demonstrate the project was effective in mitigating the impact of the pandemic on some of the country's most vulnerable learners and young women. Transport challenges and costs were reported as barriers to girls' regular attendance at endline and continued to act as constraints on girls' attendance and transition through school. In addition to the monetary cost, girls are at risk of violence and sexual abuse travelling to and from school. CAMFED adopted a tailored approach to addressing this risk which appears to have been effective. The legality of corporal punishment within schools in Tanzania continues to impact negatively on both boys and girls, affecting their self-esteem, confidence and motivation; while the exclusion of pregnant girls from school severely limited their access to education and therefore their learning and successful transition. CAMFED will continue to tackle these issues through the approaches detailed above.

- Has the financial, material, teaching and mentoring support provided to marginalised girls, including girls living with disabilities (GWDs), resulted in improving retention, attendance and progression outcomes?

Marginalised girls reported having become more confident (including those living with disabilities), that their safety has been enhanced and that the risk of early marriage and pregnancy has been reduced. They attributed this to the support provided by the TMs and the LGs; community leaders also reported their involvement in campaigning against early marriage and pregnancy and improving attendance, retention and progression of marginalised girls. The programme was judged by all types of respondent to have supported gender equality – many reported that girls and boys are now treated fairly in school. Girls and boys noted that the MBW programme is a very positive intervention in this regard.

Progression rates among students with disabilities were consistently higher than those of students without disabilities, while among the tracked cohort, students with disabilities were 24% less likely to be out of school in the intervention districts as compared to the comparison districts.

- Has the My Better World (MBW) programme lead to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women?

The My Better World (MBW) programme was widely praised by girls, boys and young women for promoting understanding of gender equality, making girls and young women stronger and more confident, and ensuring that boys and girls cooperate and realise that they have the same right to education. Through building self-confidence and thinking skills, the MBW programme also contributes to improved learning outcomes.

The support for improved learning outcomes was assessed by all school-based respondents as very effective. Heads of school, teachers and Teacher Mentors felt that the learning materials provided by CAMFED were a very important contribution to improved learning outcomes; heads of school commended the involvement of teachers in ensuring that the learning materials are compliant with the curriculum.

- Has the post-school financial, training and mentoring support provided to young women (GEC graduates) resulted in improved post school transition outcomes?

CAMFED's support for the transition of girls and young women to successful adulthood received very positive appraisals from all types of respondent in the qualitative research, including girls and young women themselves – the CAMFED Transition Guides have made positive contributions to successful adulthood for young women. The positive differences include being employed, re-sitting examinations and being in further education – 88.2% of those who started and completed the transition programme followed fruitful pathways, meeting at least one criterion for economic empowerment.

- How successful has the project been in addressing the barriers to education and post-school pathways for marginalised girls and young women worsened by the COVID-19 pandemic? How successful has it been in reducing dropout rates attributed to early marriage and pregnancy?

CAMFED's adaptive response to the COVID-19 pandemic was widely praised by heads of school, CDC members and government officials as effective and consistent with national policies. The school closures caused by the COVID-19 pandemic seem not to have disrupted the work of most of the Learner Guides, many of whom report having continued to lead MBW sessions and English literacy activities, refer needy children for assistance, report cases

of abuse, provide counselling and mentoring, encourage students to attend school or return to school.

CAMFED's support during the COVID-19 pandemic was judged by all school-based respondents to be effective and aligned with national efforts. However, the work of Learner Guides was restricted, the businesses of many young women supported by the project suffered and not all students had smart phones for online learning. These consequences were beyond the control of the programme.

Measures to ensure safety and child protection have been effective. Marginalised girls reported that they have been able to know their rights through the child protection policy and that they now have the courage to speak out about the challenges they face and report cases of abuse. Marginalised girls reported having become more confident, that their safety has been enhanced and that the risk of early marriage and pregnancy has been reduced. They attributed this to the support provided by the Teacher Mentors and the Learner Guides; community leaders also reported their involvement in campaigning against early marriage and pregnancy.

In 2020 only 151 girls in intervention schools (0.3%) dropped out because of EMP, a 0.1% decline compared to 0.4% at midline, and exceeding the endline target of 0.4% EMP drop out.

Impact

Key Evaluation Questions:
- To what extent and in what ways did the project generate or contribute to the generation of significant higher-level effects (social, environmental and economic), whether positive or negative, intended or unintended?

The broader impact of GEC-T 5276 has undoubtedly been very positive. A head of school reflected the views of many, reporting that the programme "*has helped tremendously as it has managed to create self-reliant girls in the society.*"

Community leaders noted a reduction of children living in vulnerable homes and difficult conditions and praised parents for taking on board the Child Protection Policy; heads of school reported enhanced motivation and skills among girls, particularly due to the collaborative work of the Teacher Mentors and Learner Guides; Teacher Mentors reported increased confidence among students in reporting the challenges they face, particularly as a result of the My Better World programme; and CDC members reported improved academic performance, especially among girls. Positive financial impact was also reported by many marginalised young women as a result of the financial support they received after completing their studies.

- How have Learner Guides and other CAMFED Association members used their leadership roles 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?

A community leader who participated in an SSI, verified how the LGs and other CAMA members *'used their leadership roles in my community and district by helping in decision making concerning students, projects to be done in our community, and teach life skills to others'.* Members of a SBC who participated in a FGD shared their perceptions of the influence of the LGs and CAMA members in their community saying that LGs and other CAMA members have used their leadership positions in the community to participate in community work such as hospital cleaning, donations / donations of equipment to students who are not funded by CAMFED,' *training and guiding them when they make mistakes'.*

- To what extent has the MBW programme and safeguarding training changed the attitudes and perceptions of girls, boys and communities to cultural/gender norms and gender sensitive issues?

'Learner Guides and CAMA members have enlightened society on the impact of gender discrimination and other violence' SSI TM. A HoS also reported positively on the impact of the project interventions for students in his school explain that *'students are more open to explaining their challenges and are advised on how to solve them and there has been an improvement of regular attendance in school' He* went on to state that the MBW programme has resulted in an *'equal value for both boys' and girls'* in his school *'and a reduction of gender discrimination.'*

- What evidence is there that CAMFED's collaborative, cross-sectoral approach has been successful, bringing 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?

Qualitative research shows strong involvement of CAMA, CDCs, PSGs and schools in supporting girls education – with Learner Guides connecting across all constituents. All constituents are aware of each other's roles and complementarities. Teacher Mentors reported that Transition Guides help girls to be aware and "*defend themselves from temptations*" when they are waiting for results to advance to further education. All volunteer workers, including Transition Guides, Learner Guides and Teacher Mentors, expressed their willingness to continue with their work. Community leaders were optimistic about continued collaboration with Learner Guides in supporting school attendance.

In an FGD, CAMA members talked about their role in *'educating students about their basic rights as well as educating teachers and the community about the importance of child rights so to ensure children are taken care of properly.* They went on the describe their support to safeguarding girls and *'preventing abuse of girls by providing education on how to protect themselves and not to be deceived because of ignorance …. also educating the whole society on this matter'.* PSGs also noted their positive engagement with schools and communities and working collaboratively to address the needs of girls.

Sustainability

Support for programme sustainability in policy and resourcing is essential, and respondents in the qualitative research at the district and national levels (such as CDC members and NAC members) expressed their optimism regarding sustainability. In June 2020 CAMFED produced a Sustainability Strategy and Plan for GEC-T 5276. In this comprehensive plan the

Learner Guide Programme is prioritised for sustainability and scale in Tanzania. Also included in the plan are Learner Guide training and volunteering in schools (Outputs 2 and 3); the My Better World curriculum (Output 3); and the incentive package comprising the BTEC qualification and access to 'social interest' loans (Output 3). The plan reports that government interest in sustaining the programme is high.

Key Evaluation Questions:
- To what extent will the net benefits (whether financial, economic, social and/or environmental) of the project continue?

The analysis of the qualitative data shows that there is a predisposition towards sustainability at the school and local levels. In June 2020 CAMFED produced a Sustainability Strategy and Plan for the GEC-T. Included in the plan are LG training and volunteering in schools; the MBW curriculum; and the incentive package comprising the BTEC qualification and access to 'social interest' loans. The plan reports that government interest in sustaining the net benefits of the programme is high; the endline qualitative research confirms this.

There is evidence of behaviour change within communities, with community leaders noting a reduction of children living in vulnerable homes and difficult conditions and praised parents for taking on board the Child Protection Policy; heads of school reported enhanced motivation and skills among girls, particularly due to the collaborative work of the Teacher Mentors and Learner Guides

- Was the project successful in leveraging additional interest and investment?

Support for programme sustainability in policy and resourcing is essential, and respondents in the qualitative research at the district and national levels (such as CDC members and NAC members) expressed their optimism regarding sustainability. In June 2020 CAMFED produced a Sustainability Strategy and Plan for GEC-T 5276. In this comprehensive plan the LG Programme is prioritised for sustainability and scale in Tanzania. Also included in the plan are Learner Guide training and volunteering in schools; the MBW curriculum; and the incentive package comprising the BTEC qualification and access to 'social interest' loans. The plan reports that government interest and investment in sustaining the programme is high.

At local level, there is evidence of community stakeholders contributing towards the education and safety of marginalised girls, through either direct funding or in-kind, for example the provision of school meals.

- How effective and scalable is CAMFED's guide model in a peri-urban context using guides who were not previously supported by CAMFED in school and were not members of the CAMFED Association?

A key feature of systemic change has been the participation of government education officials in the project, for example in project monitoring by the CDC. Substantial change in social norms can be seen in the more positive attitudes in communities towards girls' education. For example, the MBW programme was widely praised by young women in this per-urban context, for promoting understanding of gender equality, making girls and young women stronger and more confident, and ensuring that boys and girls cooperate and realise that they have the same right to education.

The clearest evidence of scalability comes through in the motivations and actions of the Learner Guides, compared with Learner Guides selected from the CAMFED Association. In both cases there were no discernible differences. The top two motivations among the two groups were the same: the training they would receive and wanting to take part in CAMA activities. Similarly, levels of activity during COVID-19 were very similar, and quality of activity delivery, for example in the delivery of active teaching techniques, was very similar. This all points to the fact that CAMFED Association membership is not a precursor for a successful Learner Guide. What is more important is that Guides are recruited and selected on the basis of their values and enthusiasm for the role.

- What evidence is there that CAMFED's governance model and community structures have been embedded as good practice in peri-urban communities to support marginalised girls to attend school safely?

A community leader said during an SSI that he saw the role of the Learner Guide in his community and district as being a critical structure for supporting marginalised girls to attend school safely '*because in some ways they can reach to the places where other leaders can never reach in time because of different reason or limited time due to other government responsibilities'.* Another community leader supported this point of view but also expanded further stating that the CAMFED programme activities which focus on the wellbeing and safeguarding of students has brought different sustainable aspects such as ….

- interventions by the community; -this helps the community feel that they belong to the project actives as they feel a sense of ownership;
- interventions by CDC; - this helps by providing support to the project and the students safeguarding and child protection;
- interventions by CAMA; -the CAMA members feel sense of ownership and they do everything with great energy because '*the project its theirs'.*

- What is the role that young women school graduates can play in supporting successful transitions for marginalised girls, within and beyond school, and how scalable is CAMFED's guide model?

The reasons for the positive appraisal of sustainability differ. Transition Guides emphasised the importance of the BTEC qualification in enabling marginalised girls and young women to access further education and employment opportunities. SBC members reported that girls and boys are now "*aware and capable of solving their problems*" because of the life skills gained through the MBW programme. They also referred to the grants and loans provided by CAMFED for entrepreneurial activities. PSG members reported that the project has been able to help high school students to access training, including self-awareness training, business training and vocational training. Teacher Mentors reported that Transition Guides help girls to be aware and "*defend themselves from temptations*" when they are waiting for results to advance to further education. All volunteer workers, including Transition Guides, Learner Guides and Teacher Mentors, expressed their willingness to continue with their work, although there were suggestions – particularly from heads of school and teachers – that financial incentives for them would provide additional motivation. Community leaders were optimistic about continued collaboration with Learner Guides in supporting school attendance.

- To what extent was the project successful in building sustainability within the enabling environment for change at the family, community, school and system levels?

In the opinion of many respondents in the qualitative research, including Transition Guides, Teacher Mentors, Learner Guides, PSG members, SBC members and community leaders, the GEC-T 5276 project is sustainable at the school and community levels. Form 4 girls reported the following post-school aspirations: doing various small business activities; studying hotel courses; and increasing more skills like tailoring. These are indications of the sustainability of the effects of the project. In a FGD LGs spoke positively about the role they have played in systems changes at school level which will also impact on change at the community and family level. They strongly felt that the programme interventions '*have been very successful because the advice they give to students has helped them become self-aware, and they have different abilities. The programme has improved performance, students have changed their behaviour, and they are self-aware*'.

Conclusions

The project has achieved positive results against learning, transition and sustainability outcomes. At midline, literacy and numeracy results among marginalised girls were both positive and significant. On the basis of examination results at endline, the project appears to have protected learning gains in the context of the COVID-19 pandemic. Rates of in-school transition were significantly stronger among support marginalised girls than among those in comparison schools, steadily increasing from baseline to endline while those in comparison schools dropped. The post-school transition rate among supported students is strong (74%), with over 2,800 girls supported into productive post-school pathways. Young women feel safer, more confident in their ability to succeed and better able to choose their own path. Learner Guides and Transition Guides are recognised and respected as leaders and role models, and work closely and collaboratively with teachers, parents and community leaders. Teacher Mentors are playing a valuable role in schools and are a trusted focal point for child protection reporting, while learning resources were strongly valued by teachers and students alike. Students demonstrate awareness of child protection reporting mechanisms and report feeling safer, more confident and well supported by the breadth of CAMFED structures. However corporal punishment remains an issue within schools, negatively affecting children's attendance and progression. Rates of early marriage and pregnancy are low and have reduced since midline, despite the impact of the pandemic and are attributed to CAMFED's community-wide approach to combating early marriage and pregnancy. Challenges within schools remain, with respondents citing travel costs, shortages of learning materials and hunger. However, the impact of the project has been widely felt across schools and communities, with the leadership and activism of Learner Guides and Transition Guides welcomed and recognised. There is little difference in motivation or activity between the Learner Guides of this project – selected from Form 4 gradates not previously supported by CAMFED – and those selected from the CAMFED Association in CAMFED's parallel GEC-T project. This supports CAMFED's scaling ambitions, for which it has strong engagement and buy-in by national and local government.

Recommendations

Based on the findings and analysis of the endline evaluation, the recommendations focus on specific measures that CAMFED can take in direct delivery and in their advocacy with the government and cooperating partners, in order to improve the effectiveness of future programme interventions. However, feasibility is largely determined by who or which institution would be responsible for implementing any given recommendation to inform and influence education policy, and advocacy to support girls' education in Tanzania.

Overarching finding	Recommendation	Responsibility
The CAMFED programme increases access to education for marginalised girls.	CAMFED should use this GEC-T endline research evidence to encourage donors to support this effective CAMFED programme	CAMFED with donors
The programme interventions have improved learning outcomes, especially for marginalised girls. HoSs and TMs have requested further training and support to continue to improve learning performance in their schools.	CAMFED to liaise with MoEST officials at the district level, to emphasise the need for HoS and TM training (at cluster and zonal level) and continued professional development, sharing of best practice etc. on whole school improvement strategies.	MoEST
Endline research results need to be widely disseminated.	CAMFED should continue to strive for lessons learned to be internalised in government policy and resourcing and effectively communicate the GEC-T endline evaluation findings to MoEST and other line ministries.	CAMFED
Students have limited or no access to online learning resources.	CAMFED should consider the provision of smart phones to students to facilitate online learning	CAMFED
LGs lack the resources to support students with online learning	CAMFED should consider providing smart phones to all LGs, so they are able to support students with online learning and communicate effectively as a network	CAMFED
TM would benefit from access to online learning material - for students and their CPD	CAMFED should consider the provision of smart phones to all Teacher Mentors to support online learning for	CAMFED

	students and themselves. Phones will also support them in their role in being able to communicate effectively with the for example the CDC members and monitoring of students.	
Distance is a barrier to access to and from schools and districts	CAMFED should consider the provision of bicycles to all LGs, TGs and CTs to enable them to travel to and from schools and districts.	CAMFED
Schools lack STEM resources	CAMFED should consider the provision of STEM equipment to schools.	CAMFED
Shortage of STEM teachers in schools	More teachers are needed for STEM subjects.	MoEST
Such measures would ensure that upper-primary students build self-confidence and problem-solving skills to support their transition to secondary school.	To extend the LG program to upper primary schools given the positive results from implementation in secondary schools.	MoEST and CAMFED
Research evidence verified overwhelming success of the LG programme / model. Greater reach to marginalised girls to build their resilience to progress through secondary school and transition to post-school pathways.	To continue to deliver the LG program/model in existing schools and to scale -up to additional schools and districts if funding is available.	MoEST and CAMFED
Hunger was frequently reported and cited as a common barrier to regular school attendance. The provision of more food would alleviate this obstacle to effective education.	CAMFED to continue to collaborate with organisations that support school feeding and Ministries of Education to provide food for the school feeding programme to complement the work of PSGs.	MoEST and CAMFED
Improved access, attendance and completion.	The challenge of distance to school needs to be further addressed through construction of more schools closer to homes of students and also safer boarding facilities.	MoEST
Such assistance would improve attendance rates.	Girls need assistance with transport to and from school	MoEST

	(e.g., a school bus or payment of bus fares).	
Such measures are necessary to improve child protection.	Stricter laws and penalties are needed for anyone violating the rights of the child.	MoEST
Consistency of support by Teacher Mentors in each school.	Deployment of Teacher Mentors needs to be carefully considered to avoid disruption of school Teacher Mentor programmes. Each school should have two TMs – one male and one female to ensure that both girls and boys have gendered role models (some girls do not have a male figure head in their families either) and are able to report concerns and cases of abuse.	MoEST
Hunger was cited as a cause for non -attendance of students at school. Improved resourcing at school level.	Income Generation Grants and training in entrepreneurship are needed for parent support groups to run group business activities to enable schools to sustainably improve the learning environment.	Government of Tanzania
Research evidence found that incentives such as workshops, review meetings and refresher trainings are key motivating factor for undertaking additional work and roles etc. Some felt additional training in teaching methodologies would be beneficial, while a small number mentioned the value of small 'facilitation allowances' to cover lunch, data bundles etc.	Continue to review and build innovative incentives to LGs, TGs and TMs to motivate them further.	CAMFED
ToC needs to include the demand -side-barrier 'gender restrictive practices'.	The demand-side barrier "Gender-restrictive practices" from the original ToC should be reinserted, and independent gender analyses carried out in the programme and project areas.	CAMFED

Lesson Learning

The following are the lessons learned that are intended to enable the further development and improvement of the programme activities: -

- Multi-country programming and cross-country learning under the GEC-T has allowed CAMFED to understand what has worked well in each country, what has not worked well, what can be improved, what is applicable to one country, and how to overcome any limitations.

- The research has shown that the project's success has been due to CAMFED's ability to adapt programming and provide rapid response mechanisms to the most pertinent needs of the students, especially marginalised girls as circumstances changed in each country and as a result of the COVID-19 pandemic. CAMFED should continue using monitoring and evaluation data as a strategic management tool and for data-driven decision making as this has enabled the project to be responsive to emerging beneficiary needs over time.

The research evidence attributes the achievement of the project objectives to the robust community, district and school governance structures which work synergistically to provide holistic wrap around support for marginalised girls to access quality education. The involvement of community leaders as duty bearers has been a key driver to challenging and addressing harmful gender norms, tackling gender-based violence and in sensitising communities to the rights and safeguarding of all children especially marginalised girls.

Annexes

Annex 1: Project Design and Interventions

Annex A of the endline Terms of Reference is attached with:
- Table i: Project design and intervention – summary of the interventions and how they relate to the project outcomes and outputs to help inform the endline design.
- Table ii: Medium Term Covid-19 adaptations (July 2020-March 2021) - Summary of CAMFED's Medium Term Response Plan activity adaptations for quarters 14-16.

Annex 2: Endline evaluation approach and methodology

Evaluation methodology

The overall evaluation design used a mixed-methods approach, drawing on qualitative and quantitative data and triangulation of both datasets. The qualitative research consisted of in-depth interviews and focus groups discussions with beneficiaries and key project role players and stakeholders. The quantitative research consisted of surveys designed by CAMFED (with EE inputs) and implemented by CAMA enumerators trained by CAMFED (supported by the EE).

The qualitative instruments were developed by the EE in close collaboration with CAMFED. Most of the qualitative instruments were applied in the field by CAMA enumerators trained by the EE in collaboration with CAMFED staff in each country; a smaller number of instruments were applied by the EE country team leaders. In-person research events were undertaken where possible by CAMA enumerators with the EE team quality assuring 5% of the research events virtually.

The capturing and analysis of the qualitative data were effected using a tool developed by the EE, which required fieldworkers to enter the data soon after they were obtained in the field. Data were entered in the following forms:
- verbatim, when a thought was expressed by a participant in a particularly forceful way;
- in summary form, when a long point made by a participant could be expressed more briefly without any loss to the message; or
- paraphrased, reflecting a long point made by a participant that could be expressed clearly (and usually more briefly) in different words without distorting the message.

Coding of the data obtained by fieldworkers was effected by the EE. Main codes reflected the required criteria (relevance, coherence, effectiveness, efficiency, impact and sustainability, to which the EE team added *internal* and *external* project coherence). Subcodes indicated different aspects of a given criterion. To protect confidentiality, the participants were not named in the dataset.

The evaluation was characterised by adaptive management. This was especially necessary in the context of the ongoing COVID-19 pandemic. The travel and social restrictions associated with the pandemic meant that it was not possible for the EE team to carry out fieldwork in the normal way. It was therefore necessary to adopt a flexible approach to data collection, safeguarding all participants in the evaluation.

Because of the pandemic, all enumerator training was virtual. Qualitative enumerator training took place virtually (led by the EE and supported by CAMFED) in all countries in district centres. Similarly virtual training took place with quantitative enumerators separately (led by CAMFED and supported by the EE).

Separate groups of CAMFED Association enumerators were deployed for the quantitative and qualitative evaluation tasks. The EE country team leaders quality assured 5% of the interviews and focus group discussions carried out by qualitative enumerators.

Given the continued restrictions on international travel, the EE team consisted of a mix of national experts (based in the target countries) and international experts; the former conducted in-country research while being supported remotely by the international experts (the Team Leader and the Gender and Education Specialist).

The EE team was committed to gender-sensitive and participatory methods throughout. The EE Gender and Education Specialist carried out an ongoing review of the documentation and development of the study including participating in regular EE team meetings and in the weekly CAMFED/EE meetings. Gender-related briefings and specific advice and briefings were also made available to the EE team members for different phases of the work.

A Gender Sensitivity Briefing Note and contributions to the presentations were produced by the EE as part of the training for enumerators in the field.

In this briefing note a basic theoretical framework was introduced with definitions of the terms: gender; gender relations; and gender bias including gender needs and interests and barriers to girls' education. There then followed some suggestions for the endline evaluation interviews and focus group discussions on how to manage the research events in a gender-sensitive manner, to help the enumerators create an atmosphere in which girls and young women would feel safe and able to express themselves during the interviews, even when talking about sensitive subjects (such as sexual violence). Girls may be lacking in confidence, having probably often been told not to speak out, so we wanted to encourage them to speak.

Suggestions were proposed for some reflection and self-examination of the enumerators own experience of gender and barriers prior to the interviews. Also, practical points for safeguarding such as ensuring that girls and young women were interviewed by enumerators in pairs with the woman as the lead interviewer, and that young women should not be left on their own with a male enumerator or indeed be within hearing distance of a male.

There then followed specific advice to the enumerators for different phases of the interview
- To make her feel valued and gain confidence **at the beginning**: taking time to get to know her a bit, sharing your own experience, explaining the why and how of the interview, avoiding the time and place clashing with her other commitments, and ensuring she can manage the device satisfactorily if the research event is not conducted in person.
- **During the interview** techniques were proposed such as speaking in simple language; making sure the question has been understood; starting with neutral questions before more sensitive issues are raised; being patient and giving extra time for the reply; listening carefully and asking open questions; emphasizing how important her views are and avoiding criticising or disagreeing with her. Also, some tips were provided on how to manage the interview if the respondent is uncomfortable with a question; putting on "gender spectacles" to be sensitive to

gender relations and girls' specific issues; also, to avoid gender stereotypical remarks.

- **At the end of the interview** Warning the interviewee a few minutes before the end; saying goodbye and thanking them for their time and participation; telling them of any feedback or follow up if possible.
- **For the focus groups**, suggestions were to keep the groups of girls and young women small; "keep the ball rolling" i.e., asking each person in turn to respond to avoid some people dominating the discussion and to encourage silent members to speak; and ensuring that members do not feel pressurised to divulge sensitive issues in the group.

Pre data collection

Which quantitative or qualitative data collection tools were designed for endline?

Quantitative data were collected using survey questionnaires to LG, TG, CAMA, Transitees, supported female students, and female students not supported. Qualitative data were collected using KII/SSI, FGDs and Journey Pathway Mapping (JPM) across different categories of respondents as shown in the table below.

Data collection tools for the endline study

Respondent Category	Target Respondents	Data collection tools		
		Quantitative Research		Qualitative research
		Endline Survey	Method	Method
School stakeholders	Heads of School	EMIS - collecting enrolment and drop out data	Form - in person or on the phone	KII/ SSI
	Teacher Mentors	NA	NA	KII/SSI with 1 Tm in 9 schools
	Other Teachers	NA	NA	FGDs with 5 teachers/ school in 9 schools
	Parent Support Groups	NA	NA	FGD
	School Based Committee	NA	NA	FGD
	BTEC assessors	NA	NA	SSI/KII
CAMFED Association members	Learner Guides	LG survey	Phone interview	SSI/KII
	Transition Guides	TG survey	Phone interview	SSI/KII
	CAMFED Association members	CAMA survey	Phone survey	FGD
Journey mapping - young	Transition Guide programme participants (YW Transitees)	Transitee survey	Phone interview	Journey mapping

women	A level students (CAMFED Association member)	NA	NA	Journey mapping
	Vocational students (CAMFED Association member)	NA	NA	Journey mapping
	Tertiary students (CAMFED Association member)	NA	NA	Journey mapping
	Sample of YW graduates living with a disability	NA	NA	Journey mapping
	GEC clients who dropped out from school (reach girls/YW who remained out of school and/or girls/YW who followed FDC vocational pathway)	NA	NA	Journey mapping
School Students	Form 4 supported students who participated in the midline in Tanzania	N/A	N/A	FGD
	Form 4 Girls and Boys (not supported) students who participated in the midline in Tanzania	N/A	N/A	FGD
	Supported female students (midline cohort - transition subgroup) (journey mapping)	In-school transition data collection	Paper form filled in by HoS	FGD
	Not supported female students (midline cohort - transition subgroup)	In-school transition data collection	Paper form filled in by HoS	FGD
	Sample of supported girls at school living with a disability	NA	NA	KII/ SSI
Other	CDC members	NA	NA	FGD
	Community/village/ward leaders	NA	NA	SSI/KII
	CAMFED staff	NA	NA	FGD/KII/ SSI
	Government officials	NA	NA	KII

Were any quantitative or qualitative data collection tools revised or adapted from midline? If so, please explain how and why they were revised.

The midline CAMA survey questionnaire was extended to collect information on those who served, currently or in the past, as Learner Guides. After pre-testing and piloting some adaptation was made to improve clarity of questions.

How were enumerators recruited and what kind of training did they undertake?

For the quantitative research, enumerators were recruited by CAMFED from among those who had participated in the baseline and midline surveys. CAMFED staff, with support from the EE, provided the training. The agenda included the following:

- A detailed overview of CAMFED programmes with stress on the GEC-T project.
- A detailed overview of the enumerators' roles and their responsibilities.
- Clear instruction ethical procedures during the research events.
- A thorough grounding in the collection of quantitative data via the phone surveys and capturing, saving, and transmitting responses using the ODK tablet. Stress was put on ensuring observance of skip questions.
- Training on CAMFED's child protection protocols and requirements for data gathering, analysis and sharing of information.
- Overview of field logistics.

How were qualitative researchers recruited, what skills and experience did they have and what kind of training did they receive?

Qualitative researchers included enumerators identified by CAMFED and a member of the EE team who also served to coordinate the endline evaluation in the country. Enumerators recruited by CAMFED were CAMA members who had previously participated in the baseline and midline surveys. Training was led by the EE and supported by CAMFED staff; the agenda was similar to that for the enumerators for the quantitative research. Stress was placed on COVID-19 safety guidelines. In addition, the participants were oriented to interviewing and managing focus group discussions. They also learnt about probing techniques and gender sensitivity. The EE briefed the researchers on the use of data tables for capturing and reporting interview and focus group responses.

Were tools piloted and if so, what were the findings. Were any adaptations made to the tools as a result?

Pre-testing and piloting of quantitative and qualitative research instruments was part of the quality assurance strategy adopted for the endline evaluation. Enumerators were observed by CAMFED staff and a member of the EE team during pre-testing and piloting. Research instruments were virtually pre-tested, simulated virtually and then virtually pilot-tested by enumerators on actual study participants on the second day of the training of enumerators. On the third day of enumerator training, the EE and CAMFED facilitated a virtual debriefing meeting with enumerators and study participants to discuss feedback from the piloting of instruments. The instruments were revised on the basis of the pre-testing and piloting – for example, some items in the instruments were adjusted to make them understandable to enumerators and participants.

Overall, pre-testing and piloting resulted in improved confidence among enumerators in the flow of interview questions and in the conduct of the interviews. They had improved in the

manner of introducing the research event and explaining their role and responsibilities in the evaluation and became progressively more acquainted, confident and fluent with KIIs and in managing FGDs after practice.

During data collection

When did the data collection take place? Were dates different for different instruments or by areas?

Data collection took place at different dates for the quantitative and qualitative research. Quantitative data collection took place earlier (between 26 July and 30 August 2021) than qualitative data collection (between 30 August and 9 September 2021). Data collection dates changed according to the availability of respondents. For example, interviews with government officials and Journey Pathway Mapping (JPM) with respondents from Morogoro had to be brought forward as it was difficult to get respondents on the earlier planned dates and time. Even means of conducting interviews changed from Zoom to Skype to phone call/teleconferencing depending on which means were possible at the day and time. For example, FGDs with CAMFED staff started with Zoom meetings but ended with teleconferencing after losing Zoom connectivity.

What protocols were followed when collecting the data, particularly to ensure ethical and child protection standards? What was done to ensure the safety of the enumerators during data collection?

Firstly, all enumerators and researchers were briefed and trained by CAMFED (with EE support) on the ethical research protocols and procedures as well as child protection and safeguarding standards. To ensure that it was implemented, all the researchers had to read, understand, sign and adhere to the CAMFED's Child Protection and Safeguarding Policy and Code of Conduct and ethical research guidance and safeguarding protocols and procedures. Additionally, research ethics were strictly observed in collecting data – for example, researchers ensured that respondent(s) signed consent forms if they were 18 or older or by their parents/guardians if they were under 18 before participating in the research. Secondly, each of the instruments for data collection contained briefing notes guiding the enumerator or researcher on the proper conduct of the events. Thirdly, under observation of the CAMFED MEL staff and the EE, the enumerators role played or simulated the research events as part of due diligence for quality assurance. Fourthly, following each research cycle, enumerators were invited to participate in the debriefing session.

To ensure the safety of enumerators in data collection, all the researchers had to strictly observe the national and local guidelines to prevent COVID-19 transmission. For example, all researchers were required at all times during data collection to protect themselves from COVID-19 by wearing masks, washing hands, sanitising, and observing social distances.

How did sampling of parents/teachers/stakeholders etc. take place? Differentiate by research instrument as appropriate.

The sample for parents/teachers/stakeholders and other participants in the endline evaluation was purposefully stratified and obtained from within the existing research cohorts and schools, within the districts where the project is being implemented. Schools

were selected from those included in the midline evaluation. Comparison schools and districts were matched with intervention schools and districts using a range of criteria, applying the midline evaluation methodology. Given the risks associated with COVID-19 pandemic, qualitative evaluation was not done in comparison districts.

What data quality assurance processes were used?

Quality assurance was achieved through selection of experienced CAMFED Logistics Coordinators and CAMA enumerators who had experience from the baseline and/or the midline evaluations. They were briefed and trained jointly by CAMFED and the EE team to ensure that they understood the GEC and the GEC-T 5276 project, the scope of the evaluation and their roles and responsibilities, and the ethical standards to be observed. In the fieldwork, the CAMFED MEL staff and the EE participated or observed in some of the research events and debriefed enumerators to assure quality. Enumerators had to keep logbooks and hold review meetings on a daily basis, and also report the progress and challenges to the specified person on a daily basis. The enumerators had access to the CAMFED MEL country team and the EE for continuous support as needed.

Data checking and cleaning was an important quality assurance procedure for both the quantitative and qualitative data. For example, statisticians from CAMFED and the EE continuously communicated to ensure data were properly cleaned and analysed. The EE checked qualitative data tables and ensured that they were being properly used to capture data; feedback was provided to enumerators and researchers. Moreover, members of the EE team held weekly review meetings in which some of the quality issues were raised and addressed. The EE and CAMFED staff also held weekly meetings that ensured continual reflection and feedback on progress including quality issues.

What are the final sample sizes for each of the instruments (quantitative and qualitative)? How were the quantitative sample sizes powered?

The quantitative sample sizes were selected and powered as recommended in the MEL framework and applied in the midline evaluation. In the endline evaluation, the sample sizes achieved were much higher for the quantitative surveys.

The final quantitative sample size included 50 intervention schools and 50 comparison schools from which EMIS data on enrolment and dropout were collected. The sample also included 300 Learner Guides (LGs), 120 Transition Guides (TGs), 200 Transitees and 500 CAMA members. The final qualitative sample size on the other hands, included 9 Heads of School (HoS), 9 Teacher Mentors (TMs), 40 other teachers, 36 Parent Support Group (PSG) members, 43 School Based Committee (SBC) members, 8 Learner Guides (LGs), 9 Transition Guides (TGs), 48 CAMA members, 13 Transitees, 5 A-level students, 4 Vocational students, 4 Tertiary students, 3 Young Women graduates living with disability, 17 Form 4 supported students who participated in the midline study, 56 Form 4 boys (not supported) students who participated in the midline study, 64 supported female midline transition cohort students, 64 not supported female midline transition cohort students, 3 supported girls at school living with disability, 14 CDC members, 10 community/village/ward leaders, 4 CAMFED staff and 2 Government officials.

Post data collection

Was the data cleaned and checked for consistency?

Both quantitative data and qualitative data were checked for consistency once received by CAMFED and/or the EE. The quantitative data were checked by the CAMFED MEL staff as they were received from the logistics coordinators and the enumerators. This process ensured the completeness of data tables and records as guided. For example, data were checked to determine if the target samples were reached. They were checked to eliminate duplicate entries or records and that the range of values assigned to variables was valid. The EE checked the qualitative data tables and ensured that they were being properly completed to capture data, especially the key messages in the interviews or focus group discussions. For example, it was noticed that some enumerators had tried to make entries in the 'code' column reserved for the EE; this was corrected immediately.

How was the data stored and analysed, including relevant reflections of enumerators and researchers while in the field? What analytical processes were used for the data?

Cleaned data files were placed on a Google drive where only CAMFED staff and the EE with access credentials could access them. The EE team accessed the data for the purpose of the analysis and evaluation. The analysis of quantitative data involved running queries in SPSS to generate frequency tables and cross-tabulations. Inferential analysis involved assessment of variable associations by running chi squared tests with cross tabulated data.

The qualitative data analysis followed thematic analytic procedures based on textual data tables generated by enumerators and the EE following interviews and focus group discussions. The enumerators in the first place had captured key messages, taken quotations and/or paraphrased responses in the rows of the data tables. Following cleaning, the EE assigned codes to each row of data. These codes were then sorted and grouped for analysis into the respective themes.

The qualitative findings were used to inform or explain the quantitative findings and thus providing for the triangulation or cross-validation of findings to serve as the basis for the endline evaluation.

Was qualitative data transcribed and translated? If so, was translation verbatim or summarised?

The procedure for capturing qualitative data from the focus group discussions and informant interviews involved writing key messages in summary or paraphrased form. Researchers also captured important statements as quotations or paraphrased them. Some interviews and focus groups were conducted in local languages, such as Swahili. Notes for key messages in summary form from these interviews were translated and captured in English into the data tables.

Challenges in endline data collection and limitations of the evaluation design

The main methodological challenge was 'remote communication' due to the COVID-19 pandemic. Training of the enumerators and piloting of some instruments were virtually conducted. Training of the researchers included attention to communication and listening skills, and role plays in which researchers were observed and guided by CAMFED MEL staff and the EE. The lack of in-person interaction among the endline participants, including

CAMFED staff, the EE and enumerators, presented a challenge as most of the communication had to be online using Zoom or emails. Such modes sometimes led to delays in getting key messages or missing an important email. Remote data collection by the EE was also challenging, including connectivity issues.

Provide a summary of any limitations and challenges that were faced during the endline evaluation (for both quantitative and qualitative aspects) either pre-fieldwork, during fieldwork, or post-fieldwork.

One of the key challenges, as noted above, was the connectivity issue. Data collection using phone calls was challenging as some participants could not be reached due to poor network connections. Some mobile phones could not be found, making the work of enumerators difficult. In pre-fieldwork, training was facilitated via Zoom video conferencing, and due to connectivity challenges participants were in audio mode, limiting the face-to-face engagement. Qualitative data collection and timeframes kept changing due to the unpredictable trajectory of the COVID-19 pandemic and the impact it had on school functioning and closures. Qualitative data collection by EE was done remotely limiting the quality of the discussion. Getting the data tables from the field took longer than anticipated; enumerators had limited access to laptops.

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.

The challenges did not strongly affect the robustness and reliability of the findings. Most of the challenges were dealt with to make sure the quality of the data and findings was maintained. Moreover, the findings from the quantitative data (EMIS, Transition survey, CAMA, Transitees, and guides' surveys) were triangulated by using findings from the qualitative research events. In that alignment, cross validation of findings from the quantitative and qualitative surveys was made using the large pool of project documents and publications provided to the evaluators. This included the baseline assessment, the project design and intervention, the Medium-term Response Plan, the midline evaluation report, and the quarterly reports. These provided much learning on the GEC-T interventions that supported the evidential basis of the endline evaluation.

Outline how the sample has changed from midline. 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?

The endline study sample reflected the limitations posed by the COVID-19 pandemic. Therefore, some data collected in the midline survey, such as learning outcomes, were not collected in the endline study. The sample size however increased in the endline compared to midline. For example, in the midline, no quantitative data were collected from LGs, TGs and CAMA whereas in the endline quantitative data were collected using 300 LGs, 120 TGs and 500 CAMA members. Similarly, many categories of respondents were reached at the endline in the qualitative study. The sample reflected the entire project population, enhancing the reliability of findings.

Describe how well intervention and comparison groups (cohort girls) match on respondents' characteristics and prevalence of barriers to education. Present

relevant data using samples of girls re-contacted at endline (cohort girls), as well as any relevant finding from the midline.

The sample breakdown made in the midline, for example 'marginalised' and 'less marginalised' for girls in the intervention and comparison districts, was not done in the endline study. However, given that the endline sample was selected from those in the midline study, it is evident that respondents' characteristics and barriers to education are matched.

Discuss any adjustments that need to be made to the estimation of the learning outcomes because of lack of matching, attrition bias or small cohort samples.

Data on learning outcomes were not collected.

Pilot Testing of the Evaluation Instruments

The pre-testing and piloting of quantitative and qualitative research instruments was conducted to enhance the validity and reliability of findings. Broadly, piloting and pre-testing of quantitative surveys and qualitative evaluation instruments aimed to ensure that:

- instructions for the interviewer are sufficiently clear;
- the items in the instruments were clear understandable to enumerators and participants and that probing questions were adequate;
- items that were repetitive and inappropriate or put respondents at unease were removed or adjusted;
- the items instruments flowed smoothly and that the research instruments were not too long;
- enumerators paid attention to skip patterns and kept the flow of the interview;
- enumerators posed clarification questions as the need arose;
- note taking can be done accurately and with understanding of what information to capture (and how);
- the quality of the audio recordings was adequate;
- the data table was used appropriately to input the data from the qualitative interviews and focus group discussions.

The piloting and pre-testing sessions were preceded with briefing (including training) sessions conducted collaboratively by the EE and CAMFED with enumerators. For example, enumerators were, among others, briefed on the overall scope of the CAMFED programme, the GEC-T project, the end line evaluation, purpose of pre-testing, pre-testing logistics, surveys and use of ODK, methodology and enumerators' roles. They were sensitised to the need for gender sensitivity and participants' protection and safeguarding.

Quantitative survey instruments pre-testing was conducted by CAMA members by phone with two Learner Guides, two Teacher Mentors and two Transitees, followed by a virtual debriefing session also attended by the EE. Qualitative pretesting was conducted using five tools for CDC members, Head of School, Learner Guides, Teacher Mentors and local community leaders. Three enumerators were involved in in-person pre-testing, one conducting the interviewing and the other two observing and taking notes. The EE participated virtually to ascertain that the interview protocols were properly followed and to provide feedback. After the pre-testing sessions, the EE and CAMFED virtually held

debriefing meetings with enumerators to share the feedback emerging from the exercise for further improvements before the actual fieldwork.

Consultation with Beneficiaries, Role Players and Stakeholders

A number of consultations were organised with endline beneficiaries, evaluation role players and stakeholders. These include but were not limited to GEC-T 5276 beneficiaries (such as vocational and tertiary education students, CAMA members), government officials (such as officials from the Ministry of Education, Science and Technology (MoEST), officials from the Prime Minister's Office, Regional Administration and Local Government (PO-RALG), CAMFED staff at both regional and district offices. The EE in Tanzania had constant consultations with CAMFED staff in the country to clarify issues in the course of ensuring successful accomplishment of endline evaluation.

Annex 2b: A gender-sensitive approach to the evaluation

The Endline Evaluation (EE) team was committed to gender-sensitive and participatory methods throughout. The EE gender and education specialist carried out an ongoing review of the documentation and development of the study including participating in regular EE team meetings and in the weekly CAMFED/EE meetings. Gender briefings and specific advice and briefings were also made available to the EE team members for different phases of the work.

A Gender Sensitivity Briefing Note and contributions to the presentations were produced by the EE as part of the training for enumerators in the field. In this briefing note a basic theoretical framework was introduced with definitions of the terms: gender; gender relations; and gender bias including gender needs and interests and barriers to girls' education. There then followed some suggestions for the endline evaluation interviews and focus group discussions on how to manage the research events in a gender-sensitive manner, to help the enumerators create an atmosphere in which girls and young women would feel safe and able to express themselves during the interviews, even when talking about sensitive subjects (such as sexual violence).

Suggestions were proposed for some reflection and self-examination of the enumerators' own experience of gender and barriers prior to the interviews. Practical points for safeguarding were included, such as ensuring that girls and young women were interviewed by enumerators in pairs with the woman as the lead interviewer, and that young women should not be left on their own with a male enumerator or indeed be within hearing distance of a male.

There then followed specific advice to the enumerators for different phases of the interview
- To make her feel valued and gain confidence **at the beginning**: taking time to get to know her a bit, sharing your own experience, explaining the why and how of the interview, avoiding the time and place clashing with her other commitments, and ensuring she can manage the device satisfactorily if the research event is not conducted in person.
- **During the interview** techniques were proposed such as speaking in simple language; making sure the question has been understood; starting with neutral questions before more sensitive issues are raised; being patient and giving extra time for the reply; listening carefully and asking open questions; emphasizing how important her views are and avoiding criticising or disagreeing with her. Also, some tips were provided on how to manage the interview if the respondent is uncomfortable with a question; putting on "gender spectacles" to be sensitive to gender relations and girls' specific issues; also, to avoid gender stereotypical remarks.
- **At the end of the interview** Warning the interviewee a few minutes before the end; saying goodbye and thanking them for their time and participation; telling them of any feedback or follow up if possible.
- **For the focus groups**, suggestions were to keep the groups of girls and young women small; "keep the ball rolling" i.e., asking each person in turn to respond to avoid some people dominating the discussion and to encourage silent members to speak; and ensuring that members do not feel pressurised to divulge sensitive issues in the group.

Annex 2c: Child protection and safeguarding

Child protection and safeguarding were key elements of the training of enumerators; these elements were led by CAMFED in each country.

Enumerators were advised that if a protection or safeguarding concern arose in any of the discussions with children or vulnerable adults, the safety and welfare of the victim should always come first. If a safeguarding concern is raised during the research event, the following more specific advice was given:
- Stay calm so as not to frighten the young person.
- Record all concerns relating to the case.
- If you have to ask questions, keep them to a minimum so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or ideas have been suggested during the questioning.
- Do not promise confidentiality, but that you will inform people who need to know.
  - o Any information offered in confidence to a CAMFED employee, volunteer or associate is received on the basis that it will be shared with people in relevant authority: this will be in the first instance the designated child protection person, currently respective National Directors, but may include statutory agencies (e.g., police or social welfare). Apart from this, careful confidentiality will be observed.
- Let the child or young person know you are going to speak to CAMFED about this issue and that a CAMFED representative will let them know what happens next.

After the research event:
- Do not confront or challenge the alleged person directly.
- Do not investigate or inform the parents or guardians of the child.
- Do not investigate the allegations further – even with the intention of triangulating or building up evidence. Such actions must be determined first by the Child Protection Designate (i.e., the respective National Director of CAMFED).
- Remember that at this stage any reported or suspected abuse is an allegation rather than proved.
- All concerns, even when they are doubted, and allegations in relation to safeguarding must be referred to the National Director of CAMFED.
- Tell both your Team Leader and the CAMFED representative in the field immediately – while in the field.
- The CAMFED representative in the field will inform the National Director of CAMFED urgently. They may contact you while you are in the field for further information or to discuss actions to be taken.

More detail on CAMFED's Protection and Safeguarding Policy and Code of Conduct was presented in the enumerator training.

Enumerators interviewed girls with the following types of The Washington Group on Disability Statistics lists the following types of disability[2]:

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[2] See www.washingtongroup-disability.com/

- Visual disability (difficulty seeing, even if wearing glasses)
- Hearing disability (difficulty hearing, even if using a hearing aid)
- Mobility disability (difficulty walking or climbing steps)

Enumerators at the school level adopted appropriate measures to ensure that the respondents were at ease – the EE produced a briefing note to support this, and the note was addressed in the training of enumerators.

Annex 3: Logframe

The latest version of the project logframe (supplied by the project) is attached.

Annex 4: Beneficiaries tables

Table 4.1: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	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 4.2: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	0	All boy beneficiaries benefit indirectly (counted below under 'Broader student beneficiaries – boys').
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	106,211	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.	108,269	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	Total: 1,771 Teacher Mentors: 212 Subject teachers: 835	Female and male Teacher Mentors have received training on active teaching and learning approaches, guidance and

gender and type of training, with the comments box used to describe the type of training provided.	Learner Guides: 724 (482 MBW focused; 242 Transition focused)	counselling, safeguarding and child protection. Subject teachers have been trained on active teaching and learning approaches. Learner Guides, comprising 482 MBW-focused Learner Guides and 242 Transition-focused Learner Guides have received training for their role. 277 of these Learner Guides have also received training in business skills and 405 have been 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.	Total: 69,534 CDC members: 360 Teacher Mentors: 144 Most Vulnerable Children Committee Members: 557 Ward Executive Officers: 78 Heads of schools: 144 Learner Guides: 405 School stakeholders: 2,880 Parent Support Group members: 1,073 District stakeholders: 270 Community members: 65,000	CDC members, Teacher Mentors, Most Vulnerable Children Committee Members, Ward Executive Officers, heads of schools and Learner Guides have been trained in identifying and selecting marginalised girls. (Teacher Mentors and Learner Guides are counted as teacher beneficiaries above.) Stakeholders in 144 schools have attended 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, as well as 144 Learner Guides who are counted as teacher beneficiaries above.) Parents Support Group (PSG) members have received training in financial management and child protection. Stakeholders have attended 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.

*The numbers reached have increased due to the requirement of replacements over the project period and extra support received by school and community stakeholders to assist with mitigating the impact of COVID-19 on school students in the communities.

Table 4.3: 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 4.4: 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 4.5: Target groups - by subgroup

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%)**

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Pastoralist girls			
Child labourers			
Poor girls	✔	7,009 (100%)	513 (100%)
Other (please describe)			
Total:		**7,009**	**513**

Table 4.6: 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**

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. At the beginning of each academic year, School Development Committees and Teacher Mentors support in-school beneficiaries through a needs based assessment which identifies and re-confirms their continued need for financial and material support in order to attend school.

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.[3] 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[4]-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), versus 71.6% of boys.[5] 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.

EE Comments on the stakeholder tables

The sampling methodology adopted for GEC-T 5276 is strong since it involved matching of the intervention group to the control group based on geographical and socio-economic

[3] Tanzania DHS, 2010
[4] Tanzanian Education Sector Analysis found that 65% of students have learning difficulties as they start secondary school. [4] Tanzania BEST, 2016
[5] BEST survey, President's Office of Regional and Local Government (PO-RALG), 2016

factors. The sample size was maintained through tracing of missing students by teachers and communities. This is a much sounder approach than replacing the participants randomly.

There was a marked reduction in the sample sizes for Learner Guides and Transition Guides at the endline. However, at endline, 244 (50.6%) Learner Guides were currently working as My Better World Learner Guides out of the 482 trained MBW-focused Learner Guides. Also, at endline 110 (45.4%) trained Transition Guides were currently working out of the 242. The reduction in the sample sizes for Learner Guides and Transition Guides may have affected the power of the research and consequently generalizability. Reduction in the sample sizes could be attributed to the COVID-19 pandemic.

Annex 5: External Evaluator's Inception Report

The Endline Inception Report is attached.

Annex 6: Data collection tools used for Endline

The data collection tools are attached.

Annex 7: Datasets, codebooks and programs

Submission of quantitative datasets to the FM:

The quantitative datasets are attached.

Submission of qualitative transcripts to the FM:

Two qualitative data tables are attached. The data tables are not transcripts – they contain detailed notes of qualitative interviews and focus group discussions. They are in the same format as the ones used for qualitative analysis at endline.

Annex 8: Sampling Framework

The final sampling framework for the endline evaluation is attached.

Annex 9: External Evaluator declaration

Name of Project: GEC-T 5276: Girls Learn, Succeed and Lead

Name of External Evaluator: Paul Francis Musker (Paul Musker and Associates)

Contact Information for External Evaluator:

TEL +27 74 157 6662

EMAIL pmusker@ibi.co.za

Names of all members of the evaluation team:

NAME	ROLE / RESPONSIBILITY
Paul Musker	Team Leader
Bridget Walker Muiambo	Gender and Education Specialist
Raymond Boniface Mwemezi	Country Team Leader – Tanzania
Munyaradzi Gwazane	Statistician
Fastel Chipepa	Support Statistician

I, Paul Francis Musker, certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

The following conditions apply to the data collection and analysis presented in the endline report:

- Qualitative data were collected independently by the EE and quantitative data were provided by the project for analysis:

The datasets are attached.

- Data analysis was conducted independently by the EE, and it provides a fair and consistent representation of progress.

- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials:)

- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by Paul Musker and Associates (Initials:)

- All child protection protocols, and guidance have been followed ((initials:)

- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials:)

Paul Francis Musker
Paul Musker and Associates (PMA)
11 January 2021

Annex 10: Guide for the Evaluation Tools

Introduction

At the national level the following research events were organised:
- 5 in-depth interviews with national CAMFED staff
- 5 in-depth interviews with senior officials in the Ministry of Education, Science and Technology, the President's Office for Regional Administration and Local Government Tanzania and the Youth Department at the Prime Minister's Office for Labour, Youth, Employment and Persons with Disability
- 5 in-depth interviews with key development partners
- 5 in-depth interviews with key national stakeholder organisations

At the district, school and community levels the following research events were organised:

Interviews (KIIs/SSIs) and FGDs with school stakeholders	Heads of School
	Teacher Mentors
	Other teachers
	Parent Support Groups
	School-Based Committee
	BTEC assessors
Interviews (KIIs/SSIs) and FGDs with CAMFED Association members	Learner Guides
	Transition Guides
	CAMFED Association members
Journey mapping events – young women	Transition Guide programme participants (YW Transitees)
	A level students (CAMFED Association members)
	Vocational students (CAMFED Association members)
	Tertiary students (CAMFED Association members)
	Sample of YW graduates living with a disability
	GEC clients who dropped out from school (reach girls/YW who remained out of school and/or girls/YW who followed FDC vocational pathway)
Interviews (KIIs/SSIs) and FGDs with school students	Form 4 supported students who participated in the midline in Tanzania
	Form 4 Girls and Boys (not supported) students who participated in the midline in Tanzania
	Supported female students (midline cohort - transition subgroup) (journey mapping)
	Female students Not supported (midline cohort - transition subgroup)
	Sample of supported girls at school living with a disability
Other	CDC members
	Community/village/ward leaders
	CAMFED staff
	Government officials

Table A11: The Evaluation Questions

Evaluation criteria	Key Issues to be addressed	Evaluation Questions
Relevance	To what extent is the GEC-T 5276 project relevant in the context of Tanzania? 'Context' will be interpreted as political, social and economic.	To what extent were the objectives and design of the project, including the underlying theory of change, valid and did the objectives and design respond to the needs, priorities and policies of intended beneficiaries, partner organisations (e.g., schools) and the country?
		How well did COVID-19 adaptations meet changing needs of learners, including during the COVID-19 pandemic?
		What more could have been done to better meet their needs?
Effectiveness	What evidence is there that the project has been effective?	To what extent were the objectives and intended results of the project achieved, including learning achievement and differential results across groups?
		Did interventions work well in the peri-urban context or were there factors that varied the effectiveness of an intervention in comparison to CAMFED's interventions in the rural context in Tanzania during the GEC1 phase and the GEC-T 5101 project?
		Was learning shared effectively, with national level interventions benefiting from being carried out in 13 new partner districts?
		Was learning shared effectively across districts?
		Was learning shared effectively across schools?
		What were the major contextual factors influencing the achievement or non-achievement of the objectives and intended results?
		To what extent has the financial, material, teaching and mentoring support provided to marginalised girls, including girls living with disabilities (GWDs), resulted in improving retention, attendance and progression outcomes?

		Have some elements of the support – financial, material, teaching, mentoring (including life skills) – been more effective or been perceived as more valuable than others by beneficiaries, teachers and parents?
		To what extent do the interventions designed to create an enabling learning environment for marginalised girls, such as the provision of learning materials, training on active learning approaches, and Learner Guides remedial literacy support, contribute to improved learning outcomes?
		In particular, to what extent have the Learner Guide programme and interventions been effective and in what ways have they contributed to improved learning outcomes? What intervention has had the greatest impact on learning outcomes?
		Did girls lose, retain or improve their learning outcomes during the period of school closures? If they lost, retained or improved their learning outcomes, why did this happen?
		To what extent did the supporting systems and structures contribute to any changes in girls' learning outcomes?
		To what extent have the different components of the My Better World programme (the book, Learner Guide sessions, radio programmes) led to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women? Which components have been most effective?
		To what extent has the post-school financial, training and mentoring support provided to young women (GEC graduates) resulted in improved post school transition outcomes? Which elements of the post-school programme have had the strongest impact on post-school transition choices and outcomes?
		Has the project been successful in addressing the barriers to education and post-school pathways for marginalised girls and young women worsened by the COVID-19 pandemic? What more could the project have done? In particular, what more could have been done to prevent dropout, early marriage and pregnancy?
		Has the project been successful in reducing dropout rates attributed to early marriage and pregnancy? If so, which activities have been successful? If not, why not??
		How engaged are community stakeholders in tackling early pregnancy and early marriage?
		How effective were COVID-19 specific interventions, like the community-based delivery of Learner Guides' My Better World and study sessions and radio outreach, in reaching children during and following the school closures to provide life skills knowledge and promote learning and safety?

			What are beneficiaries,' teachers' and parents'/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance?
			What are beneficiaries' views on how the support received impacted on their likelihood of completing school?
			What are beneficiaries' views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security? Can this intervention be further improved? If so, in what ways?
			What changes have there been in marginalised girls' perceptions of their ability to succeed in the next stage of their transition?
			Has students' understanding of school-related gender-based violence improved? If so, in what ways?
			What are students' experiences and perceptions of safety in school and on their way to/from school?
			What are the likely key factors that have enabled PSGs to continue to stay motivated several years after formation? What are the likely key factors that prevent PSGs from staying motivated?
			How can community-based groups such as PSGs and MSGs be capacitated so that they can effectively contribute to keeping girls in school, where school budgets cannot fully support marginalised girls?
			How do CAMA members feel about their responsibilities?
			What factors are contributing to success in local CAMA activities? What strategies can be adopted to support local CAMA activities more effectively?
			How effective are CAMFED's school-based violence prevention activities? How can its violence prevention programme be further improved in the schools?
			How effective is the implementation of child protection policies and the reporting systems and mechanisms in place? How can their implementation be improved?
			MTRP: How do students, Heads of schools, teachers, parents, CDCs, LGs and TGs assess the effectiveness and outcomes of the LG programme for girls and young women?

		MTRP: How do students, Heads of schools, teachers, parents, CDCs, Transitees, LGs and TGs assess the effectiveness and outcomes of the TG programme for students?
		MTRP: How do CDCs, teachers, heads of school and PSG members assess the quality and impact of community engagement in schools in improving learning and transition, including activities of parent support groups?
		MTRP: How do heads of school, teachers, SDC members and parents assess how well the school improvement action plans supported learning and transition during the COVID-19 pandemic?
		MTRP: How do heads of school, teachers, SDC members and parents assess the impact of school grants provided to improve learning and transition outcomes during the pandemic period?
		Could the same outcomes have been achieved at less cost?
		Could better outcomes have been achieved at the same cost?
		What evidence is there that the project has achieved good value for money?
		To what extent did the project deliver the intended results in an economic and timely way and deliver interventions in a cost-effective way?
		How cost-effective is CAMFED's multidimensional approach to improving access to education, life skills training and post-school pathways for the most marginalised girls?
		To what extent have training and grants provided by CAMFED to schools and parent support groups contributed to a safer and more enabling learning environment for marginalised children?
Efficiency	What evidence is there that the project has been managed efficiently?	Following the closure of educational institutions due to COVID-19, to what extent did the additional support provided by CAMFED to marginalised girls and young women assist with access to learning and re-enrolment once they reopened?
Impact	What has the broader impact of the project been? 'Impact' will be interpreted as	To what extent and in what ways did the project generate or contribute to the generation of significant higher-level effects (social, environmental and economic), whether positive or negative, intended or unintended?

		political, social and economic.	How have Learner Guides and other CAMFED Association members used their leadership roles 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?
			To what extent has the MBW programme and safeguarding training changed the attitudes and perceptions of girls, boys and communities to cultural/gender norms and gender sensitive issues?
			What evidence is there that CAMFED's collaborative, cross-sectoral approach has been successful, bringing 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?
Sustainability	Is achievement of the project outcomes sustainable?		To what extent is the government intending to (and able to) sustain the intervention?
			To what extent are development partners intending to (and able to) sustain the intervention?
			To what extent are donors intending to (and able to) sustain the intervention?
			To what extent are local communities intending to (and able to) sustain the intervention?
			Has the Learner Guide (LG) programme (or components of the programme) been officially recognised by the Ministry (at national and district levels) and teacher training institutions as a pathway to improve learning and transition?
			What has been the impact of the LG programme?
			Is the LG programme scalable? How likely is it that key components and mechanisms of the LG programme will be adopted into government/district and school structures and systems and continued?
			How can the evidence base that the Brookings Institute are using for their work with CAMFED on scaling up the Learner Guide element of the project be leveraged?
			How well are 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?

		Have school-going costs been reduced by the government? Alternatively, has targeted support been provided for the most marginalised children?
		To what extent are / have the My Better World (MBW) and Sexual Reproductive Health programme contributing / contributed to intended project outcomes and outputs as planned for participant marginalised girls and boys?
		To what extent will the net benefits (whether financial, economic, social and/or environmental) of the project continue?
		To what extent was the project successful in building sustainability within the enabling environment for change at the family, community, school and system levels? Did this vary with respect to the GEC-T 5101 project in Tanzania? What were the factors affecting differences between levels of sustainability achieved across projects?
		How likely is it that key components and mechanisms established by the project will be adopted into the system and continued?
		What evidence is there that the project interventions led to successful leveraging of additional interest and community/government investment?
		What is the role that young women school graduates can play in supporting successful transitions for marginalised girls, within and beyond school, and how scalable is CAMFED's guide model?
		How effective and scalable is CAMFED's guide model in a peri-urban context using guides who were not previously supported by CAMFED in school and were not members of the CAMFED Association?
		What evidence is there that CAMFED's governance model and community structures have been embedded as good practice in peri-urban communities to support marginalised girls to attend school safely?

Recommendations of the Midline Evaluation

The midline evaluation of GEC-T 5276 (July 2020) made the following recommendations for the attention of the endline evaluation team:

- Explore how community-based groups such as PSGs and MSGs can be capacitated so that they can effectively contribute to keeping girls in school, where school budgets cannot fully support marginalised girls.
- Explore how Learner Guides feel about their responsibility to give back to their communities, so as to inform the search for strategies to support them.
- There is a need to evaluate CAMFED's school-based violence prevention activities with a view to improving its violence prevention programme in the schools.
- Evaluate the effectiveness of implementation of child protection policies so as to improve how they are being implemented.

Recommendations of the Response Plan

In light of the redesign of GEC-T project activities the CAMFED COVID-19 response plan recommends that the endline Evaluation Team covers the following issues during data collection:

- Assess the impact of the community/CDC/CAMA interventions on the well-being and safeguarding of students
- Interview district-level stakeholders on the work they have done to support girls' welfare
- Conduct group discussions and face-to-face interviews with CDCs, parents, teachers, and heads of schools to assess the quality and impact of the safeguarding trainings conducted for school stakeholders, including parents
- Carry out case studies with CDC members regarding the action to support girls' welfare and learning
- Explore perceptions of students, parents and teachers on how the entitlements and additional support has helped them re-enrol and adapt to school conditions
- Interview a sample of the clients to understand the impact of the bursary support and the CT AND LG follow-ups to return to school
- Conduct group discussions with heads of schools, teachers, parents and CDCs to assess how the additional support received helps students to re-enrol in schools and catch up with the school curriculum
- Hold group discussions with students, heads of schools, teachers, parents and CDCs to assess the effectiveness and outcomes of the LG programme to students
- Assess the quality and impact of radio MBW sessions broadcasted.

Child/Youth-Friendly Tools

To facilitate discussion with girls, boys and young women, child/youth-friendly, participatory tools were used. Such tools included the drawing of their pathways through life, mapping the impact of the project on their lives and families and ranking key factors that result in survival in school or drop-out.

Evaluation Questions

The questions in the table below are the basis for all the evaluation tools, which are attuned to the various categories of respondent. The Evaluation Team will pay particular attention to the need to develop child- and youth-friendly instruments that enable participants to express their ideas and concerns freely.

The main evaluation questions reflect the main evaluation criteria (such as *relevance*). The sub-questions contain all the questions required in the terms of reference and the endline Concept Note, including questions required for the evaluation of the MTRP. The total list of questions – in particular the sub-questions – will be prioritised and condensed in the evaluation tools. We will take into account the modality of each research event – for example, phone surveys will need a very condensed list of questions.

An example of a youth-friendly evaluation instrument – a journey pathway mapping tool – is contained in Annex 11.

Annex 11: Youth-friendly Interview Schedule
Introducing the Research Event

- Make sure you have paper and crayons for the girls to draw with.
- Greet the respondent(s) politely.
- Ensure that you have a consent form signed by the respondent(s) if they are 18 or older or by their parents/guardians if they are under 18.
- Check that national and local guidelines to prevent COVID-19 transmission are being adhered to, especially but not only in focus group discussions.
- Welcome the respondents and thank them for participating in the research.
- Introduce yourself and ask respondents to do the same.
- Explain the purpose of the evaluation and your role in it using the note below.
- Ask permission to record the discussion and ensure you get verbal permission from the respondent(s) to do so. (However, you must still take full notes during the research event. These should be typed up into the data table provided and given to the Team Leader.)
- If you do not have access to a laptop or a computer, please write your field notes into the data table by hand and give it to your Team Leader in the evening after completion of fieldwork.
- Advise the respondents that their names will not be used in the evaluation report, and they will not be identified in the report by name. Ask them not to discuss with others (after the research event) what anyone has said in the discussion.
- Invite questions for clarification.
- Advise respondents that they may leave the discussion at any time, even if they or their parents/guardians have signed the consent form.
- Encourage the respondents to speak freely and give the same encouragement several times in the course of the discussion, ensuring that no respondent dominates the discussion.

The Purpose of the Evaluation and Your Role

Our discussion is one of many that will be organised for the final evaluation of the CAMFED programme 'The Virtuous Cycle of Girls' Education'. This evaluation will help to understand what the programme has achieved and what it has not achieved – and why. The lessons we learn, with your help, will be important for future similar work to support girls and young women in Zambia and in other countries.

The CAMFED programme seeks to 1) Improve teaching and learning for marginalised girls to improve their levels of literacy and numeracy; 2) Improve girls' transition rates from primary to secondary education and from secondary education to adulthood; 3) Ensure that the programme interventions can be continued in the future.

My role is to interview people who have been involved in the programme and people who have benefited from the programme – especially girls and young women. Your responses to my questions will be carefully recorded and will form part of the analysis to support the evaluation.

Instructions for This Journey Pathway Mapping Tool

The purpose of this pathway mapping is to understand the journey that young women have taken since they started school – how they managed to attend and complete school despite the challenges that they have faced. We want to understand what these specific challenges were and how they overcame them, what support they received that helped to overcome them, and what further support would have helped.

We would also like to see their post-school pathway journeys – what have they done since they left school and how have they managed to achieve all that they have so far? Were there any challenges? How have they overcome them? Do they need further support and if so what kind of support?

Girls who had to drop out of school should pay particular attention to the period of their lives when they went to and then dropped out of school and the reasons why – was there anything else that could have been done to support them to return to school?

Note: the young women can write words in their familiar language on their map, but you will need to translate these into English after the interview and then take a clear photograph of the completed journey pathway mapping.

Using a large sheet of paper, each girl is asked to plot her pathway through life, starting when she was very young, marking successes, challenges and changes along the way. She can draw her pathway in any way she wishes: an actual path (wandering this way and that), a river or simply a line. She can mark challenges as hurdles they have to overcome, or dams / bridges in the river, hills, etc. Encourage them to be creative. Listen very carefully when they are explaining their journey pathway map to you when it is completed. Make notes as they are explaining and ask any key questions which will help you to understand their drawing.

An example of a journey pathway mapping is provided below
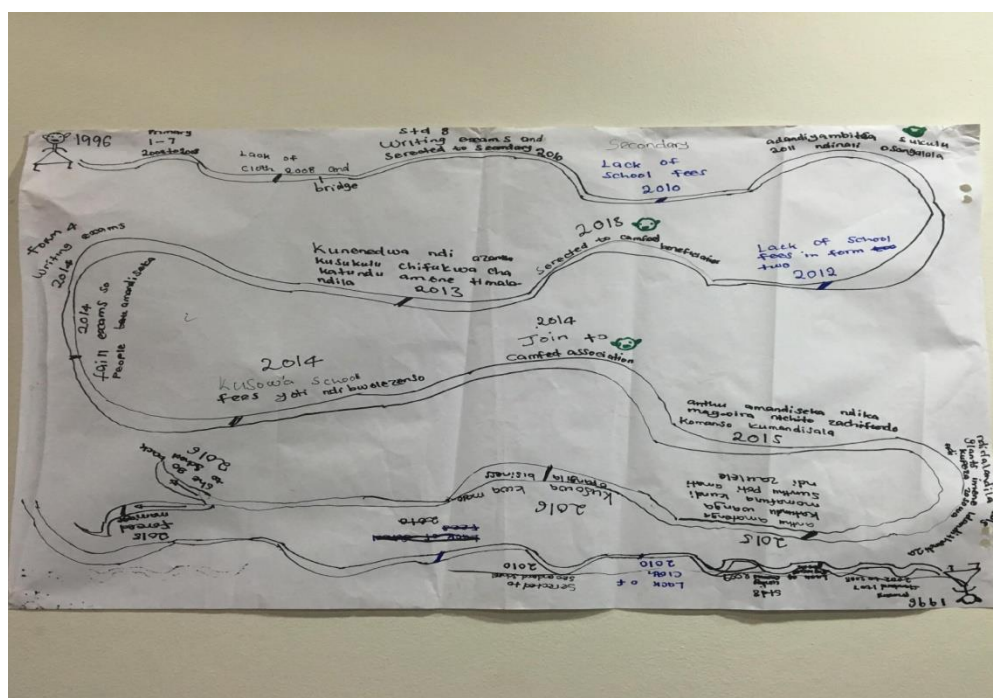
Ask each young woman to:

Draw the map of your education journey (the story of your life in education) from when you started school until now. Include people, places, obstacles / challenges and opportunities on the way. Include key dates in your map.

For each key date indicate whether you were attending school.

If you left school at any time indicate why you left.

In your map, draw your relationship with school. You can include what worked for you and what didn't work.

You can use different colours to show different feelings and use symbols like lines and arrows or words. You can also draw pictures or words to describe how you felt at any time. These are just suggestions – use your creativity!

When you have finished you will get a chance to explain your map to me.

Annex 12: The Current Country Context in Tanzania

Endline Study and Final Evaluation of the CAMFED Girls' Education Challenge – Transition Project: Girls Learn, Succeed and Lead (GEC-T 5276)

Desk Review: Tanzanian Context

Discriminatory gendered social norms

In Tanzania, like many African countries, the realities of poverty imply that work and schooling are competing activities for children's time. While these activities affect the schooling time of both males and females, female children are more severely affected. Girls are usually expected to help in the household chores, which may not be flexible enough to allow school attendance (Dachi and Garrett, 2003; King and Rebecca, 2015). Evidence shows that even in schools, girls are called on to perform domestic duties for teachers, taking time away from learning (UNICEF, 2003). While such practices are more rampant in rural areas, they are also notable in peri-urban and urban areas. It is important to note that most of the references accessed in this review do not provide gender-disaggregated data.

Gender-based violence (GBV)

In Tanzania GBV takes place in different forms, including physical and psychological violence, child marriage and female genital mutilation (FGM). According to the Tanzania Demographic Health Survey (TDHS), 38% of female respondents aged between 15 and 49 had experienced physical violence in the past, and 20.3% had suffered sexual violence (JICA, JDS, 2016). According to the Ministry of Health, Community Development, Gender, Elderly and Children (MHCDGEC) (2016) one-third of Tanzanian women have experienced physical violence, while a tenth of women have experienced sexual intercourse against their will (MHCDGEC, 2016). FGM is one of the major forms of GBV in the country. It is estimated that 7.9 million women and girls in Tanzania have undergone FGM with a prevalence rate of 14.6 per cent (MHCDGEC, 2016). The practice is rampant in Dodoma (63.8%), Arusha (58.6%), Singida (51%), Manyara (70.8%) and Mara Region (39.9%) (JICA, JDS, 2016). There have been prosecutions of persons carrying out FGM; however, the fear of prosecution seems to drive the practice underground with limited law enforcement (MHCDGEC, 2016). While GBV may be more prevalent in rural areas, this is both a rural-urban phenomena.

Sexual violence perpetrated on children

According to MHCDGEC (2016), nearly 3 out of every 10 females aged 13 to 24 in Tanzania have experienced at least one incident of sexual violence before turning 18. The most common form of sexual violence experienced by both females and males before the age of 18 includes sexual touching and attempted sexual intercourse. Many girls between the age of 13 and 17 have also been subjected to sexual coercion, being enticed with small gifts in exchange for sex. Sexual violence on female youth sometimes leads to unwanted pregnancies, early motherhood and the associated health complications, and social and

economic challenges that affect the youths' progress in education and their social and economic endeavours (MHCDGEC, 2016).

Child marriage

It is estimated that more than 18 million young women in Tanzania are victims of child marriage and teenage pregnancy (UNICEF, 2017; UNFPA, 2014). MHCDGEC (2017) and UNICEF (2017) report that on average two out of every five girls will be married before their 18th birthday with some regions, such as Shinyanga and Tabora, having rates of up to 59% and 58% respectively of girls being married before they turn 18 (URT, 2017). Causes of early marriages include but are not limited to coercion, females from poor families wishing to marry, an economically motivated aspiration for the girl's parents (Chant and Evans, 2010; Hunter, 2002, 2010; Maganja et al. 2007; Silberschmidt and Rasch, 2001; Swidler and Watkins, 2007).

Child marriage is more prevalent among the rural population, although it is also found among the urban population, where it is mainly limited to those with poor economic conditions and strong religious and cultural ties (MHCDGEC, 2017). Such marriage affects access to quality education, welfare and social well-being for many girls and young women (URT, 2017; Hakielimu, 2019). The report of the Centre for Reproductive Rights (2013) indicated that over 55,000 adolescent girls were forced to drop out of formal schooling because of pregnancy between 2003 and 2011 (Pamoja Tunaweza Alliance, 2014). In addition, Human Rights Watch (2017, 2018) reported that some 8,000 pregnant girls are forced to leave school each year, which has a major impact on their socio-economic wellbeing. In practice, schoolgirls who become pregnant are expelled from schools and not allowed to re-enter the school system to continue with their schooling after giving birth regardless of their age and level at which they are forced to exit from the system. Teenage mothers are expected to use alternative pathways found in the non-formal education system to continue with their education and later re-enter the formal education system if they so wish and are able to. Whilst the door to public education is closed, there is no evidence of specific legal, policy or administrative frameworks of making the alternative pathways accessible and affordable to all. The cultural, social and economic hurdles they face do not make it easier for them to access alternative pathways.

Language of instruction (LOI)

In Tanzania, Kiswahili is used as a language of Instruction (LOI) in primary schools and English in secondary schools, but all languages tend to be taught as subjects at both levels. However, Kiswahili is not a mother tongue for the majority of Tanzanians; many people speak their local languages. Given the large number of tribes in Tanzania (120+) it is difficult for a person to learn all local languages. The language of instruction in Tanzania is complex since local languages, Kiswahili and English are all used, sometimes simultaneously. The LOI is documented as one of the factors leading to high dropout and truancy among students in their first and second forms of secondary education (Joyce-Gibbons et al., 2017; Yogi, 2017). This is because throughout the primary years, children are taught in the medium of Kiswahili, but in secondary schools, all teaching uses English as a medium. Anecdotal evidence suggests that the barrier of LOI is big enough to deter children who complete public primary education from enrolling in secondary schools, or if they do, the difficulties they face in the learning process can make them repeat a year. Repetition is among the major reasons for students dropping out of schools in urban areas because of associated direct and opportunity costs. Therefore, linguistic competency in the LOI can lead to a reduction in repetition and dropout rates, and an increase in completion rates.

Poverty

The Tanzania Mainland Poverty Assessment Report (World Bank, 2020) shows that in 2018 about 14 million people lived below the national poverty line and 26 million (49% of the population) lived below the $1.90 per person per day international poverty line. According to the HBS (2019), extreme poverty is more evident in rural areas (9.7%) than urban areas (4.4%). It is reported further that more than half (60.8%) of basic needs poverty is among individuals aged 0-19 compared to other age groups, although there is no difference by sex. This means a total of 14,776,811 (about 28% of the Tanzania population) schooling in the pre-primary, primary and secondary education levels belong to this group, and 50.4% of these (N=7,445,320) are girls (URT, 2020). The National Bureau of Statistics (NBS) and UNICEF (2019) provide a similar picture: "…88% of children under 18 were multi-dimensionally poor…" (p.5).

The urban bias perspectives which conflate poverty and inequities pervasiveness with residing in rural areas of Tanzania, and access to social amenities and economic opportunities with residing in cities and major towns, has made the impact of poverty on access to basic infrastructure, services and public utilities to peripheral urban areas ignored in the governance, policy and development frameworks of Local Government Authorities. The urban-rural divide in the programming of interventions obscures the plight of children and youth in those areas. According to UNICEF (2012), peri-urban areas tend to act as a mid-way point for rural migrants to the cities and major towns, and an alternative settlement for urbanites experiencing unsustainable costs of living in the business districts and town centres. Yet, the urban fringes are characterised by informal and unplanned settlements, lack of, or few schools, health centres, water and sanitation services (Dachi, 2012). Children and youth are caught in between. They have limited access to available education, health and other public utilities, as well as economic opportunities in the cities, major towns and rural areas because of direct and opportunity costs involved.

Disability

In Tanzania, available statistics indicate that pupils with different types of disability are enrolled in pre-primary, primary and secondary schools, the biggest groups being children with physical impairment, intellectual impairment, the deaf and albinism. Other categories of identified disabilities include autism, deaf-blind, low vision, hard of hearing and multi-impairment.

Table 1: Disabilities by category in primary and secondary schools: 2020 data

Disability	Primary Education			Secondary Education			Total			%
	M	F	T	M	F	T	M	F	Grand	F
Albino	1,140	1,380	2820	388	359	747	1,528	1,709	3,237	52.7
Deaf	3,706	3,263	6969	577	612	1189	4,283	3,875	8,158	47.5
Intellectual Impairment	10,469	7,388	17857	50	26	76	10,519	7,414	17,933	41.3
Physical Impairment	9,031	6,184	15,215	1904	1,480	3,384	10,935	7,664	18,599	41.2
Blind	1,138	793	1931	220	133	353	1,358	926	2,284	40.5
Other	6,212	4,754	10,966	2003	2,573	4576	8,215	5,183	13,398	38.7
Total	31,696	23,762	55,458	5,142	5,183	10,325	36,838	26,771	63,609	42.1

Source: PMO-RALG (2020). Pre-primary, primary, secondary, adult and non-formal education statistics: Regional Data.

Table 1 indicates that a total of 63,609 children with disabilities were enrolled in primary (N=55,458; 87.2%) and secondary schools (N=10,325; 12.8%) in Tanzania mainland. This was equivalent to 0.49% of the primary school pupils and secondary school student population (N=12,934,291) suggesting that children with disabilities were less educated than their peers. In addition, there are more boys with disabilities enrolled in schools than girls. Girls with disabilities are thus more likely to be not accessing basic education than boys.

Transition pattern

The transition rate between primary education and lower secondary education (O level) (Form 1 to Form IV) has followed an upward trend at least from 2013. Table 2 indicates that in 2019, at least 7 out of 10 primary education pupils progressed to secondary education.

Table 2: Trends of transition from to primary to secondary education and lower secondary education (O-level) to upper secondary (A-Level) (%)

Level	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Primary to Secondary	52.2	53.6	59.5	52.0	57.0	70.6	70.1	71.5	74.1	77.7
Secondary lower to Upper Level	15.4	11.7	12.1	10.6	10.5	20.3	27.5	20.3	24.0	21.7

Source: MoEST (2019).

Table 2 suggests further that access to Advanced level secondary education is still very limited. The majority of those who complete O-level secondary education therefore join the labour market albeit with inadequate skills to adequately engage with the world of work. Samer and Marie (2018) noted that in the period 2012 to 2016 just 16% of girls on average

who completed lower secondary schooling in Tanzania transitioned to A Level secondary education. The MHCDGEC (2016) shows that the GER and NER for girls are half that of boys in A Level secondary education and females comprise just 38.5% of the total enrolment in Technical and Vocational Education and Training (TVET) colleges. The Ordinary Level or junior secondary education curriculum consists of a minimum of seven compulsory subjects. For transiting to senior secondary education (A- Level), a student must have obtained a minimum of a division III and passed, at least five subjects in their Certificate for Secondary Education Examination (CSEE), three of those forming a combination in the Sciences, Languages, Arts or Commerce at grade C or above (A and B). This is barrier to a majority of students. Students not meeting that criterion have an option of re-sitting the examination in the following year(s) as private candidates if they are able to meet the costs of examination and private tuition. Re-sitting the examination and a shadow education system of private tutoring are largely urban phenomena.

Completion rates

The gross completion rate (GCR) of 75.5% in 2020 for primary education, as indicated in Table 3, suggests that Tanzania is not close to achieving the target of universal primary education as envisaged in the Education and Training Policy (URT, 2014). For every 100 pupils who were admitted in Standard 1 in the 2013 academic year, 24 did not complete the primary education cycle; however, more girls completed the cycle (79.1%) than boys (71.9%).

Table 3: Gross Completion Rate (GCR) and Net Completion Rate (NCR): Primary Education (2019)

	Male %	Female %	Total %	GPI
GCR	71.9	79.1	75.5	
NCR	27.0	32.3	29.6	1.2

Source: PMO-RALG (2020).

At secondary level, completion rate of females is lower than that of males indicating that more females are entering the labour force with lower qualifications than males (MHCDGEC, 2016).

Dropouts

This is an issue of both internal efficiency and equity. A total of 266,783 primary and secondary education students dropped out of the school system in the 2019 academic year. This is equivalent to 2.1% of the primary and secondary education student population.

Table 4: Dropouts and their Causes by Reason: 2019

	Primary Schools					Secondary Schools				
	M	F	T	% of T	% F	M	F	T	% of T	% F
Death	1,236	1,713	2,949	1.8	58.1	365	283	648	0.7	44.1
Indiscipline	39	116	155	0.1	74.8	1598	698	2,296	2.3	30.4
Pregnancy		1,135	1,135	0.7			5,398	5,398	5.5	
Truancy	68,741	94,854	163,595	97.4	58.1	48,546	42,061	90,607	91.5	46.4
Total	70,016	97,818	167,834	100	58.3	50,509	48,440	98,949	100	49.1

Source: PMO-RALG (2020).

Truancy is the main cause of dropouts: it accounted for 97.4% and 91.5% of the causes for primary and secondary education dropouts respectively. More girls dropped out of primary education than boys. On the other hand, more boys dropped out of secondary education than girls. The major cited reasons for truancy dropouts include lack of basic needs, direct and opportunity costs of schooling, peer pressure, lack of interest and teenage pregnancy (PMO-RALG, 2020; Hakielimu, 2019; MoEVT and UNESCO, 2011).

Teachers

Table 5 indicates that from a policy perspective, Tanzania has yet to reach the envisaged pupil-teacher ratio (PTR) of 1:40 at the primary education level. However, the gender difference has narrowed to almost a ratio of 1:1 between male (49.8%) and female (49.2%) teachers.

Table 5: Teachers by Gender and Levels of Education

Primary Education					Secondary Education				
M	**F**	**T**	**Pupils GER**	**PTR**	**M**	**F**	**T**	**Students GER**	**STR**
98,857 (49.8%)	95,879 (49.2%)	194,736 100%	10,925,896	56	72,262 (68.2%)	33,744 (31.8%)	106,006 100%	2,473,506	23

Source: PMO-RALG (2020).

On the supply side, the student-teacher ratio (STR) at secondary education level is 1:23, giving the impression that secondary schools have no shortage of teachers. However, Table 5 indicates that there are 7 male teachers (68.2%) for every 3 female teachers (31.8%) which suggests that male teachers are dominating secondary education. The average PTR and STR are deceptive because they are masking an uneven distribution of teachers by qualifications, subjects of specialisation, workload, experience, gender and their effectiveness across diverse schools and districts. For instance, the PTR in the peri-urban schools of Temeke Municipality in Dar es Salaam Region was as large as 1: 82 (PO-RALG, 2020) compared to the recommended benchmark of 1:40. With an average classroom per pupil ratio of 1:230 in those schools, the adverse impact they may have on teacher workloads and quality of instruction is glaring. Moreover, schools located in low income densely populated peri-urban settlements of cities and major towns are breeding grounds for various forms of criminality and social problems associated with drug abuse, alcoholism, armed robbery and commercial sex. There is shortage of specialised teachers who can identify and give psycho-social support to pupils in the areas of emotional and behavioural disorders (EBD) and anti-social behavioural typical of urban and peri-urban schools such as bullying, fighting and sexual harassment.

Distance to school

According to the MoEVT and UNESCO (2011), the direct and opportunity costs of staying in school tend to increase with walking or travelling a long distance to school. The average distance to a primary school in Tanzania is 2.84 km and 2.81 km for a secondary school (MoEST, 2019). The closer the school, the higher the probability of girls accessing it because of safety, and the opposite is true. The experiences that girls encounter as they travel

between home and school are not limited to squeezing their time and energy for studying but also expose girls to vulnerability, especially in relation to sexuality and teenage pregnancy (Hakielimu, 2019). In recent years construction of new schools to meet the overall potential demand for public school places in business districts and wealthy suburbs of cities and major towns has not been possible because of the urban land crisis. Education services have expanded outwardly and migrated to the outskirts and outlying peri-urban areas. Students have to walk or commute long distances to school and back home by an inefficient but costly public transport; motorcycle taxis or motorised rickshaws. According to Dachi (2012), those who walk to school have to grapple with hurdles which impede easy physical access to school such as construction sites, open drainage systems, major roads, highways and overcrowded access roads. This challenge is critical for children with physical and visual disabilities (Miles, et.al, 2018). A study by Mwamakula (2017) observed that students are exposed to safety risks and health hazards; and that transport problems tend to lead to students irregular attendance and dropping out of school.

Costs of education in Tanzania

In Tanzania, fees and obligatory contributions have been abolished in basic education (pre-primary to Ordinary Level public secondary education) following the implementation of the ETP (2014) precept on 'free' education. However, there are direct costs associated with schooling that have to be incurred by parents or guardians. These include uniforms, sports gear, learning materials, food, medical, travel and other expenses (URT, 2015). Parents also contribute towards meeting the school security, classroom construction and internal examinations-related costs (Shukia, 2020). Evidence shows that such costs significantly limit access to education or participation for the children of poor families until they complete the education cycle (HRW, 2017). Where boys' education is seen as more important than girls', these costs are likely to be an extra disincentive for girls to attend school, or to drop out if they are already there, both in rural and peri-urban areas.

Effects of the COVID-19 Pandemic

Following the COVID-19 pandemic, schools were closed for 3 months (April to June 2020). Approximately 14,776,811 pre-primary, primary and secondary school children, of which 7,445,320 (50.4%) were girls stayed at home. The schools' closure was one of the many shocks the pandemic impacted on the education system. There is no official data to substantiate the claim, but anecdotal evidence shows that when schools were opened a number of girls did not go back to schools because were pregnant due to being out of controlled school environment. Other children, mainly from the poor densely populated urban informal settlements and outlying outskirts joined a pool of child labourers and never returned back to school. This implies that discriminatory gendered social norms, GBV and sexual violence perpetrated on girls intensified in this period. To cushion the pandemic's adverse effects on learning outcomes, the government introduced remote teaching through TV broadcasts for a number of subjects. The effects of the intervention on the learners' cognitive outcomes are not documented. What is clear is that the intervention was too general to target the marginalised, thus claim inclusivity. Since teaching was not banned, financially capable parents resorted to hiring teachers to teach their children privately at home or remotely through smartphones to make up for lot learning. What is clear is that digital teaching and learning are a function of availability of hardware, software, internet connectivity and source of power. Obviously, they were not readily available to the poor

leaners residing in the informal settlements and peri-urban areas because of lack of accessibility and affordability.

Post-school challenges for youth

According to the 2017/18 HBS (URT, 2020), a large segment of the Tanzania Mainland's population (64%) was under 24 years old. Similarly, youth, age 15-35 account for 34% of the population. The ILBS (URT, 2015) shows that the total labour force of age 15 years and above, increased from 21.0 million in 2006 to 25.8% in 2014, implying that 1.2 youth have been entering the labour market every year. The emerging picture is that Tanzania is supposed to benefit from a demographic divided. But this is a function of providing the youthful population with quality education and appropriate skills and their absorption in the productive sectors of the economy (URT, 2018). The ILBS report show further that and at any one time about 2.3 million persons aged 15 years and above are unemployed. Ironically, even graduates from Universities and Technical Institutions in highly specialised fields such as Medicine, Engineering, Oil and Gas, ICT and other digital and allied skills do not get employment in the public and private sectors. Youth with secondary education have had the highest unemployment rate (15.2%) followed by those who had completed university education (12%). The unemployment rate is higher among women (12.3%) than men (8.2%), and the difference in levels of unemployment between men and women were greater in urban areas (URT, 2018).

The agricultural sector has the highest share of total employment (66.3%), followed by the informal sector (21.7%) and other private sector (7.9%). Other sectors account for 4.1% of total employment. New entrants into the labour market do so through self-employment largely in the agriculture and the informal sectors of the economy. Yet, youth are still disproportionately represented in those sectors, accounting for almost a third of the population respectively. The majority of youth employed in the informal sector are working in the whole sale, retail trade motor vehicle and motorcycle repairs as well (54%), accommodation and food services (15%), and manufacturing (6.6%). 75 percent of persons working in the non-agriculture sectors have informal employments (75.9%) with a significantly higher proportion of females (81.7%) than males (71.7%) (URT, 2020).

It follows that youth in Tanzania continue to face difficulties in accessing the formal labour market as a result of limited expansion of employment opportunities, skills mismatches, limited internship to bridge the skills gap and work experience, coupled by the low labour force absorption capacity of the public and private sectors of the economy (URT, 2018). Those seeking self-employment by putting up micro, small and medium business enterprises (MSMEs) are facing challenges in accessing loan capital, work premises, financial literacy, human capital and entrepreneurial skills. MSMES are considered too small and financially risky to fit in the business models of commercial banks, private and other conventional financial institutions. When they have access to a commercial bank credit, it is at so exorbitant interest rates which tend to hamper their productivity and prospects for growth. There is need for complementary advisory, financing, policy and capacity building support to be directed at MSMEs because of their critical role as major players in job creation for the post school youth population. The Youth Transition from School to Work in Tanzania (Mihyo, Donald and Jamal, 2020) shows that overall youth participation in the labour market is low and transition from school to work is slow. Limited access to labour market information; geographical location both in rural and urban areas; mismatch between skills and job

requirements; inadequate entrepreneurial orientation; and prolonged schooling which creates higher expectations, and lack of clear information about the wage structure in various sectors are among many factors that lead to prolonged transition for many graduates in rural and urban areas ((Mihyo, Donald and Jamal, 2020).

GEC-T 5276 Project Achievements and Changes

The available reports show that CAMFED has proceeded well and largely met the project target outputs. For example, in quarter 4 (January-March 2018) some outputs, such as young women using literacy apps. were partially completed (20%), while others like young women accessing financial services to support start-up and expansion of entrepreneurial business had not yet started. However, in quarter 16 (January-March 2021), all these outputs have been over 100% completed. It is notable that CAMFED Association (CAMA) members have been working very hard to ensure the success of the project. For example, it is reported that engagement with CAMA members to carry out student monitoring helped CAMFED to gather findings on the challenges students face and the impact of CAMFED's support. It is noted further that some changes and adjustments have been made to project implementation, monitoring and evaluation in response to the COVID-19 pandemic. For example, the closure of schools due to the pandemic made it difficult to carry out regular monitoring of students by Teacher Mentors and CDC members. Therefore, CAMFED had to create a form that was filled in over the phone to check the welfare and needs of students. Schools also had to revise their action plans to respond to COVID-19. It is generally notable that CAMFED has been adjusting accordingly to ensure the project's success despite the difficult contexts created by COVID-19.

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Annex A: Project design and intervention

Table i: Project design and intervention – summary of the interventions and how they relate to the project outcomes and outputs to help inform the endline design.

Table ii: Medium Term Covid-19 adaptations (July 2020-March 2021) - Summary of CAMFED's Medium Term Response Plan activity adaptations for quarters 14-16.

Table i: Project design and intervention

Intervention types	What is the intervention?	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity
Material/ Financial Support	Marginalised girls receive targeted/individualised support to enrol in and progress through junior secondary school	This intervention contributes to **Output 1**.	This intervention 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)**	Year 1-5
Capacity Building	District- and school-level stakeholder committees convened and trained to lead	This intervention contributes to **Output 4**	This intervention contributes to **IO2 - Economic Empowerment** District and school level stakeholders are equipped	Trained district and school committees regularly monitor direct beneficiaries and ensure that financial support is targeted and delivered so that marginalised girls receiving support are able to progress through and	Year 2-3

				complete secondary school **(Outcome 2 - Transition)** and attend school to improve learning outcomes. **(Outcome 1 – Learning)** This capacity building will enhance the prospect of schools integrating a targeted, needs-based financing mechanism to meet the needs of the most marginalised children. **(Outcome 3 – Sustainability)**	
Teaching inputs	Selected teachers trained as focused Teacher Mentors	This intervention contributes to **Output 1 and 4**	This intervention contributes to **IO2 - Economic Empowerment**, **IO4 – Quality of teaching/classroom practice** and **IO5 School-related gender based violence** Teacher Mentors are trained in active teaching styles and child protection, and provide psychosocial support to students, including those who are at risk of dropping out.	Improved quality of teaching contributes to improved learning outcomes and marginalised girls are able to progress through and complete secondary education. (**Outcome 1 – Learning** and **Outcome 2 – Transition)** Schools with trained Teacher Mentors have an enabling learning environment which is safe, female-friendly and promotes active participation and learning. **(Outcome 3 - Sustainability)**	Year 1-5
Teaching inputs	Training and capacity building for Head Teachers	This intervention contributes to **Output 1 and 4**	These interventions contribute **to IO1, IO2, IO4 and IO5.** School management in partnership with district stakeholders develop and implement strategies to address challenges and issues identified in each	Through capacity building and district-level support, the delivery of targeted actions in schools achieves improvements in education outcomes – learning and transition – for all students, including marginalised girls and enhancing prospects for sustainability with an enabling learning environment. **(Outcome 1 – Learning, Outcome 2 – Transition & (Outcome 3 - Sustainability)**	Year 1-4
Capacity building	Ongoing regular support to schools by district-level	This intervention contributes			Year 1-5

	committees and District Programme Coordinators	to **Output 1 and 4**	school that will create a safe and enabling learning environment for all students.		
Material/Financial Support	Marginalised girls receive financial support to complete upper secondary school and achieve A-Level qualification	This intervention contributes to **Output 1**	These interventions contribute to **IO2 – Economic Empowerment.** Secondary school graduates receive support to overcome cost as a barrier to furthering their education.	Targeted financial support addresses poverty-related barriers as well as the significant pressures girls face around early pregnancy and early 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)**	Year 3-5
Financial support	Young women school graduates (GEC beneficiaries) receive support to take up places in vocational training				Year 3-5
Financial support	Young women school graduates (GEC beneficiaries) receive support to take up places in tertiary education (annual)				Year 3-5
Learning support	Printing and distribution of Learning to Learn in English resource and targeted study guides in Maths, English and Biology	This intervention contributes to **Output 2** This intervention	These interventions contribute to **IO4 – Quality of Teaching/classroom practices.** Adaptation and distribution of learning resources (study guide and 'My Better World')	Girls who have access to quality learning materials demonstrate improved learning outcomes. **(Outcome 1 - Learning)**	Year 2 (Q8 only)

Learning support	Printing and distribution of My Better World student and Learner Guide resources	contributes to **Output 2**	contribute to an enabling learning environment.		Year 1-Year 2
Learning support	Learner Guides and Teacher Mentors organise whole-class literacy initiatives	This intervention contributes to **Output 2**	This intervention contributes to **IO4 – Quality of Teaching/classroom.** Learner Guides and Teacher Mentors are implementing active teaching styles and practices.	Learner Guides and Teacher Mentors support marginalised girls in their learning. Their presence in schools contribute to an enabling learning environment for marginalised girls. The support and mentoring of Learner Guides is designed to improve learning outcomes of marginalised girls **(Outcome 1 - Learning)**	Year 1-4
Capacity building	Selection, training, and ongoing support of District Programme Coordinators	This intervention contributes to **Output 3**	This intervention contributes **to IO1, IO2, IO4 and IO5.** District Programme Coordinators monitor and support CAMFED activities in schools and the Learner Guide Programme.	District Programme Coordinators' training in financial tools and compliance, and the support they provide to head teachers, Teacher Mentors and Learner Guides, contribute to an enabling learning environment for marginalised girls that is sustainable **(Outcome 3 -Sustainability)**	Year 1-5
Capacity building and Training	Young women recruited and trained as Learner Guides to work with GEC cohort in school on learning and life skills	These interventions contribute to **Output 3**	These interventions contribute to **IO4 – Quality of Teaching/classroom practices.** Learner Guides support marginalised girls in their learning.	Learner Guides presence in schools contribute to an enabling learning environment for marginalised girls. Through the support and mentoring of Learner Guides, marginalised girls have improved learning outcomes **(Outcome 1 - Learning)**	Year 1-4

Learning Support	Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition				Year 2-5
Transition support	Learner Guides reach out-of-school girls in their communities with role-modelling, mentoring, and life skills sessions				N/A
Transition support	Learner Guides access BTEC qualifications and social interest loans in recognition of their volunteering	This intervention contributes to **Output 3**	This intervention contributes to **IO 2 – Economic Empowerment.** Learner Guides who achieve the BTEC qualification are better able to progress to a secure and productive young adulthood.	BTEC qualification empowers young women to successfully transition into productive and secure adulthood by opening up opportunities in formal education and employment. **(Outcome 2 - Transition)**	Year 2-5
Capacity building	Continuing professional development for Learner Guides	This intervention contributes to **Output 3**	This output contributes to IO4 – Quality of Teaching/classroom practices; **IO2 Economic Empowerment** and **IO3-Life Skills** (Learner Guides – Transition Focus)	Learner Guides support marginalized girls in their learning. Their presence in schools contributes to enabling learning environment for marginalized girls Through the support and mentoring of Learner Guides, marginalized girls learning outcomes will be improved **(Outcome 1 - Learning)**	Year 2-5

Transition Support	Young women recruited and trained as Transition Guides to work with GEC cohort school leavers	This intervention contributes to **Output 3**	This output contributes to **IO2 – Economic Empowerment and IO3 – Life skills.** Marginalised girls attending the sessions provided by Learner Guides (Transition Focus) have enhanced skills and increased perceptions of their ability to succeed in the next stage of their transition.	Through the transition programme, secondary graduates find support to identify their own transition pathway and progress to a secure and productive young adulthood. **(Outcome 2 - Transition)**	Year 2-4
Transition Support	Transition Guides deliver a specially developed Transition Curriculum to GEC cohort school leavers	This intervention contributes to **Output 1**	This output contributes to **IO2 – Economic Empowerment and IO3 – Life skills**. Marginalised girls attending the sessions provided by Learner Guides (Transition Focus) have enhanced skills and increased perceptions of their ability to succeed in the next stage of their transition.	Through the transition programme, secondary graduates find support to identify their own transition pathway and progress to a secure and productive young adulthood. **(Outcome 2 - Transition)**	Year 2-5
Capacity building	Continuing professional development for Transition Guides	This intervention contributes to **Output 3**	This intervention contributes to **IO2 - Economic Empowerment** and **IO3-**	Learner Guide (Transition Focus) support secondary graduates to identify their own transition pathway and progress to a secure and productive young adulthood. **(Outcome 2 - Transition)**	Year 3-5

			Life Skills (Learner Guides – Transition Focus)		
Capacity building	Capacity building for Parent Support Groups	This intervention contributes to **Output 4**	This intervention contributes to **IO1 - Attendance** Marginalised girls are supported to go to school by Parent Support Groups who implement activities such as school feeding that encourage attendance.	Parent Support Groups are supported to instigate school-community financed activities to meet the associated wraparound costs for the most marginalised girls to attend school and thereby enhancing the learning environment and prospects for sustainability **(Outcome 1, Outcome 2 and Outcome 3)**.	Year 2-4
Governance	District-level project launch and establishment/maint enance of key district and regional partnerships	These interventions contribute to **Output 4**	These interventions contribute **to IO1, IO2, IO4 and IO5.** School management in partnership with district stakeholders, 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.	Through evidence-based decision making and the engagement of the wider school community, the delivery of targeted actions in schools achieves improvements in education outcomes – learning and transition – for all students, including marginalised girls. **(Outcome 1 - Learning & Outcome 2 – Transition)**	Year 1-2
Governance	District stakeholders trained to support embedding a whole school approach in schools			Schools and district education authorities have available data to inform targeting and management of resources for marginalised girls and thereby enhancing prospects for sustainability **(Outcome 3 - Sustainability)**	Year 2-4
Capacity building	School-level meetings held to share back project and learning data and create school improvement action plans (Whole school approach)				Year 2-4

Governance	Stakeholder and student regional- and district-level meetings and exchange visits				Year 2-5

Table ii: Medium Term Covid-19 adaptations (July 2020-March 2021)

Activity number	Project Activity	Description (including if existing/altered/new activity)
1.1	Marginalised girls receive targeted/individualised support to enrol in and progress through junior secondary school	**Altered Activity** - Bursaries for marginalised girls in lower secondary will include PPE such as masks and soap. - Provide additional support to girls to facilitate catch up on school curriculum such as distribution of food and accommodation in hostels and school camps for examination classes - CAMFED Association members and Teacher mentors follow up on girls to ensure they report back to school. This activity will include distribution of masks for CAMFED Association members and TMs and education on COVID preventive measures.
1.4	Training and capacity building for Head Teachers	**Existing Activity** Training of Head Teachers will take place according government guidelines on gathering
1.5	Ongoing regular support to schools by district-level committees and District Programme Coordinators	**Existing Activity** - Community Development Committee review meetings to share learning and build capacity on supporting schools during COVID-19 pandemic
1.6	Marginalised girls receive financial support to complete upper secondary school and achieve A-Level qualification	**Altered Activity** - Provide school fees and bursaries for marginalised girls in upper secondary which include PPEs such as masks, soap - CAMFED Association members and Teacher mentors follow up on girls to ensure they report back to school. This activity will include distribution of masks for CAMFED ASSOCIATION members and TMs and education on COVID preventive measures.

1.7	Young women school graduates (GEC beneficiaries) receive support to take up places in vocational training	**Altered Activity** - Distribute masks and soap as part of Vocational colleges bursaries - Support girls who have dropped out due to pregnancy and early marriage to enrol and attend vocational skills training made available by the government through the Folk Development Colleges
1.8	Young women school graduates (GEC beneficiaries) receive support to take up places in tertiary education	**Altered Activity** Distribute masks and soap as part of Tertiary bursaries
2.3	Learner Guides and Teacher Mentors organise whole-class literacy initiatives	**Existing Activity** Literacy initiatives are organized in smaller groups respecting social distancing
3.1	Selection, training, and ongoing support of District Programme Coordinators	**Existing Activity** On-going support to District Programme Coordinators as they are working with Guides, CDCs and Schools stakeholders to implement COVID-19 adaptations.
3.2	Young women recruited and trained as Learner Guides to work with GEC cohort in school on learning and life skills	**Existing Activity** The training of Learner Guides will be done in smaller groups as per government guidance and enforce social distancing and wearing of masks
3.3	Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition	**Altered Activity** - LGs facilitate My Better World lessons in school with smaller groups and adhering to social distancing. - Broadcast MBW sessions and awareness messages on radio to raise awareness on COVID-19 prevention, encourage parents support to students' learning and attendance to school. - CAMFED Association members raise awareness on COVID-19 preventive measures at community level.
3.5	Learner Guides access BTEC qualifications and social interest loans in recognition of their volunteering	**Altered Activity** BTEC assessments of Guides will be done via phone interview. Assessment forms will be filled using ODK and submitted electronically. KIVA loan terms are restructured for the period of the COVID crises. Business Loans are provided based on redesigned criteria adapted to the COVID-19 context.
3.6	Continuing professional development for Learner Guides	**Existing Activity**

		Learner Guide review meeting will take place as planned but with smaller groups of participants. Measures of social distancing and wearing of masks will be put in place.
3.7	Young women recruited and trained as Transition Guides to work with GEC cohort school leavers	**Existing Activity** Training of new Transition Guides will take place as planned but with smaller groups of participants. Measures of social distancing and wearing of masks will be put in place.
3.9	Continuing professional development for Transition Guides	**Existing Activity** Transition Guide Review Meeting will take place as planned but with smaller groups of participants. Measures of social distancing and wearing of masks will be put in place.
4.2	Capacity building for Parent Support Groups	**Existing Activity** Parent Support Groups receive financial training and small grants to boost their income generating activities to support more students PSG training will take place as planned but with smaller groups of participants. Measures of social distancing and wearing of masks will be put in place.
4.3	District stakeholders trained to support embedding a whole school approach in schools	**Altered activity:** Build capacity of Planning for School Excellence (PSE) facilitators to integrate and implement COVID-19 response plans within PSE plans
4.4	School-level meetings held to share back project and learning data and create school improvement action plans (Whole school approach)	**Altered Activity –** - Schools are adapting their PSE plans to incorporate COVID 19 response plans. - CAMFED will provide small grants to schools to support improvement of learning environment e.g. Purchasing additional desks and chairs to reinforce social distancing to reduce overcrowding of students in a classroom.
4.5	Stakeholder and student regional- and district-level meetings and exchange visits	**Altered Activity** National Advisory Committee meetings will be done virtually or according to government guidelines on gatherings. CAMFED will actively contribute to the TENMET task force created by the Ministry of Education, and input into national strategies and responses to COVID-19 crises