

# Project Evaluation Report

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<b>Evaluator:</b>	Centre for International Development & Training (CIDT)
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## Notes:

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**GEC-T 5101**

# The Virtuous Cycle of Girls' Education

## Midline Evaluation Report

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Rachel, Dani, Patt, Richard, Mary, Mariana, Tendayi, Honest, Kuziwa, Busi, Garikai, Allyson, Mandy, Charlotte and Regina.

## Abbreviations

BEAM	Basic Education Assistance Module
BESSIP	Basic Educational Sub-Sector Investment Programme
BEST	Basic Education Statistics in Tanzania
CAMFED	Campaign for Female Education
CAMA	CAMFED Alumni or CAMFED Graduates
CIDT	Centre for International Development and Training at the University of Wolverhampton
CDC	CAMFED/ Community Development Committee
CSO	Civil Society Organisation
DD	Development Data
DFID	Department for International Development
DiD	Difference in Difference
DOS	District Operations Secretariat
ECZ	Examination Council Zambia
EE	External Evaluator
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Maths Assessment
EMIS	Education Management Information Systems
FBE	Free Basic Education
FGD	Focus Group Discussion
FGMC	Female Genital Mutilation and Cutting
FM	Fund Manager
G&C	Guidance and Counselling
GEC	Girls' Education Challenge
GECT	Girls' Education Challenge - Transition
HHS	Household Survey
HoH	Head of Household
HoS	Head of School (Tanzania)
HT	Head teacher
ICC	Inter cluster correlation
ICT	Information Communication Technology
INSETT	In service teacher training
IO	Intermediate Outcome
LC	Logistics Coordinator
LG	Learner Guide
LoI	Language of Instruction
MBW	My Better World
MDES	Minimum Detectable Effect Sizes
MEL	Monitoring, Evaluation and Learning
MoGE	Ministry of General Education (Zambia)
MoPSE	Ministry of Primary and Secondary Education (Zimbabwe)
MoU	Memorandum of Understanding
MSG	Mother Support Group
NGO	Non- Government Organisation
ODK	Open Data Kit
OVC	Orphans and Vulnerable Children
PCG	Primary Care Giver
PD	Project Director
PM	Project Manager
pp	Percentage point
PSGs	Parent Support Groups
PwC	Pricewaterhouse Coopers

R	Respondent (in qualitative research)
SBC	School Based Committee
SCW	Step Change Window
SDGs	Sustainable Development Goals
SeGRA	Secondary Grade Reading Assessment
SeGMA	Secondary Grade Maths Assessment
SGBV	Sexual and Gender Based Violence
SPSS	Statistical Package for Social Sciences
SRH	Sexual and Reproductive Health
SS	School Survey
SSI	Semi Structured Interview
TechVoc	Technical and Vocational Training (Zimbabwe)
TG	Transition Guide
TL	Traditional Leader
ToC	Theory of Change
TM	Teacher Mentor
TP	Transition Programme
TEVET	Technical Education, Vocation and Entrepreneurship Training
UoW	University of Wolverhampton
VfM	Value for Money
WPM	Words per Minute

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## Executive Summary

The CAMFED GEC-T 5101 project runs from April 2017 to December 2021. The project is being executed in a context in which poverty is a major barrier to girls' education in Tanzania, Zambia and Zimbabwe and which has deepened in Zimbabwe since the baseline. Poverty intersects with discriminatory gendered social norms, location, and a range of other contextual factors to result in multifaceted barriers to girls' access to, and achievement in education. Girls are particularly vulnerable during transitions from one stage of education to the next and from school into adulthood. These complex barriers increase as girls reach adolescence and are compounded by expectations of early marriage, sexual and physical exploitation, violence and additional financial burdens in secondary school.

The CAMFED GECT 5101 Theory of Change 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; 3) Sustainability is premised on identifying what works, and embedding and scaling it within national and local systems. The project is designed to impact on 135,901 marginalised girls and a further 254,300 marginalised girls in school indirectly. In addition there is a further indirect benefit for 457,000 boys in school; and 133,488 post school young women in Tanzania, Zambia and Zimbabwe.

The project is being evaluated using a mixed method approach which compares outcomes from an intervention group of schools in project districts with those from a comparison group in non-project districts, using a difference in difference methodology. The evaluation design operates by tracking cohorts of marginalised girls with less marginalised girls and boys are also tracked for the in-school learning outcomes. In addition to providing a counterfactual, the evaluation approach enables comparisons between marginalised and less marginalised girls, at different points in time (cross-sectional) and over time (longitudinal). Learning outcomes are measured through a school-based survey, while transition outcomes are measured through the household survey. The sustainability outcome is measured through mixed methods primary research by the External Evaluator (EE) and CAMFED led surveys with respondents in both schools and in students' households and communities. The baseline evaluation research took place from September to November 2017 and this midline evaluation report, from June to August 2019. The Midline outlines progress made by the project in the GECT 5101 outcomes and the intermediate outcomes that have contributed to them.

The cohorts tracked for learning at midline were Tanzania and Zimbabwe Form 4 (Form 2 at baseline) and Zambia Grades 7 and 9 (5 and 7 at baseline).

### **Learning Outcome findings: Baseline and midline learning scores progress against targets.**

Weighting: Midline data was weighted using inverse probability weights derived from a regression model. The purpose was to address bias caused by attrition of girls with similar characteristics.

Literacy: The following table shows the baseline to midline position for literacy. In **Tanzania** at baseline, marginalised girls scored an average of 25.5% on literacy tests, this increased to 48.1%, an increase of 22.6pp. In **Zambia** for the younger cohort, scores improved from 31.5% at baseline to 41.3 at midline for the marginalised girls, an increase of 9.8pp. Similarly, the score improved by 6.4pp from 41.0% at baseline to 47.4% at midline for the older grade. The respective differences in difference were 9.7pp and 4.7pp, against the targets of 8.3pp and 5.0pp. In **Zimbabwe** at baseline, marginalised girls scored an average of 22.3% on literacy tests. This increased to 28.5%, at midline, an increase of 6.2pp, and a DiD of 1.8pp against a target of 7.6pp.

Numeracy: The following table shows the numeracy scores and changes from baseline to midline. In **Tanzania**, marginalised girls scored 12.0% at baseline and 21.6% at midline, an increase of 9.6pp. The increase in comparison districts was 2.9pp, and therefore a DiD of +6.7pp increase against the target of 3.6pp, this was attributed to the project. The position for the two grades in **Zambia** was that Grade 7 marginalised girls in intervention districts improved their scores from 59.9% to 64.1% (increase of 4.2 pp) compared to a decrease of 1.6pp in comparison districts, and therefore, resulting DiD of 5.8pp against a

target of 5.7pp. Marginalised Grade 9 girls' scores went from 66.5% at baseline to 67.3% at midline in intervention districts, compared to a decrease from 71.9% to 66.2% in comparison schools. This results in a +6.5 pp DiD against the original target of 5.4pp in favour of intervention. In **Zimbabwe** the scores for marginalised girls in intervention districts improved by 13.1pp from a baseline value of 10.7% to a midline value of 23.8%, while they increased by 6.1pp in comparison schools, indicating a DiD of +7.0pp in favour of intervention schools. The target set was 7.6pp.

Country	Cohort	Baseline literacy intervention (%)	Midline literacy intervention (%)	Difference baseline to midline (pp)	Baseline literacy comparison (%)	Midline literacy comparison (%)	Difference baseline to midline (pp)	Difference in difference (pp intervention – comparison difference)
<b>Tanzania</b>	Form 4	25.5	48.1	22.6	25.7	44.9	19.2	3.4
<b>Zambia (EGRA/SeGRA)</b>	Grade 7 (Grade 5 at baseline)	31.5	41.3	9.8	32.1	32.2	0.1	9.7
	Grade 9 (Grade 7 at baseline)	41.0	47.4	6.4	43.3	45.0	1.7	4.7
	Combined Grades	36.3	43.5	7.2	36.6	35.2	-1.4	8.6
<b>Zimbabwe</b>	Form 4	22.3	28.5	6.2	22.6	27.0	4.4	1.8
<b>Numeracy</b>								
Country	Cohort	Baseline numeracy Intervention (%)	Midline numeracy Intervention (%)	Difference baseline to midline (pp)	Baseline numeracy comparison (%)	Midline numeracy comparison (%)	Difference baseline to midline (pp)	DiD (pp)
<b>Tanzania</b>	<b>Form 4</b>	12.0	21.6	9.6	12.1	15.0	2.9	+6.7
<b>Zambia (EGMA/SeGMA)</b>	<b>Grade 7 (Grade 5 at baseline)</b>	59.9	64.1	4.2	62.3	60.7	-1.6	+5.8
	<b>Grade 9 (Grade 7 at baseline)</b>	66.5	67.3	0.8	71.9	66.2	-5.7	+6.5
	<b>Combined</b>	62.9	65.0	2.1	66.1	62.0	-4.1	+6.2
<b>Zimbabwe</b>	<b>Form 4</b>	10.7	23.8	13.1	10.4	16.5	6.1	+7.0

Key enduring barriers to girls' learning include the language of instruction (literacy), poverty, attendance and teacher competences teaching large classes.

#### **Transition outcome findings: Baseline and midline transition rates (cohort and/or benchmark): Progress against targets.**

The following table shows that in **Zambia**, in the intervention cohort, transition rates hardly changed (67.1% at baseline, 68.4% at midline); while in comparison districts they improved from 71.5% at baseline to 75.4% at midline, resulting in a net effect or DiD of -3.4pp. In **Zimbabwe**, there was decline in transition in intervention districts; from a transition success rate of 88.6% at baseline to 75.0% at midline; compared to a worse decline of -16.2pp in comparison districts, from 86.1% at baseline to 69.9% at midline. The net effect, or DiD, was +2.6pp. Progress was positive, and the achieved DiD equated to 22% of the set target of 11.9pp. In **Tanzania**, the project exceeded set targets. Transition rates improved from 82.9% at baseline to 85.9% in intervention districts, while then declined from 91.4% to 80.4% in comparison, resulting in a 14pp DiD and a 389% achievement against a target of +3.6pp. In **Zambia**, there was no evidence of progress towards the set target.

Group name (e.g. In school girls etc. – refer to OSS)	Intervention transition rate (Baseline)	Comparison transition rate	Intervention transition rate (Midline)	Comparison transition rate	Difference in difference	Target	% of target achieved
<b>Tanzania</b>	82.9%	91.4%	85.9%	80.4%	14.0pp	+3.6pp	389%
<b>Zambia</b>	67.1%	71.5%	66.5%	74.3%	-3.4pp	+2.7pp	0%
<b>Zimbabwe</b>	88.6%	86.1%	75.0%	69.9%	2.6pp	+11.9pp	22%

Key barriers to girls' transition in all countries include poverty, combined with the cost of education. This has deepened in all countries, especially Zimbabwe. For some illness, pregnancy or distance has caused some girls to drop out of school or repeat. In Zambia transition from primary to junior secondary school for the younger (baseline) cohort, created a number of barriers and many failed to progress.

A further finding is that the enabling environment of the classroom is associated with transition in that classrooms where students do not feel safe in classrooms or not feeling welcome in class has a negative effect on transition. Other factors include difficulty in understanding the language of instruction (Tanzania) had negative effects whilst parental and teacher support for attendance and hostel provision positively impacted transition in Zimbabwe.

Wider factors outside the immediate school environment also had an effect on attendance and transition such as distance to school and sexual harassment and violence on the way to and from school which were more common in Zimbabwe and Tanzania.

**Sustainability Outcome findings:** The project sustainability scoring is as follows:

	Community	School	System
<b>Indicator 1</b>	Tanzania: 3 Zambia: 3 Zimbabwe: 2	Tanzania: 3 Zambia: 1 Zimbabwe: 1	Tanzania: 3 Zambia: 3 Zimbabwe: 3
<b>Indicator 2</b>	Tanzania: 3 Zambia: 3 Zimbabwe: 3	Tanzania: 3 Zambia: 3 Zimbabwe: 2	Tanzania: 3 Zambia: 3 Zimbabwe: 3
<b>Indicator 3</b>	Tanzania: 2 Zambia: 3 Zimbabwe: 3	Tanzania: 3 Zambia: 3 Zimbabwe: 2	Tanzania: 3 Zambia: 3 Zimbabwe: 3

The project aims to embed sustainable outcomes in three tiers or levels namely within the community, the schools and last in systems. Changes for each of the indicators is scored between 0-4 (0 – change is negligible, 1 – latent change in attitudes, 2 – Emergent, change in behaviours, 3 – Becoming Established – critical mass of behaviour change and 4 – established). At baseline the project achieved an. In **Tanzania** and **Zambia** the programme is performing well against all three sustainability indicators and the alumnae support is performing particularly well in Zambia in supporting marginalised girls. At Community level, the Learner Guide programme is progressing well in **Tanzania** and there are very positive outcomes for CAMFED alumni/graduates (CAMA) support of marginalised girls in **Zimbabwe**. At System level all three countries exhibit well embedded District led wrap around support of marginalised girls, with good evidence of this in both quantitative and qualitative results, showing that in all three countries there are positive influencing relationships at local, district and central levels. Community indicator 3 on CAMA support in **Tanzania** performed to 85% of target, whilst **Zimbabwe** missed the first community indicator on visibility of the LG and two of three of the school indicators; the economic situation in the country is likely the cause of the current results. This shows the key elements CAMFED need to work on in the next two years of the project to sustain and embed the results achieved.

## Project delivery of transformational change in GESI

The project aims to deliver transformational GESI change in schools, by having targeted activities with individual girls, at the school, in the community and within institutional spheres. At an individual level girls are receiving bursary support, i.e. responsive individualised support to enable girls to attend school. The effect of the CAMFED interventions is less strong with other marginalised girls not receiving such individualised support. The project is based on working with girls to remove barriers to schooling and empower them for transition through and out of school. Project activities all aim to contribute to this gender transformational environment but the supply and demand side barriers are considerable to achieving this.

The project is also contributing to shifting attitudes to girls and girls' education in the community through CAMA or Learner Guide (LG) membership in local government or community committees. There is more work to do in order to reach the ultimate goal of gender transformation.

In schools, CAMFED trains teachers to become mentors to other teaching staff, provides targeted subject materials and also equips graduated students through a programme to become Learner Guides. One notable finding is that the project does not single out disabled girls as a subgroup for tracking as a GECT 5101 logframe subgroup although CAMFED has set up strategies to support their needs at strategic and school level including internal tracking of which marginalised girls have disabilities and where possible within the agreed scope and budget for the project, have provided specific interventions for them. This is addressed within the EE's recommendations.

**Intermediate Outcomes findings:** The targets scores and progress against them are presented for each indicator below.

Indicator	Targets	Midline actual	Targets hit
<b>Intermediate Indicators</b>			
IO1 1.1 Proportion of marginalised girls attending school regularly. (Measured as the proportion of the cohort with an attendance rate at or above 85% across the school year.)	Tanzania: 55% Zambia: 37 % (G7) Zambia: 45% (G9) Zimbabwe: 90%	Tanzania: 71.0% F4, (F2 baseline cohort) Zambia: 58.3% (64.7% G7; 47.1% G9) Zimbabwe: 71.4% F4 (F2 baseline cohort)	Tanzania: Y Zambia: Y Zimbabwe: Y
IO1 1.2 Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance	Reduction in financial barriers and reported early pregnancy	All countries: Y for pregnancy  Static for other countries; Zimbabwe N for financial barriers	Partially
IO1 1.3 Proportion of young women school graduates with regular attendance at non-formal education.	Tanzania: 90% Zimbabwe: 70	Tanzania: 75% Zimbabwe: 52%	Tanzania: Y Zimbabwe: Y
IO2 2.1 Annual progression rate of marginalised girls receiving financial support	<b>Lower Secondary:</b> Tanzania: 97% Zambia: 98% Zimbabwe: 94%  <b>Upper Secondary:</b> Tanzania: 95% Zimbabwe: 95%	<b>Lower Secondary:</b> Tanzania: 94.% Zambia: 98% Zimbabwe: 94%  <b>Upper Secondary:</b> Tanzania: 100% Zimbabwe: 94%	<b>Lower Secondary:</b> Tanzania: Y Zambia: Y Zimbabwe: Y  <b>Upper Secondary:</b> Tanzania: Y Zimbabwe: Y
IO2 2.2 Beneficiaries' views on how the support received impacted on their likelihood of completing school	Positive throughout	Positive throughout	Tanzania: Y Zambia: Y Zimbabwe: Y
IO2 2.3 Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage.	Tanzania: Baseline +10 percentage points Zimbabwe: Baseline +5 percentage points	Tanzania: 1% Zambia: 1% Zimbabwe: 2%	Tanzania: Y Zambia: Y Zimbabwe: Y

IO2 2.4 Engagement of community stakeholders in tackling early pregnancy and marriage.	Qual assessment of this engagement	Some positive results in all countries	Tanzania: Y Zambia: Y Zimbabwe: Y
IO2 2.5 Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion.	Tanzania: 39% Zimbabwe: 29%	Tanzania: 68% Zimbabwe: 63%	Tanzania: Y Zimbabwe: Y
IO2 2.6 Beneficiaries' views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security.	Expected positive impact	Positive for those who benefit	Tanzania: Y Zimbabwe: Y
IO3 3.1 Level of self-esteem, self-efficacy and self-confidence among marginalised girls	<p><b>Attitudes to Learning tool:</b></p> <p><b>Tanzania</b> Involvement: 519.2 Reward: 513.4 Adjustment: 501.8</p> <p><b>Zambia</b> Involvement: 529.1 Reward: 526.7 Adjustment: 508.9</p> <p><b>Zimbabwe</b> Involvement: 519.4 Reward: 513.2 Adjustment: 504.2</p> <p><b>FM's Life Skills Index</b></p> <p><b>Tanzania</b> Learning to Learn: 80% Learning for Life: 80% Agency: 90% Total: 85%</p> <p><b>Zambia</b> Learning to Learn: 85% Learning for Life: 85% Agency: 90% Total: 85%</p> <p><b>Zimbabwe</b> Learning to Learn: 70% Learning for Life: 85% Agency: 85% Total: 80%</p>	<p><b>Attitudes to Learning:</b></p> <p><b>Tanzania</b> Involvement: 542.7 Reward: 514.4 Adjustment: 505.0</p> <p><b>Zambia</b> Involvement: 524.3 Reward: 555.6 Adjustment: 522.1</p> <p><b>Zimbabwe</b> Involvement: 533.5 Reward: 524.3 Adjustment: 493.9</p> <p><b>Life skills Index</b></p> <p><b>Tanzania</b> Learning to Learn 79% Learning for Life 95% Agency 90%</p> <p><b>Zambia</b> learning to Learn 82% Learning for Life 76% Agency 74%</p> <p><b>Zimbabwe</b> Learning to Learn 60% Learning for Life 52% Agency 84%</p>	<p><b>ATL</b></p> <p><b>Tanzania</b> Y Y Y</p> <p><b>Zambia</b> N Y Y</p> <p><b>Zimbabwe</b> Y Y N</p> <p><b>Life skills Index</b></p> <p><b>Tanzania</b> Y Y Y</p> <p><b>Zambia</b> N N N</p> <p><b>Zimbabwe</b> N N Y</p>
IO3 3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition	Increased perception	Improved	Tanzania: Y Zambia: Y Zimbabwe: Y
IO4 4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.	<p><b>Teacher Mentors</b></p> <p><b>Tanzania</b> Question and answer: 96% Groupwork: 90% Problem Solving: 91% Differentiation of work: 80% Project Work: 35%</p> <p><b>Zambia</b> Question and answer: 100% Groupwork: 85% Problem Solving: 91%</p>	<p><b>Teacher Mentors</b></p> <p><b>Tanzania</b> Question and answer: 95% Groupwork: 90% Problem Solving: 62% Differentiation of work: 78% Project Work: 41%</p> <p><b>Zambia</b> Question and answer: 100% Groupwork: 88% Problem Solving: 92%</p>	<p><b>Teacher Mentors</b></p> <p><b>Tanzania</b> Question and answer: N Groupwork: Y Problem Solving: N Differentiation of work: N Project Work: Y</p> <p><b>Zambia</b> Question and answer: Y Groupwork: Y Problem Solving: Y</p>



	<p>Differentiation of work: 72% Project Work: 30%</p> <p><b>Zimbabwe</b> Question and answer: 98% Groupwork: 96% Problem Solving: 96% Differentiation of work: 65% Project Work: 40%</p> <p><b>Learner Guides Tanzania</b> Group Discussion: 80% Quizzes: 35% Role Plays: 35% Debates: 35%</p> <p><b>Zambia</b> Group Discussion: 70% Quizzes: 25% Role Plays: 25% Debates: 25%</p> <p><b>Zimbabwe</b> Group Discussion: 80% Quizzes: 35% Role Plays: 35% Debates: 35%</p>	<p>Differentiation of work: 73% Project Work: 33%</p> <p><b>Zimbabwe</b> Question and answer: 97% Groupwork: 92% Problem Solving: 78% Differentiation of work: 65% Project Work: 33%</p> <p><b>Learner Guides: Tanzania</b> Group Discussion: 94% Quizzes: 37% Role Plays: 32% Debates: 41%</p> <p><b>Zambia</b> Group discussion 92% Quizzes: 16% Role Plays: 42% Debates: 19%</p> <p><b>Zimbabwe:</b> Group Discussion: 79% Quizzes: 31% Role Plays: 29% Debates: 29%</p>	<p>Differentiation of work: Y Project Work: Y</p> <p><b>Zimbabwe:</b> Question and answer: N Groupwork: N Problem Solving: N Differentiation of work: Y Project Work: Y</p> <p><b>Learner Guides Tanzania</b> Group Discussion: Y Quizzes: Y Role Plays: N Debates: Y</p> <p><b>Zambia</b> Group discussion Y Quizzes: N Role Plays: Y Debates: N</p> <p><b>Zimbabwe</b> Group Discussion: N Quizzes: N Role Plays: N Debates: N</p>
IO4 4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard	Tanzania: 95% Zimbabwe: 98%	Tanzania: 99% Zimbabwe: no data	Tanzania: Y Zimbabwe: no data
IO4 4.3 Frequency of use of learning materials provided by CAMFED, by students and teacher (at least weekly)	Tanzania: 50% Zambia: 50% Zimbabwe: 50%	Actual: Tanzania: Students 74% Teachers 81% Zambia: Students 83%-88% Teachers 79%-80% Zimbabwe: Students 72% Teachers 59%	Tanzania: Y Zambia: Y Zimbabwe: Y
IO4 4.4 Quality of learning materials provided by CAMFED	Positive	Positive	Tanzania: Y Zambia: Y Zimbabwe: Y
IO5: 5.1 Students' understanding of School-Related Gender Based Violence	Improved understanding	Improved understanding	Tanzania: Y Zambia: Y Zimbabwe: Y
IO5 5.2 Proportion of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon <b>Percentage point change from baseline:</b>	Tanzania:49.3% Zambia: 61.6% sZimbabwe:66.6%	Tanzania 43.6% Zambia:56.8% Zimbabwe: 68.7%	Tanzania: Y Zambia: Y Zimbabwe: Y
IO5 5.3 Students' experiences and perceptions of safety in school and on their way to/from school	Improved	Not improved	Tanzania: Y Zambia: Y Zimbabwe: Y
IO5 5.4 Proportion of School Improvement Plans that include an action to promote child protection ( <b>Using students' knowledge of whether there is child protection plan in school</b> )	Tanzania: 50% Zambia: 50% Zimbabwe: 60%	Tanzania: 93% Zambia: 82% Zimbabwe: 85%	Tanzania: Y Zambia: Y Zimbabwe: Y

# 1 Background to project

## 1.1 Project Theory of Change and beneficiaries

*The Girls' Education Challenge-Transition (GECT)* project builds on lessons learnt from CAMFED's 25 years' experience of delivering programmes in support of girls' education in sub-Saharan Africa and its preceding Girls' Education Challenge (GEC) Fund *Step Change Window* project (Tanzania and Zimbabwe) and *Innovation Window* project. (Zambia)<sup>1</sup>. GEC-T 5101 targets marginalised girls in rural communities of Tanzania, Zambia and Zimbabwe with a focus on enabling a critical mass of marginalised girls to transition from primary to secondary school, through secondary and on to a secure and fulfilling livelihood. The intention is that from this position the GEC 'graduates' will lead initiatives that support girls' education within their communities and join forces with district and national authorities to drive change at scale.

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

The CAMFED teams have been successfully implementing their core model for many years and it has proven to work well, especially in relation to empowering a cohort of young women to attend school and, for many, to transition into a productive life in which they 'give back' to other girls and young women in their communities. The ToC provides a tool for reflecting on exactly how the project leads to successful outcomes as well as for continually questioning and reflecting on the project and seeking improvements, for example: enquiring why a number of CAMFED supported girls and young women are unable to remain and succeed in school, or to transition well and why the project may have less impact than intended on indirect beneficiaries.

GECT 5101 is designed to provide continued support to the same students as were funded under GEC Step Change Window (SCW). It does, therefore, provide an opportunity for CAMFED to go the extra mile; to reach the hardest to reach and develop mechanisms that ensure all young girls transition well and become role models in their communities. Reviewing in greater depth the Theory of Change (ToC) linkages between inputs, outputs, intermediate outcomes and outcomes – exactly how these things synergise to create the desired results – may reveal some gaps that need closing, identify opportunities to introduce new activities (especially to reach the harder to reach, including girls living with disabilities) and find more direct routes to address gender inequality.

The original project Theory of Change (ToC) diagram illustrated the hierarchy of objectives of the CAMFED approach (much like the Logframe), but it did not show the complexity, detail and linkages of the 'missing middle' i.e. exactly how the changes occur. Consequently, at baseline it was recommended that the project implementation team, including country and international teams, work together to discuss, agree and develop a more comprehensive ToC diagram.

CAMFED has now revised the ToC diagram (Figure 1) and recently presented it to the EE. It is immediately visually impactful and clearly shows in general terms the key elements of the programme and the importance of the wrap around support that the project provides for its direct beneficiaries. It is a powerful

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<sup>1</sup> To be collectively called GEC 1 in the remainder of the document.

representation of how all the project components are directed at empowering women, with the downward arrows indicating how they will give back and support other girls. It also indicates some of the barriers.

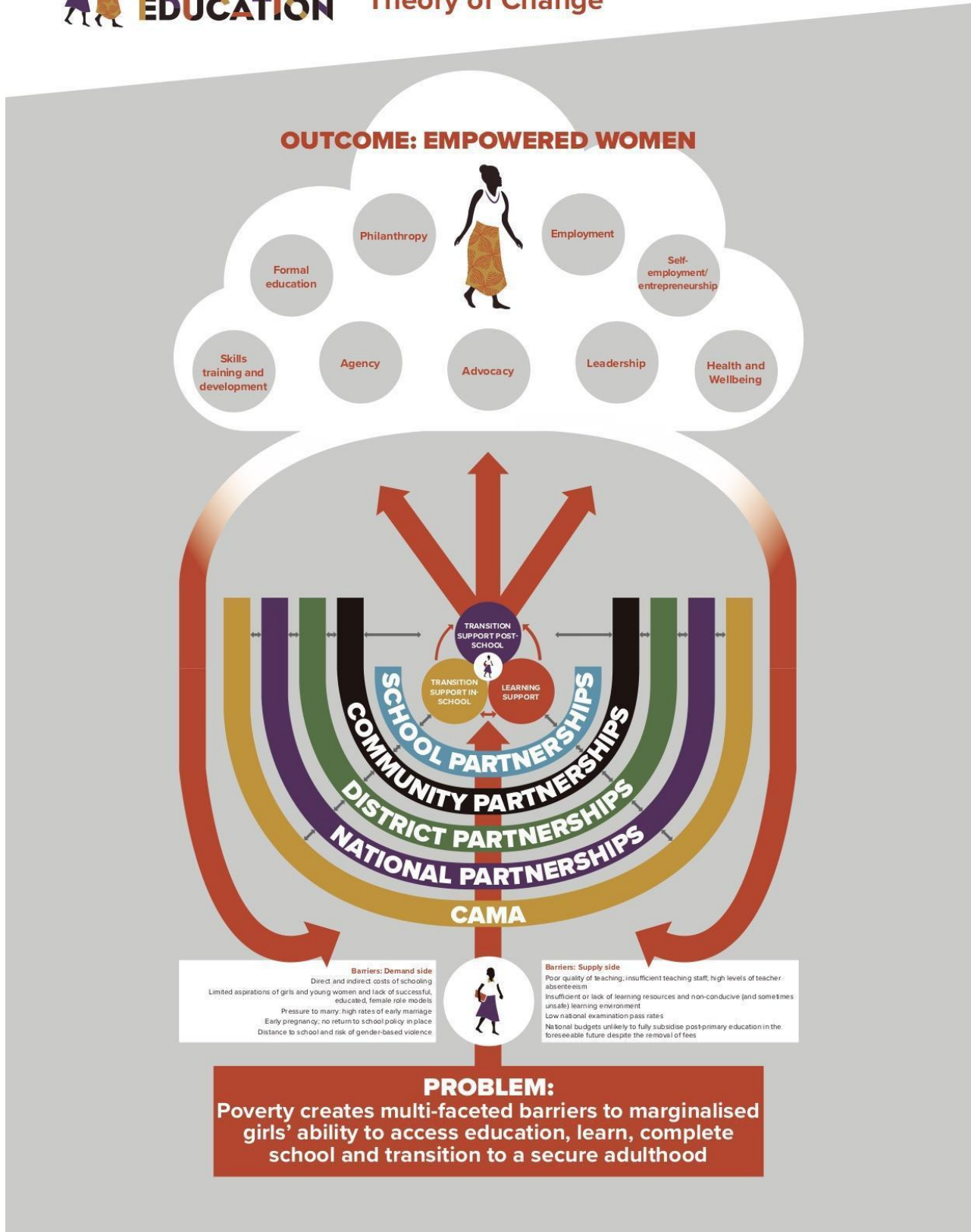
However, it does not include any of the activities nor maps out how these work synergistically to contribute to outputs. For example, given the problem that the project seeks to address is identified as “Poverty” the diagram does not show the crucial role that the provision of bursaries plays in the empowerment of marginalised girls and the success of the project. Indeed, without the provision of the needs-based financing (bursaries), many marginalised girls would not be able to remain in school.

The ToC links all the various components with a line but still does not articulate in detail the complex processes, pathways and linkages through which the changes occur: for example, exactly how do the various levels of partnerships work together to provide the wrap-around support for the girl; exactly who are the stakeholders in those broad partners that make the project work; how do they support non-bursary girls; how do they operate if a girl drops out; what safety nets are there and how to they work; how does the ‘wrap-around’ support address the needs of specific different groups of marginalised girls, such as those living with disabilities. While this diagram, the product of the ToC review, provides a powerful image of the overall programme, the baseline recommendation was intended to encourage staff to engage more deeply with processes of how the programme works in order to further increase its ability to assist a wider range of girls. The EE anticipates that behind the development of this diagram are a number of complex working drawings with multiple lines and arrow connectors in which staff groups have debated exactly how the project works and what to do when gaps appear. It is possible that much of this detail was omitted in order to produce a graphically clean and impactful representation of the project. Figure 1 provides a summary of the Theory of Change.

Figure 1: The CAMFED GEC-T Theory of Change



**Girls' Education Challenge  
Theory of Change**



## Assumptions

The following three overarching assumptions form the basis for much of the project and incorporate most of the other assumptions in the ToC. All the assumptions identified in the project ToC have not substantially changed since baseline.

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

CAMFED's objective in terms of the quality of teaching and classroom practice is to achieve an enabling learning environment for marginalised girls, with a focus on (i) active teaching and learning approaches in and outside the classroom and (ii) learning materials provided by CAMFED. The My Better World (MBW) book and study guides have been well received and appreciated and used effectively in many schools and CAMFED's push to improve child protection has helped to create an improved and more enabling school environment for girls. The project's ToC holds that under-resourced schools and teaching approaches, which are often teacher-centred and rote learning-based restrict girls' learning, and that turning around some of these issues will improve outcomes. CAMFED's Memorandum of Understanding (MoU) with ministries of education includes the training of Teacher Mentors and Learner Guides in active learning methods. This, however, does not include all Teachers, based on the assumption the approaches taken by the TMs and LGs would filter through to other Teachers. While much has been achieved by the project to date in terms of improved literacy and numeracy scores, this peer to peer approach has not yet proved to be effective. In order to further improve the results, there remains a need to take a more active and direct approach to the in-service training/continued professional development (CPD) of teachers. In Tanzania CAMFED has succeeded in working closely with the ministries of education to introduce in-service training for a number of core subject teachers. CAMFED believes that the project has limited operational mandate and space to engage in the direct training of teachers, as this is not included in the MoUs.

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

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

This assumption holds true for the direct beneficiaries of CAMFED's needs-based financing (bursaries). The midline results indicate that the project has also improved attendance and the transition rates of indirect beneficiaries. However, in some cases, the financial barriers and other supply and demand-side constraints are so deeply entrenched that the life skills training, in-school study guides and some support from the Teacher Mentors and Learner Guides may be insufficient to increase attendance and transition for many learners, especially girls who do not receive needs-based 'bursaries. Where it does not currently exist, the addition of activities, such as free school meals at secondary level could contribute further to improved attendance and therefore transition<sup>2</sup>.

### **(3) Sustainability is premised on identifying what works, and embedding and scaling it within national systems, in tandem with local initiatives to address the context-specific needs of marginalised girls, and strengthening local leadership to drive these forward, including among GEC alumnae.**

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

This assumption continues to hold. However, the extent to which CAMA alumnae network members are willing or able to 'give back' is very variable and dependent on local contexts. For example, where poverty

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<sup>2</sup> For example see UNICEF/MopSE, Zimbabwe *Longitudinal Study into Survival in and Drop Out of School*. March, 2019 Monitoring Mission

deepens and income-generation opportunities are reduced, such as in the drought stricken areas of Zimbabwe, the ability of CAMA girls and community members to support other girls in school becomes limited and many are reported in the midline as having to migrate to try to find work. CAMFED reports that urban CAMA chapters do continue to support the education of girls in their home districts, which could mitigate their loss in the locality in some cases.

## 1.2 Target Beneficiary Groups and Beneficiary Numbers

In total CAMFED's GEC-T project intends to reach 269,389 direct female learning beneficiaries, including 88,061 in Tanzania, 8,749 in Zambia and 172,579 in Zimbabwe. These are the girls who received some level of support under CAMFED's GEC SCW project (Tanzania and Zimbabwe) and Innovation Window project (Zambia); all received 'learning' and school level support, and a subset received a higher level of support in the form of needs-based material and financial support. All these girls (Table 1) will continue to be supported by CAMFED under GEC-T 5101 and are expected to achieve improved learning outcomes.

### Tanzania

At the time of the baseline survey (September 2017), the direct female learning beneficiaries in Tanzania ranged in age between 12 and 25, based on data extrapolated from the Form 2 tracked cohort, with a modal age of 18 and a mean of 18.0 years. Approximately one third were in each of the 16-17 (30.5%) and the 18-19 (32.4%) age brackets, while a quarter were aged 20 and over (24.8%). At the start of the GEC-T project, 15,554 were enrolled in secondary Form 2, 15,591 in Form 3 and 14,423 in Form 4.

### Zambia

At the time of the baseline survey (September 2017), the direct female learning beneficiaries in Zambia ranged in age between 8 and 22, based on data extrapolated from the Grade 5 tracked cohort, with a modal age of 14 and a mean of 13.8 years. Approximately one third were in each of the 12-13 (33.8%) and the 14-15 (33.3%) age brackets. At baseline, 2,255 direct beneficiaries were enrolled in primary Grade 5, 2,062 in primary Grade 6 and 1,831 in primary Grade 7, while 1,448 were enrolled in secondary Grade 8, 773 in secondary Grade 9 and 380 in secondary Grade 10.

### Zimbabwe

At the time of the baseline survey (September 2017), the direct female learning beneficiaries in Zimbabwe ranged in age between 12 and 25, based on data extrapolated from the Form 2 tracked cohort, with a modal age of 17 and a mean of 17.9 years. Approximately one third were in the 16-17 age brackets (30.2%), with slightly smaller proportions in the 18-19 age brackets (27.6%) and the 20 and over age bracket (27.0%). At the start of the GECT project, 24,005 were enrolled in secondary Form 2, 27,886 in Form 3 and 29,693 in Form 4.

In addition, the project will benefit 254,300 girls in a less direct way, comprising 51,032 in Tanzania, 31,951 in Zambia and 171,317 in Zimbabwe. These are the less marginalised girls who are – or will be before the endline – enrolled in a project school and so will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls<sup>3</sup>. The project is also intended to indirectly benefit 457,162 boys (90,160 in Tanzania, 41,900 in Zambia and 325,102 in Zimbabwe) who are – or will be before the endline – enrolled in an intervention school.

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<sup>3</sup> These are girls who are outside the defined cohort numbers reached under GEC1, e.g. girls enrolling into project schools after the end of GEC1 and therefore benefitting in some way from whole-school interventions but who are not directly targeted by the project (by virtue of not having been reached under GEC1).

**Table 1: GECT 5101 Beneficiary numbers at baseline (September 2017)**

	Tanzania		Zambia		Zimbabwe		TOTAL	
	Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct	Indirect
Number of in-school girls	45,568	51,032	8,749	31,951	81,548	171,347	135,901	254,300
Number of in-school boys	-	90,160	-	41,900	-	325,102	-	457,162
Number of post-school girls	42,493	-	-	-	90,995	-	133,488	-
	<b>GRAND TOTAL</b>						<b>269,389</b>	<b>711,462</b>

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

### Other Stakeholder Beneficiaries

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

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

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

In **Zambia**, 72 Community Development Committee (CDC) members will receive training and capacity building.

In **Zimbabwe**, 480 Community Development Committee (CDC) members and 360 CAMA leaders will receive training and capacity building.

The extent which 'Safe Learning' is undertaken in school differs in each of the countries. In 2003 Zambia abolished corporal punishment in schools in line with the United Nations Convention on the Rights of the Child. There have been some calls to reinstate it, such as that by the National Action for Quality Education in Zambia (NAQEZ) in 2017, but, on the whole the ban has held. Teachers have been trained in positive discipline and to date this has been upheld by the majority of teachers. However, where teachers have not received the training, some students complain that some of the teachers still use negative behaviour control methods. This indicates the need for whole school approaches, particularly as positive behaviour management requires whole school strategies and consistency across the school.

In Tanzania corporal punishment remains lawful but is misunderstood and mis-applied by many teachers and Heads of School. As described in the 'Findings' section, it is widely and unlawfully used throughout the project schools, although there has been some reduction since baseline, there remains a need for whole school training in positive discipline/behaviour management in all schools.

In Zimbabwean schools corporal punishment is permitted but only as one of the last options in pupils' behaviour control and correction. Also, the types of offences that attract corporal punishment in a school are clearly spelt out to avoid it being used on very minor offences which would promote its frequent use. The statutes also state that it should only be administered by the head teacher, unless (they) delegate to teachers. This provides a loophole by which many teachers persist in using corporal punishment, often indiscriminately, including for poor results and late-coming to school. As with Tanzania there is a need for whole school training in positive discipline/behaviour management in all schools.



The existence of child protection policies in school are mandated in all countries, yet the extent to which they are applied, or even known about by students and teachers is very variable. Where they exist they tend to exclude issues of corporal punishment. This is also explored within the results sections of this report.

In order to bring about sustainable change, it is important to acknowledge that taking positive approaches to 'safe learning' cannot be achieved in just one short training programme; it requires a total change of school culture and a reorientation of teachers and therefore requires a longer-term plan by governments and by the project.

### 1.3 Project Context(s)

The External Evaluator (EE) has summarised the project context and updated the country contexts since the baseline report to explain changes and trends that affect GECT 5101 project countries in the midlines.

The context(s) in which the project is operating was analysed in detail in the baseline report. The following provides a summary of the context jointly and in each country and any changes identified since the baseline.

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

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

In spite of some improvements since baseline, such as in the gender indices for child marriage, in the most rural areas of all three countries gender roles remain well defined and women are often expected to perform unpaid domestic labour rather than work for an income, which limits their independence. However, increasingly with migration for work, in many households women also are the main breadwinners. Alternatively, both parents migrate for work, leaving school age children with grandparents or other guardians.

The gendered division of labour is changing albeit very slowly and girls are still more likely than boys to be impoverished, denied education, malnourished, used as unpaid domestic labour and be in danger of physical violence. Deteriorating economic conditions and natural disasters, such as those in Zimbabwe have worsened the situation for women. In many rural communities boy-preference for education persists. Distance to school and potential harassment on the journey remain critical barriers for girls<sup>5</sup>. In rural schools in all three countries, despite government efforts to increase female teachers in rural areas, the majority of teachers are male and there are few positive female role models. Moreover, there are few if any young women who have completed education through to tertiary level to act as role models for other girls. Some religious beliefs also continue to restrict opportunities for girls because marriage is deemed to be more important than education.<sup>6</sup>

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<sup>4</sup> CAMFED Endline Qualitative Study, Nov 2016

<sup>5</sup> CAMFED /CIDT (2016) Endline Qualitative Study of CAMFED's Girls' Education Step-Change Window

<sup>6</sup> CAMFED /CIDT (2016) Endline Qualitative Study of CAMFED's Girls' Education Step-Change Window

While there are no fees for primary education in all three countries, the school fees for secondary schooling in Zambia and Zimbabwe pose a major barrier, alongside an increase in indirect essential costs such as materials, transport, uniform and safe accommodation. The Zambia government has officially reduced secondary school fees (for grades 8 upwards) to make them affordable to a greater proportion of the population. In Tanzania, the 2015 implementation of the national *Education and Training Policy 2014* removed fees and other direct contributions at secondary level, but the indirect essential costs remain a barrier. Under-resourcing, lack of trained teachers and teacher absenteeism are still challenges shared by the rural schools across the three countries, and are exacerbated by a language of instruction that is usually a second or third language.

### 1.3.1 Additional Tanzanian Context

In Tanzania, inequality between the urban and rural populations continues to grow and Tanzanian households, especially in rural areas, suffer from low food availability and poor nutrition practices.

The waiving of direct fees for secondary schools in 2015 has increased school enrolment but the situation in terms of attendance remains similar to baseline. While 80% of primary school aged children attend school with girls slightly outnumbering boys<sup>7</sup>, this changes at secondary level when only one in four secondary school-age adolescents attend (34% of boys and 29% girls)<sup>8</sup>. UNICEF statistics for early marriage have reduced a little since baseline; from 37% at baseline to 31% of young women marrying before 18 years and from 7% at baseline to 5% girls married before the age of 15.<sup>9</sup>

Although the no-fee policy increases enrolment, it leaves schools under-resourced, especially those in areas where there are limited possibilities for financial support from parents, Faith Based Organisations or other sources. However, since the waiving of fees, secondary schools are receiving capitation grants from the Ministry of Education, Science and Technology intended to cover school-level indirect costs. The capitation grants are allocated according to the number of students in the school.<sup>10</sup> Despite this, many rural secondary schools are still struggling with inadequate resources.

The main objective of the Tanzania National Strategy for Gender and Development is to reduce gender inequality through promoting girls' education and addressing cultural and social gender injustices. Tanzania is also a signatory to various international treaties including the Convention on the Elimination of All Forms of Discrimination Against Women. Women constitute the largest share of the economically active population. However, the greatest burden of unpaid care and family work falls to women. Limited job growth and lack of employable skills are identified by the government as the key drivers for unemployment including among young women.<sup>11</sup>

In supporting girls' education, CAMFED operates in a challenging policy and operating environment. In spite of the National Strategy for Gender and Development supporting the rights of women and girls and significant Non-government Organisation (NGO) support for re-entry policies, girls are often expelled from school when they are found to be pregnant. There remains a widespread belief among teachers and education administrators that the law requires this even though there is no national-level law, regulation, or policy explicitly requiring the expulsion of pregnant students<sup>12</sup>. However, on 22 June 2017 the president of Tanzania spoke out against allowing girls back to school, because this would encourage other girls to be sexually active without worrying about the consequences<sup>13</sup>. Equally concerning is research by the Centre

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<sup>7</sup> Ibid

<sup>8</sup> President's Office: Regional Administration and Local Government (2016) Pre-Primary, Primary and Secondary Education Statistics in Brief

<sup>9</sup> UNICEF (2019) The State of the World's Children 2017 Comparing 2016 statistics to those of 2017.

<sup>10</sup> For more details - <http://www.moe.go.tz/en/programmes-projects/item/358-secondary-education-development-programme.html>

<sup>11</sup> Government of Tanzania (2014) Integrated Labour Force Survey

<sup>12</sup> Population Council (2015) *Education Sector Response to Early and Unintended Pregnancy* STEP UP (Strengthening Evidence for Programming on Unintended Pregnancy) Research Programme Consortium

<sup>13</sup> Tanzania Affairs (2017) · Filed under [Education, Issue 118](#)

for Reproductive Rights which indicates that many schools enforce compulsory pregnancy testing<sup>14</sup> for all girls and any found to be pregnant are expelled or not given admission into secondary school.

Although there is no re-entry policy for girls who drop out due to pregnancy, the Ministry of Education, Science and Technology is now recognising alternative learning pathways which help girls to return to the learning system (although not school) through qualifying tests and resitting exams.<sup>15</sup> Strategies such as this have been gaining ground since baseline.

### 1.3.2 Additional Zambian Context

Zambia is one of the poorest countries in the world. The Central Statistics Office (CSO) 2015 Living Conditions Monitoring Report states that poverty levels in Zambia had dropped from 60.5% in 2010 to 54.4% in 2015, with 64% of the poor living on less than \$1.25 per day. Some 15% of the adult population has HIV/AIDS and an estimated 1.1 million children are orphans. Zambia also currently has the largest population of young people in its history, with 52.5% aged below 18 years. 77% of adolescent girls from extremely poor households are enrolled in schools compared with 80% from moderately poor and 88% from non-poor households<sup>16</sup>. The Zambia Victim Support Unit's 2017 Gender Based Violence third-quarter report indicates that the total number of GBV cases in just one quarter countrywide was 16,090, compared to 13,092 cases in 2016 during the same period—a 18.6% increase. In Zambia, as elsewhere, GBV is fuelled by pervasive underlying gender inequality power imbalances. Communities, especially many in rural areas have continued to embrace negative cultural beliefs whereby GBV is the norm. The 2019 UNICEF State of the World's Children report indicates that in 2019, 6% girls are married before 15 years of age and 31% before they are 18.

Zambia has achieved significant progress in improving access and equity in education, and provides close to universal education at primary level.<sup>17</sup> In order to increase participation of girls, the Zambian government introduced a Re-entry Policy in 1997 requiring all schools to re-admit girls. However, implementation varied from school to school and initially the policy was not widely known or understood, so the Zambian government developed implementation guidelines in 2012. Free basic education (FBE) was introduced in 2002, through the Basic Educational Sub-Sector Investment Programme (BESSIP) and led to increased access to basic education, improved infrastructure, and enhanced equity at primary level. From observation during the fieldwork for the midline report, the national ban on corporal punishment in schools appears to be working well, with teachers using positive behaviour management approaches. Since baseline, the government has drastically cut fees at secondary school in order to facilitate attendance for girls and boys from some of the most resource-poor homes, with fees in rural schools being lower than those in urban and peri-urban areas and parents being given the opportunity to pay in kind, e.g. farmed items. However, even these fees remain too high for the very poorest families. The Government is also now investing in the development of upper secondary education, technical education, vocational and entrepreneurship training (TEVET), and higher education.<sup>18</sup>

The Government is trying to increase access to Secondary schooling by building more schools but this a long-term strategy. Low income families also struggle to meet indirect costs. CAMFED works with Mother Support Groups (MSGs) and CAMA to provide food to avoid weekly commutes to fetch food supplies.

In spite of government efforts and improvements since baseline, challenges are still prevalent. For example, significant challenges remain in terms of education quality, relevance and equity, as well as in the effectiveness and efficiency of educational service delivery. The UNICEF Annual Report, 2018 highlights how transition rates from primary to secondary school continue to remain low at 67.5 per cent, mainly due to the remaining lack of places to accommodate all primary school graduates; the introduction of school fees at Grade 8; and the long distances to many schools. The report also highlights how the lack of

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<sup>14</sup> Centre for Reproductive Rights (2013) Forced Out: Mandatory Pregnancy Testing and the Expulsion of Pregnant Students in Tanzanian Schools

<sup>15</sup> For more details on these programmes please visit the link <https://www.necta.go.tz/qt>

<sup>16</sup> CSO (2015) Living Conditions Monitoring Report

<sup>17</sup> UNESCO (2016). Zambia Education Policy Review: Paving the Way for SDG 4 – Education 2030

<sup>18</sup> Ibid

menstrual hygiene facilities creates a barrier for girls and how the persistent low value placed by some communities on girls' receiving a secondary education, teenage pregnancy, and child marriage continue to impede girls' transition to and through secondary school.

The number of children passing the Grade 9 and Grade 12 examinations continues to be low, at 55.3 per cent and 64.8 per cent respectively.

The transition rate to upper secondary education continues to fall. Dropout rates are significantly higher for orphans and vulnerable children (OVCs), students from poorer families, and those attending schools in rural areas. Student performance in national examinations remains well below expectations, and performance in Zambian schools remains below the minimum standards established by the Ministry of General Education (MoGE). Weak policy implementation, combined with inadequate funding, has undermined the effectiveness and efficiency of education service delivery in Zambia, especially in rural areas.

### 1.3.3 Additional Zimbabwean Context

While at baseline the economic and social context of Zimbabwe was slowly recovering following a decade-long crisis, the country is now facing its worst economic crisis in a decade, with annual inflation running at about 500%. The country faces critical power cuts with electricity available for just a few hours a day. Petrol stations either have no fuel or long queues. Teachers' salaries have been massively eroded by inflation and an unfavourable exchange rate in a country where even the prices of the most basic commodities are fixed against the exchange rate. The lowest paid primary and secondary school teachers now earn the equivalent of US\$40 per month, compared to about US\$400 two years ago. In rural areas, the teachers are extremely demoralised, and this is likely to have had an impact on the quality of education delivered. The learning outcomes have fairly much stalled due to this context. More analysis is found throughout the report particularly in sections 2.3; 5.3.1; 5.5; 6.1 – IO1 e.g summed up in Table 63);

In addition severe drought and famine of humanitarian proportions in some parts of the country and serious flooding caused by two powerful cyclones earlier in 2019 in others, has worsened the situation. This combination of factors has decimated crops most particularly the grain harvest, and food prices have risen sharply.

Millions of people are food insecure and many destitute, the majority of whom are women and girls. In August 2019, the World Food Programme in August 2019 warned that the country risked 'marching towards starvation next year' and predicted that up to 8.5 million people, around half the population, would face uncertain food supplies and will struggle to eat one meal a day. This will have implications for CAMFED's ongoing work with schools in the most resource-poor districts. Hunger poses great challenges for girls in terms of concentration and memory. Under 18s – who make up close to half of Zimbabwe's population (around 8 million<sup>19</sup>) – and girls in particular, have felt the brunt of the impact of this difficult period in Zimbabwe's history and those living in rural areas most acutely of all, particularly as traditional and government safety nets have also been severely weakened.

Formal employment is becoming rarer and rarer for the parents of marginalised girls in rural areas, and with drought-induced crop failures, the majority of parents are unable to pay school fees. In the current context there is little cash circulating in the economy and the population manages on mobile money, barter or payment in kind. Casual work is unlikely to be paid in cash, which makes selling labour to pay school fees difficult. Food shortages are common and family, community and government support available for needy children has been severely reduced. For example, the government's Basic Education Assistance Module (BEAM), which supports vulnerable children at primary and early secondary school has diminished and now provides minimal support. While primary school is fee-free, schools do charge levies, which leads to a significant level of drop-out before students reach secondary school.

Most Technical and Vocational (TechVoc) courses in Zimbabwe are offered by Polytechnic Colleges and Universities. Under-resourced schools in rural areas are not able to offer TechVoc subjects and this often leads to the exclusion of learners graduating from those schools. However, many rural schools do offer arts

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<sup>19</sup> UNICEF Statistics: Zimbabwe (2016): [http://www.unicef.org/infobycountry/zimbabwe\\_statistics.html#89](http://www.unicef.org/infobycountry/zimbabwe_statistics.html#89)

and as such provide at least one post school pathway for girls. University fees have increased by almost 50% over the last few years and this limits the number of young women who can access university even if they qualify. In the absence of government scholarships, many are excluded.

While gender equality is gradually improving in parts of the Zimbabwe, in rural areas, gendered social norms that subordinate women and girls persist, often resulting in harmful practices to women and girls<sup>20</sup>. Many girls undertake labour-intensive work before and after school, may be subjected to child marriage and are at risk of gender-based violence. The current challenging socio-economic conditions have worsened the circumstances of girls and women in many areas.

Approximately half of under-nineteen year old girls have already had their first child<sup>21</sup>. The CAMFED GEC1 Midline survey<sup>22</sup> showed that 37% of girls surveyed expected to drop out before Form 4 as opposed to 12% of boys. Lack of fees, child marriage and adolescent pregnancy are cited by the survey as a major reason why girls drop out of school.

Child marriage is slowly reducing in Zimbabwe but the 2016 UNICEF *State of the Worlds' Children Zimbabwe* profile<sup>23</sup> shows that 4% of girls are married before the age of 15 and 32% before 18. UNICEF also reports that child marriage predominantly affects girls who live in poverty and in rural areas; girls from the poorest 20% of households are more likely to be married/in union before age 18 than girls from the richest 20% of households. 22% of women aged 20-24 years old had a child before they were 18.<sup>24</sup>

There is a Government policy on re-entry for girls who become pregnant. The challenge is on its full implementation as well as the capacity of schools and the practitioners to accommodate and meet the needs of such learners.

## 1.4 Project Activities

Key project activities include:

### Learning

- Distribution of low-cost study guides (developed with Tanzanian young people under GEC1) to support self-directed learning and English literacy acquisition
- Delivery of life skills and learning support in schools by young women trained as Learner Guides
- Whole-class literacy initiatives, including essay competitions and debates

### Transition

- Target financial support to marginalised girls in the transition to/through secondary school
- Mainstream SRH education in Learner Guide sessions in and out of school
- Train dedicated Teacher Mentors in partner schools as a focal point for child protection
- Train and support head teachers and school management in support of marginalised girls
- GEC graduates volunteering as Learner Guides access 'social interest' loans to start entrepreneurial businesses

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<sup>20</sup> World Bank (2012) World Development Report: Gender Equality and Development

<sup>21</sup> UNICEF (2016) The State of the World's Children: 2016: a Fair Chance for Every Child

<sup>22</sup> CAMFED /SQW (2016) A New Equilibrium for Girls: Midline Evaluation Report

<sup>23</sup> UNICEF (2016) The State of the World's Children: 2016: a Fair Chance for Every Child

<sup>24</sup> UNICEF (2019): <https://data.unicef.org/country/zwe/> accessed 24/10/19

## Sustainability

- Embed use of data in school & community leadership to inform action for learning/transition
- Collaborate with research partners to position emerging evidence for education managers and policymakers
- Build capacity of local institutions, including school committees, to support girls' welfare and learning
- Combine with existing GECT projects to share findings nationally/regionally and explore adoption of emerging good practice with government partners
- Leadership training for young women GEC graduates delivered within the structure of the CAMA network

A detailed list of project activities is provided in Table 2, including in which of the three programme countries they are being delivered.

**Table 2: Detailed list of project activities**

Activity ID	Activity description	Zambia	Zimbabwe	Tanzania
1.1	Marginalised girls receive targeted/individualised support to enrol in and progress through junior secondary school	✓	✓	✓
1.2	School-level Safety Net Funds enable marginalised girls in upper grades at 178 primary schools to complete primary education and make the transition to secondary	✓		
2.1	Marginalised girls receive targeted/individualised support to complete upper secondary school and achieve A-level qualifications	✓	✓	✓
2.2	Young women GEC school graduates receive a targeted package of support to enrol in and complete vocational training courses		✓	✓
2.3	Young women GEC school graduates receive a targeted package of support to enrol in and complete tertiary education courses		✓	✓
2.4	Young women CAMA Leaders and GEC Learner Guides selected as Core Trainers, to oversee Learner Guides supporting learning and transition for the GEC cohort	✓		
2.5	CAMA Leaders and Core Trainers trained as Core Trainers, to train and support young women (including GEC graduates) as Learner Guides supporting learning and transition for the GEC cohort at school	✓	✓	✓
2.6	Young women school leavers (including GEC graduates) trained as Learner Guides (Transition focus), to provide regular support including a bespoke Transition Curriculum to the GEC cohort in the critical post-school transition		✓	✓
2.7	Ongoing support and capacity building to young women (including GEC graduates) volunteering as Learner Guides	✓	✓	✓
2.8	Learner Guides (Transition focus) deliver a specially developed Transition Curriculum to GEC cohort school leavers		✓	✓
2.9	Young women access financial services to support start-up and expansion of entrepreneurial businesses		✓	✓
3.1	District centres established as learning resource hubs for teachers and Learner Guides	✓	✓	✓
3.2	Adaptation of 'Learning to Learn in English' study guide [Zambia and Zimbabwe only]	✓	✓	
3.3	Adaptation of 'My Better World' curriculum to support the primary-secondary transition [Zambia only]	✓		
3.4	Printing and distribution of 'Learning to Learn in English', 'My Better World', and learning corner resources	✓	✓	✓



3.5	Young women (including GEC graduates) recruited and trained as volunteer Learner Guides to work with GEC cohort girls in school on learning and life skills	✓	✓	✓
3.6	Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition	✓	✓	✓
3.7	Young women (including GEC graduates) recruited and trained as Learner Guides (literacy focus) alongside teachers, using e-readers to support literacy acquisition among the in-school GEC cohort [Tanzania only]			✓
3.8	50 schools in 2 districts provided with class sets of e-readers pre-loaded with textbooks and relevant supplementary reading material [Tanzania only]			✓
3.9	(Literacy) Learner Guides use e-readers during weekly sessions with girls in school			✓
3.10	Teacher Mentors trained to integrate active learning approaches into the classroom	✓	✓	✓
3.11	Core Trainers working as BTEC Assessors monitor and assess the work of GEC graduates volunteering as Learner Guides and Transition Guides through classroom observation	✓	✓	✓
3.12	Young women GEC graduates access bespoke literacy and learning app, including curated resources to support building entrepreneurship, financial literacy, and study skills		✓	✓
3.13	GEC graduates volunteering as Learner Guides access 'social interest' loans to start entrepreneurial businesses	✓	✓	✓
3.14	Learner Guides and Transition Guides achieve BTEC qualifications	✓	✓	✓
3.15	CAMFED works with Pearson to gain approval to offer additional work-based BTEC qualifications to young women	✓	✓	✓
3.16	Adapt and develop continuous assessment approaches	✓	✓	✓
4.1	District stakeholders trained to support embedding a whole school approach in schools	✓	✓	✓
4.2	School-level meetings held to share back project and learning data and create school improvement action plans (Whole school approach)	✓	✓	✓
4.3	Assessment and documentation of best practice under whole school approach, for national level dissemination	✓	✓	✓
4.4	National Advisory Committees, with extended membership, meet biannually	✓	✓	✓
4.5	Regional learning forum	✓	✓	✓
5.1	District level training and capacity building for community stakeholders, including district and school authorities	✓	✓	✓
5.2	Capacity building including in child protection and to develop local linkages and referral mechanisms at Ward level [Tanzania only]			✓
5.3	District-level development of the structure and communications capacity of the CAMA network as a framework to support the post-school transition of the GEC cohort		✓	
5.4	Annual programme review and planning for the following year with programme stakeholders drawn from all districts	✓	✓	
5.5	Leadership training for young women GEC graduates delivered within the structure of the CAMA network		✓	✓



## 1.5 Key evaluation questions & role of the midline

As outlined by the Fund Manager (FM), the purpose of the Midline Evaluation is to assess the impact of the project on the GECT outcomes of learning, transition and sustainability. The guidance indicates that evaluations will concentrate on the project outcomes and five intermediate outcomes (attendance, economic empowerment, self-esteem and agency, an enabling teaching and learning environment and reduction of gender-based violence).

The following questions will form the overarching structure of the evaluations:

1. Between the baseline and the midline, has the financial, material, teaching and mentoring support provided to marginalised girls resulted in improving retention, attendance and progression in school and post school transition outcomes? Which barriers is the support more and less able to overcome?
2. Between the Baseline and the Midline, how successful has the project been in addressing these barriers to education for marginalised girls?
3. Between the baseline and the midline, has the My Better World (MBW) programme lead to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women? In what ways are these associated with improved outcomes in terms of transition and learning? To what extent has MBW changed the attitudes and perceptions of boys to cultural/gender norms and gender sensitive issues?
4. How successful has the CAMFED Transition programme for CAMA members been in assisting the participants to move from school into further education, training and/or a successful livelihood? Where possible the EE will also explore how the wider CAMFED support for marginalised girls (who did not receive the financial and material support when they were in school), has affected their transition from school.
5. How successful have the Learner Guides, School and Ward Committees and Teacher Mentors been in strengthening the home-school link and supporting girls particularly at risk of dropping-out? What are the outcomes of this support in terms of school attendance, transition and learning?
6. To what extent have the interventions designed created an enabling learning environment for marginalised girls?
7. To what extent has the project's training of Teacher Mentors and Learner Guides in learner-centred approaches improved interest and engagement of students, especially marginalised girls and their academic attainment? How does this compare with the comparison schools?
8. How successful was the project in assisting schools to create a safer learning environment for girls? Are students confident about how to respond to cases of abuse and that the case will be dealt with appropriately? Do students have a greater understanding of gender-based violence? Are students safer and do they feel safer at school and on their journey to and from school? To what extent does it impact their retention and transition through secondary school?
9. Compared to what was found at baseline, what understanding do teachers and head teachers have of rules and regulations pertaining to corporal punishment in school and the rights of women and girls?
10. How successful has CAMFED's collaborative, cross-sectoral approach been that brings together key stakeholders (with young women, in their capacity as Learner Guides, emerging at the forefront of this collaboration) to tackle specific barriers to girls' progression through school. How might it be improved?
11. While this is not a specific aspect of the CAMFED programme, it is an essential part of any programme that is GESI sensitive. It was flagged by the FM at baseline, so the EE will ascertain teachers' and head teachers' and other key stakeholders' awareness levels of the specific needs of student with disabilities in their school

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

The objectives of the midline report are identified in the FM Midline Report Template as:

- To measure progress achieved since baseline against the project’s outcomes (Learning, Transition, Sustainability), the project’s Intermediate Outcomes;
- To compare progress achieved in the intervention schools with the comparison schools, including and especially the numeracy and literacy results of marginalised girls
- To assess progress against targets for Outcomes and Intermediate Outcomes for the Midline evaluation;
- To provide a nuanced, evidence-based picture of the context in which the project operates;
- To describe changes to the profile of the project’s direct beneficiaries, and any changes to the project’s calculation of beneficiary numbers;
- To assess the validity of the project’s Theory of Change, including testing its assumptions and how interventions are designed to overcome barriers and lead to outcomes;
- To investigate the linkages between Outputs, Intermediate Outcomes and Outcomes;
- To provide the GEC Fund Manager, DFID, and external stakeholders quality analysis and data for aggregation and re-analysis at portfolio level.

**The ultimate use of the evidence and analysis in the Midline Evaluation Report will be:**

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

As the independent evaluator of the CAMFED GEC-T 5101 Project, CIDT has sought to critically analyse the evidence from the Midline Survey across all three countries to provide CAMFED with evidence that can be used to inform future programming and improve the quality of education for girls especially in the key transition points of their education.

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

A brief timeline of the evaluation is shown in Table 3.

**Table 3: Midline Evaluation GECT 5101 timeline**

2019-2020	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Inception		1		14									
Development of materials				1	14								
Enumerator training				18	20								
Data Collection					24		2						
Data analysis						25		10					
Reporting									15				

## 2 Context, Educational Marginalisation and Intersection between Barriers and Characteristics

This chapter of the report uses data in Annex 4 and related qualitative findings to explain educational marginalisation and the intersection between barriers and characteristics of the key project beneficiaries. The explanations can help CAMFED GECT 5101 and the wider GEC programme to understand the results in a more nuanced way and to validate the Theory of Change.

### 2.1 Educational Marginalisation

#### 2.1.1 Marginalisation as defined by CAMFED's criteria

##### **Methodology used to measure marginalisation at midline**

Educational marginalisation is documented in CAMFED's MEL framework. The CAMFED measurement of marginality, which is a determination of whether a child is counted as marginalised or less marginalised was developed in the previous GEC project, and used 20 criteria that were developed from the organisation's experience. It is important to note that all the girls in the project are marginalised in some respect, through gender, geography and economic circumstances and so the criteria categorises girls and boys as "marginalised" and "less marginalised".

The 20 scenarios describe key elements of a child's personal situation and used feedback from community-based committees tasked with selecting the neediest girls for CAMFED support. At baseline, these criteria were applied and cohorts were grouped into marginalised and less marginalised boys and girls. For the transition cohort, for example, only marginalised girls were included from the younger cohort at baseline. At baseline, adapting the guidance from the FM, barriers that prohibit marginalised girls from attending school and progressing were defined and data on these collected. Additionally, characteristics of marginalised girls were also measured. At midline, marginality as measured at baseline was used. The criteria used to classify a girl as marginalised makes it possible for one to graduate from a state of marginalisation to that of less marginalisation. However, criteria such as orphanhood, inability to meet basic necessities such as food, or being a child head of household (which make up some of the scenarios) may never change or will take time to change. For this reason, it was deemed unnecessary to collect data on marginality again at midline. However, information on characteristics and barriers that were likely to change; including the Washington Group (WG) disability questions, were collected.

##### **Methodology used to measure marginalisation at midline**

The data presented at midline is disaggregated by whether a child is marginalised or less marginalised. Because the status of marginalisation was measured at baseline, a prevailing assumption is that this status remained the same up to midline. Some variations in overall rates of marginalisation have occurred, however, and this is a result of changes in the cohort, rather than from any student changing their marginality status.

In Tanzania and Zimbabwe, the older cohorts left school, and this has meant that the midline rates of marginalisation are those of the remainder, that is, the younger cohort less any attrition. In Zambia, although both cohort classes were tracked at both baseline and midline, attrition was not evenly distributed (more losses were experienced in the older cohort) resulting again in changes in aggregated rates of marginalisation. Where the changes in marginalisation have occurred between baseline and midline, therefore, the reason is because the cohort has changed as a result of those leaving and those lost to attrition. The overall changes in marginalisation were not statistically significant for Tanzania because of similar rates of marginalisation between older and younger cohort classes. In Zimbabwe, however, the younger cohort was significantly more marginalised, and at midline (after the older cohort class had left), the percentage of marginalised girls increased by 9 percentage points. The changes are described in greater detail later. For Zambia, at baseline, rates of marginalisation were already high at baseline and in both cohort classes (87% each); and this did not result in significant changes at midline.

It is already pointed out that the marginality tool was not used at midline for students who were already in the cohort but used for replacement students in Zambia. A number of variables on this tool contributed questions to determine girls' characteristics and barriers (see the list of 20 CAMFED criteria in Table 5, which define some of these characteristics or barriers). As a result, data on these characteristics and barriers collected at baseline was also used at midline in all three countries. The specific characteristics and barriers which were collected at baseline and also used at midline are:

- Orphanhood status (where it was already determined at baseline)
- Female headed households (for the learning cohort, but collected for the transition cohort)
- Parents' ability to pay school fees
- Household income status
- Household poverty status (including type of materials used for roofing and walls, Grameen index)
- Whether household skips meals
- Availability of adequate teachers (this question was asked to both students and head teachers at baseline but just head teachers at midline)

The introduction to the questions on disability (WG) were asked differently at midline compared to baseline. This was after an observation that baseline numbers of students with disability seemed to be unexpectedly high. An investigation by the EE revealed that the questions had not been posed as difficulties as a result of illness (but just difficulties the respondent felt they had). The midline figures on disability as reported by students are lower than those from baseline in all categories of disability; and are also closer to those collected from the household surveys.

This chapter provides a description of the barriers and characteristics of the marginalised girls who are still in the cohort at midline. It tracks the changes between baseline and midline. For clarity, changes in marginality at midline are due to the change in composition of the cohort, not changes experienced by individual girls, (for example, the older cohorts in Tanzania finished school and are no longer included); updates have also been made on rates of marginalisation. It is important to note that method and categorisation is different to CAMFED's approach for selecting which girls will receive financial and material support, a process which is led by school and community stakeholders, and overseen by the Community Development Committee in each CAMFED partner district. CAMFED's community-based selection structures and processes do not exist in the comparison schools and districts and so a survey-based approach was required that could be administered consistently for boys and girls in both intervention and comparison schools. This is also the case for the current evaluation. Nonetheless, the survey-based approach to measuring marginality that was developed for the GEC1 evaluation was intended to closely approximate the decisions that would be made by the community-based selection structures and processes.

### 2.1.2 Educational Marginalisation at Midline

The marginality rates in Tanzania and Zimbabwe were a lot lower than expected and assumed in the MEL-Framework calculation of the transition sample. Moreover, for all three countries the official figures given to develop the school sample size (as in the MEL framework) were higher than the actual enrolment numbers found at the schools when enumerators arrived. This was explained by absenteeism on the day of the survey (for different reasons such as sickness or involvement in seasonal work), and dropouts not yet recorded in official data. Where there were other children of the same grade, enumerators sampled those but in the majority of cases this was not possible. Table 4 shows the difference between the assumed marginality rate in the MEL Framework and the actual rate found.

Table 6 provides a summary of the percentage of marginalised girls in each of the countries at baseline and how the cohorts have changed at midline. Whilst there has been little change in the levels of marginalisation since baseline in Zambia and Tanzania there has been a significant change in levels of marginalisation in Zimbabwe. This reflects the loss from the cohort of less marginalised girls and a higher prevalence of marginalised girls in the re-contacted sample, particularly in intervention districts.

**Table 4: Difference between the MEL Framework Assumption of Marginality and the Actual (Baseline and Midline)**

	MEL Framework Assumption % Marginalised Girls (intervention and comparison)		Actual % Marginalised Girls in intervention districts		Percentage point change	Actual % Marginalised Girls in Comparison districts		Percentage point change
	Baseline	Midline	Baseline	Midline	PP change	Baseline	Midline	PP change
<b>Tanzania</b>	60%	<b>No data</b>	43%	44%	1pp	39%	40%	1pp
<b>Zambia</b>	65%	<b>No data</b>	87%	87%	0pp	87%	85%	-2pp
<b>Zimbabwe</b>	76%	<b>No data</b>	49%	58%	9pp**	47%	51%	4pp

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

Table 5 shows that the majority of girls who were classified as marginalised at baseline, using the CAMFED criteria fell into just seven of the 20 categories/scenarios. The three highest scoring scenarios in all countries were ‘parents’ inability to pay school fees’, ‘insufficient income to meet basic needs’ and ‘girls that spend most of their spare time working to earn money’. Girls who are given so much work to do at home that they do not have time to do homework or go to school and those that miss school to care for sick relatives, also scored highly in Zambia. Being unfairly treated by guardians was also an issue that placed quite a number of girls in the marginalised category.

In the majority of scenarios at baseline, many more girls in Zambia were categorised as being marginalised than those in Tanzania and Zimbabwe. In fact, overall the percentage of girls categorised as marginalised in Zambia is almost twice that of the other two countries. One reason for this could be that the Zambian cohort is still in primary school, whereas the cohorts in Tanzania and Zimbabwe are in the latter stages of lower secondary school education.

Table 6 provides a summary of the percentage of marginalised girls in each of the countries at midline and how the cohorts have changed since baseline. Whilst there has been little change in the levels of marginalisation since baseline in Zambia and Tanzania there has been a significant change in levels of marginalisation in Zimbabwe. This reflects the loss from the cohort of less marginalised girls and a higher prevalence of marginalised girls in the re-contacted sample, particularly in intervention districts.

**Table 5: Marginalisation based on the CAMFED Criteria (Baseline)**

Percentage of girls indicating a CAMFED Marginality scenario		Tanzania		Zambia		Zimbabwe	
		Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
	<b>Sample size</b>	<b>4,154</b>	<b>3,843</b>	<b>2,026</b>	<b>1,886</b>	<b>1,289</b>	<b>1,123</b>
<b>1</b>	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	13%	13%	28%	29%	25%	29%
<b>2</b>	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	6%	4%	13%	13%	5%	7%
<b>3</b>	A child living in a household with very low income so that they cannot afford even the basic needs.	18%	15%	55%	52%	19%	20%
<b>4</b>	A child living with old relatives with no or little income, so the child has to earn income for the family	1%	1%	1%	1%	0%	1%
<b>5</b>	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	1%	1%	3%	3%	5%	4%
<b>6</b>	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	9%	7%	24%	24%	5%	5%
<b>7</b>	A child who lives in the street	0%	0%	0%	0%	0%	1%
<b>8</b>	A child who lives in a household headed by a child [not him/herself]	0%	0%	1%	1%	1%	1%
<b>9</b>	A child who is the head of the household	0%	0%	3%	3%	1%	1%
<b>10</b>	A child who is given a lot of work so that they don't have time to do their homework or they miss school.	2%	2%	21%	24%	2%	2%
<b>11</b>	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	3%	2%	8%	8%	9%	9%
<b>12</b>	A child who spends a lot of time in church activities to the extent that she/he misses school.	1%	1%	4%	4%	1%	1%
<b>13</b>	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0%	0%	2%	2%	1%	1%
<b>14</b>	A child whose parents/guardians are sick or disabled so that they have very low or no income	3%	2%	16%	16%	5%	5%
<b>15</b>	A child with a chronic illness or disability whose parents/guardians cannot afford the intervention and school-going costs	2%	1%	1%	1%	3%	4%
<b>16</b>	A child with chronic illness/disability whose parents do not encourage them to go to school and so do not pay school-going costs	0%	0%	2%	3%	1%	2%
<b>17</b>	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	2%	1%	11%	10%	4%	5%
<b>18</b>	A child who spends most or all of their leisure time working to make some money.	23%	19%	29%	30%	19%	22%
<b>19</b>	A child who does not have a permanent home and therefore often misses school.	0%	0%	5%	7%	1%	2%
<b>20</b>	A child whose parents/guardians are pressuring them to marry or drop out of school to get a job or work on the farm.	1%	1%	12%	12%	2%	3%
	<b>All girls</b>	<b>43%</b>	<b>39%</b>	<b>87%</b>	<b>87%</b>	<b>49%</b>	<b>47%</b>

## Marginalisation in Tanzania

Compared to Zimbabwe and Zambia, a smaller proportion of girls in intervention districts in **Tanzania** were marginalised at midline, with 44% of girls considered to be marginalised. The cohort re-contacted at midline had not changed much from baseline. There is a slightly higher rate of marginalisation in intervention districts compared with 40% of girls classified as marginalised in the comparison districts.

Of those re-contacted at midline just over 20% of all girls remaining in the cohort came from households with very low incomes, a category which has seen an increase of 2.1pp from baseline for girls in intervention areas. Living in a household with a very low income is somewhat more common in the intervention group than the comparison group remaining at midline (21% compared with 17%;  $p < 0.01$ ). Other more commonly experienced aspects of marginality in Tanzania intervention districts include spending all of their leisure time making money (23%) and parents being unable to pay school costs (14%); both categories remaining largely unchanged from baseline and are almost similar to proportions seen in the comparison group.

This is similar to the marginalisation characteristics found in qualitative fieldwork in Tanzania although most marginalised girls referred to their marginality as “life difficulties” that meant they lived with one parent or another relative, went without meals, frequently could not afford school uniforms if they had no bursary or whose families could not afford basic needs, like soap. There was supplementary evidence that not all parents understand the value of education – 23% of marginalised girls in intervention areas and 22% of marginalised girls in comparison areas said they do not get support to stay in school and do well (Table 8)<sup>25</sup>. Given the no fee nature of secondary schooling in Tanzania parents are obliged to send those who pass their primary exams onto Form One.

## Marginalisation in Zambia

Educational marginality in **Zambia** focuses on a lack of financial resources, with more than half of all girls in intervention districts from households that are unable to secure basic necessities, 27% from households that cannot afford school costs, and 12% reporting only having one meal per day. This pattern remains and is similar for girls in comparison districts. Marginalised girls in the Zambian cohort face pressures at home, with 28% reporting all their leisure time is spent earning money and 22% reporting feeling they were given so much work that it interfered with their performance and/or attendance at school. Additionally, 12% reported being pressured by parents/guardians to drop out of school (for marriage or for work); this is similar to the baseline figure. This is concerning and corroborates the qualitative fieldwork that children have to undertake many activities outside school to support the household. Particularly concerning is that the age of those spending their leisure time is younger than the other two project countries.

The nature of marginalisation in Zambia remained largely unchanged from baseline, although there were some differences in the proportion of girls in intervention districts who take care of siblings or sick parents (up 0.7 percentage points to 25%), the number of parents not able to afford costs whose children are sent home or drop out (down 1.3 percentage points to 27%), and the proportion of children who spend most of the leisure time working to make money (down 1.1 percentage points to 28%). At midline, on the whole, the profile of marginality in the cohort of girls re-contacted in intervention districts was reflected in the comparison group.

Overall, the profile of the cohort of girls re-contacted in Zambia intervention districts classified as marginalised has not changed since baseline and remains very high at 87% at midline (Table 4).

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<sup>25</sup> Students were asked ‘Please state whether you agree or disagree with the following statements? “I get the support I need from my family to stay in school and perform well” so it is not possible to determine from the question the exact type of support – whether financial, practical or emotional support or general encouragement.



## Marginalisation in Zimbabwe

The most commonly experienced aspects of marginality experienced by girls in **Zimbabwe** intervention districts include being unable to afford school costs (26%;  $p<0.01$ ), being unable to afford basic necessities (21%;  $p<0.01$ ) and needing to spend all of leisure time making money (19%;  $p<0.01$ ). The proportion living on a very low income has increased from the baseline and is somewhat higher than in comparison groups, due to the greater attrition among less marginalised girls between baseline and midline. This might also suggest that the intervention in Zimbabwe is having some success in retaining a greater proportion of financially marginalised girls or that the better-off girls have left school to earn money and support their household in times of broader economic decline.

The qualitative research also highlights the deteriorating economic context within the country and natural disasters such as serious prolonged drought, which are resulting in even greater food insecurity and migration for work.

Other notable changes in the midline cohort, compared with the baseline, include the proportion of girls whose parents are sick or disabled so have a very low income (up 0.7 percentage points to 5.8% of all girls;  $p<0.05$ ) and the proportion who have chronic illness or disability themselves and cannot afford school costs (up 0.5 percentage points to 3.1% of all girls;  $p<0.05$ ). It is possible financial bursaries as part of the intervention are reducing barriers marginalised girls face which might otherwise cause them to dropout, although it is notable that at midline similar patterns are also seen in comparison (non- intervention) districts.

Overall, the proportion of girls in the Zimbabwe intervention districts which were re-contacted at midline who were classified as marginalised has increased from 49% at baseline to 58% at midline ( $p<0.01$ ) (Table 4). This is because less marginalised girls were less prevalent in the re-contacted sample. This increases the proportion of marginalised girls in the sample.

The situation in Zimbabwe was discussed in the qualitative fieldwork. In Binga, CAMA members related the impacts of the poor harvest on money for school fees and food. They rated the crisis as severe.

**Table 6: Marginalisation based on the CAMFED Criteria (Midline)**

Percentage of girls indicating a CAMFED Marginality scenario		Tanzania				Zambia				Zimbabwe			
		Intervention	% point change from baseline	Comparison	% point change from baseline	Intervention	% point change from baseline	Comparison	% point change from baseline	Intervention	% point change from baseline	Comparison	% point change from baseline
<b>Sample size</b>		<b>2,212</b>		<b>2,382</b>		<b>2,288</b>		<b>2,249</b>		<b>1,793</b>		<b>1,649</b>	
<b>1</b>	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	14.2%	1.2pp	12.3%	-0.3pp	26.9%	-1.3pp	31.3%	2.8pp	25.6%	0.4pp	28.5%	-0.7pp
<b>2</b>	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	5.5%	-0.2pp	3.2%	-0.7pp	12.1%	-0.6pp	13.7%	0.6pp	5.9%	0.5pp	7.3%	0.2pp
<b>3</b>	A child living in a household with very low income so that they cannot afford even the basic needs.	20.5%	2.1pp*	16.9%	1.6pp	54.1%	-0.8pp	51.2%	-0.7pp	20.6%	1.6pp	19.0%	-0.7pp
<b>4</b>	A child living with old relatives with no or little income, so the child has to earn income for the family	0.6%	-0.1pp	0.7%	0.1pp	0.9%	0.0pp	1.2%	0.0pp	0.2%	0.1pp	0.6%	0.0pp
<b>5</b>	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	0.9%	-0.1pp	1.0%	0.1pp	2.5%	-0.8pp	3.1%	-0.3pp	4.4%	-0.4pp	4.2%	-0.2pp
<b>6</b>	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	7.4%	-1.4pp	5.0%	-2.1pp	24.6%	0.7pp	21.4%	-2.5pp	5.4%	0.0pp	5.4%	0.2pp
<b>7</b>	A child who lives in the street	0.2%	-0.1pp	0.1%	0.0pp	0.0%	0.0pp	0.0%	0.0pp	0.2%	-0.1pp	0.6%	0.0pp
<b>8</b>	A child who is the head of the household	0.3%	0.1pp	0.0%	-0.1pp	1.3%	0.1pp	1.4%	0.1pp	0.2%	-0.5pp	0.5%	-0.3pp
<b>9</b>	A child who lives in a household headed by a child [not him/herself]	0.3%	-0.1pp	0.4%	0.1pp	2.2%	-0.4pp	2.4%	-0.1pp	1.3%	0.1pp	1.0%	-0.2pp
<b>10</b>	A child who is given a lot of work so that they don't have time to do their homework or they miss school.	2.2%	-0.2pp	1.6%	0.0pp	22.4%	1.2pp	24.5%	0.3pp	2.1%	0.5pp	2.3%	0.1pp
<b>11</b>	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	3.4%	0.1pp	2.2%	-0.2pp	6.9%	-0.8pp	7.7%	-0.4pp	8.6%	0.1pp	8.6%	-0.4pp

Percentage of girls indicating a CAMFED Marginality scenario		Tanzania				Zambia				Zimbabwe			
		Intervention	% point change from baseline	Comparison	% point change from baseline	Intervention	% point change from baseline	Comparison	% point change from baseline	Intervention	% point change from baseline	Comparison	% point change from baseline
	<b>Sample size</b>	<b>2,212</b>		<b>2,382</b>		<b>2,288</b>		<b>2,249</b>		<b>1,793</b>		<b>1,649</b>	
<b>12</b>	A child who spends a lot of time in church activities to the extent that she/he misses school.	1.3%	0.2pp	1.0%	0.1pp	4.0%	0.3pp	4.0%	0.1pp	0.7%	0.0pp	0.8%	0.0pp
<b>13</b>	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0.5%	0.1pp	0.4%	0.1pp	1.5%	0.0pp	1.9%	0.0pp	0.8%	0.3pp	1.1%	0.3pp
<b>14</b>	A child whose parents/guardians are sick or disabled so that they have very low or no income	2.7%	0.0pp	1.5%	-0.4pp	14.8%	-0.7pp	14.4%	-1.5pp	5.8%	0.7pp	4.4%	-0.8pp
<b>15</b>	A child with a chronic illness or disability whose parents/guardians cannot afford the intervention and school-going costs	2.2%	0.3pp	1.0%	0.0pp	1.2%	-0.1pp	1.2%	0.0pp	3.1%	0.5pp	3.2%	-0.5pp
<b>16</b>	A child with chronic illness/disability whose parents do not encourage them to go to school and so do not pay school-going costs	0.4%	0.0pp	0.1%	0.0pp	2.0%	0.0pp	2.3%	-0.3pp	1.3%	0.2pp	1.9%	0.4pp
<b>17</b>	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	1.4%	-0.1pp	1.1%	0.0pp	10.1%	-0.4pp	8.3%	-1.8pp	3.7%	0.0pp	5.0%	0.0pp
<b>18</b>	A child who spends most or all of their leisure time working to make some money.	22.6%	-0.1pp	18.9%	-0.5pp	27.9%	-1.1pp	30.0%	0.3pp	18.5%	-0.5pp	20.1%	-1.9pp
<b>19</b>	A child who does not have a permanent home and therefore often misses school.	0.3%	-0.1pp	0.2%	-0.1pp	4.7%	-0.2pp	5.5%	-1.1pp	0.6%	-0.4pp	2.2%	0.4pp
<b>20</b>	A child whose parents/guardians are pressuring them to marry or drop out of school to get a job or work on the farm.	1.2%	0.1pp	1.2%	0.3pp	11.7%	-0.1pp	12.4%	0.4pp	2.3%	0.2pp	3.0%	0.4pp

### 2.1.3 Tanzania intersecting characteristics and barriers

Table 7 shows that having a high chore burden was the most prevalent barrier to learning. This was reported by 51.0% of students re-interviewed at midline (the same proportion as at baseline) in **Tanzania**. A disproportionate share of marginalised pupils had a high chore burden compared to less marginalised students, a pattern which was observed regardless of gender and district. For example, at midline more than half of all marginalised girls in intervention districts reported a high chore burden compared to 8% of less marginalised girls. Not getting support to stay in school and do well also appeared to differ by marginality, however this gap appears to be widening for marginalised girls in intervention districts; increasing from 18.6% among the baseline cohort to 23.1% at midline ( $p < 0.01$ ). It is not clear from the question wording how 'support' might have been interpreted; possibly including financial, practical or emotional support or encouragement.

Not feeling safe travelling to school was also a common barrier to learning experienced by students in Tanzania, irrespective of marginality, gender or district. There were significant increases in the proportion of pupils feeling unsafe travelling to or from school, the highest being marginalised girls (15 percentage points increase from the baseline) and the least being less marginalised boys (8 percentage points increase from the baseline). For example, 29% of marginalised girls re-contacted in intervention districts reported feeling unsafe travelling school at the midline, compared to 13% in the baseline ( $p < 0.01$ ). Half of all parents/guardians felt the journey to school was unsafe for their children. There was a significant decrease in the proportion of marginalised girls feeling unsafe whilst in school, 5.4% at baseline and 3.6% at midline ( $p < 0.05$ ).

Barriers relating to teaching also increased from baseline for all groups, most notably the increase in the proportion of students reporting teachers being frequently absent. At midline, 10% of marginalised girls reported teacher absenteeism compared to 4% at baseline ( $p < 0.01$ ), this was the lowest across all groups. Around 45% of all students in Tanzania reported gender discrimination in the classroom, which is somewhat higher than at baseline for all groups. Marginalised students were more likely to report teachers treating boys different from girls, regardless of gender or district (50% of marginalised girls and 52% of marginalised boys in the intervention districts at midline vs 42% at baseline,  $p < 0.01$ ). This may indicate greater awareness rather than greater prevalence, however.

It is also interesting that when asked whether boys or girls are asked harder questions or asked more questions, responses were different. There was less agreement about unequal treatment in terms of education. When asked if teachers ask more questions to boys or girls, 92% said boys and girls were treated equally. Likewise, when asked whether boys are asked harder questions, 89% said they were both asked the same level of questions. Yet there was much less agreement on the general question about treatment - with 40% agreeing that boys are treated differently to girls.

Furthermore, there were also significant increases in the proportion of students reporting a difficulty with the language of instruction for all groups. Whilst marginalised girls in intervention districts reported 5 percentage points increase between baseline and midline on difficulty in language of instruction, marginalised girls in comparison districts reported an 8 percentage point increase respectively. This may be associated with more complexity in the subject matter compared with baseline. The difference in difference (3pp) favour intervention districts.

Attendance rates improved considerably for all groups with around one in three students attending less than 85% at midline compared to around half of students at baseline. The proportion of marginalised girls in intervention districts attending less than 85% fell from 56% to 30% at midline ( $p < 0.01$ ) which is a greater improvement than seen for marginalised girls in comparison districts (down from 49% to 33%;  $p < 0.01$ ), but attending less than half of school is still higher than less marginalised girls in intervention districts (by 1.3 percentage points) at midline. Around 3% of marginalised girls in intervention districts attended less than half of the time compared with 7% of marginalised girls in the comparison districts.

**Table 7: Tanzania: Potential barriers to learning and transition**

Tanzania	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
<b>Home - Community</b>																
<b>Safety:</b>																
Doesn't feel safe travelling to/from school (student)	13.3%	28.7%	7.7%	20.5%	11.7%	31.2%	5.5%	22.3%	11.5%	21.3%	5.7%	13.2%	9.1%	18.0%	2.9%	11.6%
<b>Parental/caregiver support</b>																
Sufficient time to study: High chore burden	50.9%	50.5%	7.9%	7.8%	53.7%	51.2%	8.7%	8.1%	59.3%	58.1%	10.7%	10.9%	57.2%	57.0%	14.6%	15.3%
Doesn't get support to stay in school and do well	18.6%	23.1%	9.8%	15.9%	15.1%	21.8%	7.3%	17.4%	20.6%	24.7%	11.1%	13.3%	16.0%	21.5%	6.9%	11.5%
Does not decide when to play with friends	7.1%	6.8%	4.7%	4.5%	6.3%	6.7%	4.8%	5.6%	6.4%	4.7%	3.1%	2.4%	5.9%	5.2%	3.5%	2.4%
<b>School Level</b>																
<b>Attendance:</b>																
Attends school less than 85%	55.9%	29.0%	55.3%	24.5%	48.9%	30.4%	46.1%	23.1%	60.9%	31.1%	55.3%	26.8%	55.5%	32.0%	52.1%	26.3%
Attends school less than 85% - excluding out of school)	55.9%	27.4%	55.3%	23.2%	48.9%	27.6%	46.1%	21.2%	60.9%	30.6%	55.3%	26.4%	55.5%	30.9%	52.1%	25.4%
Attend school less than half of the time	1.7%	2.5%	1.3%	1.5%	0.8%	3.5%	0.6%	1.5%	2.0%	1.4%	1.4%	1.0%	0.8%	1.6%	1.6%	1.5%
Attend school less than half of the time – excluding out of school	1.7%	1.1%	1.3%	0.5%	0.7%	1.4%	0.6%	0.4%	2.0%	0.8%	1.4%	0.6%	0.8%	0.5%	1.6%	0.6%
Doesn't feel safe at school	5.4%	3.6%	3.8%	3.3%	5.7%	6.6%	2.6%	5.5%	8.7%	5.5%	4.1%	3.3%	6.2%	6.9%	3.1%	3.6%

Tanzania	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
School facilities																
No seats for all students	19.5%	23.7%	18.1%	18.9%	18.3%	22.5%	14.4%	23.3%	23.6%	26.1%	20.9%	26.5%	21.3%	29.8%	16.3%	24.2%
Difficult to move around school	14.5%	11.6%	10.8%	9.9%	11.5%	15.8%	7.9%	12.9%	16.6%	16.6%	13.5%	11.7%	12.4%	17.5%	8.1%	12.4%
Doesn't use drinking water facilities	Data not collected															
Doesn't use toilet at school	Data not collected															
Doesn't use areas where children play/socialise	Data not collected															
School facilities																
Agrees teachers treat boys and girls differently in the classroom	41.7%	50.1%	36.0%	44.8%	38.1%	47.9%	35.7%	48.4%	42.4%	51.8%	38.3%	46.9%	39.5%	52.5%	35.5%	48.6%
Agrees teachers often absent from class	4.2%	10.4%	2.5%	8.9%	4.0%	15.5%	3.3%	10.8%	5.9%	16.2%	2.7%	11.4%	4.6%	16.2%	3.2%	10.2%
Not enough teachers for the number of students	58.4%	56.0%	53.2%	52.5%	60.1%	58.1%	58.7%	56.1%	60.0%	58.8%	51.5%	52.8%	63.0%	58.8%	61.1%	56.9%
School facilities																
Students with difficulties with Language of Instruction	10.4%	15.0%	7.2%	15.1%	10.9%	21.5%	8.5%	21.3%	9.7%	15.1%	7.0%	11.4%	8.8%	16.1%	6.0%	15.5%

**Note: statistical significance is shown \*= $p < 0.05$ , \*\*= $p < 0.01$  (Midline v baseline)**

Sources:

For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.

For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 cohort only.

## **Zambia intersecting characteristics and barriers**

At baseline, barriers relating to teaching were identified as potential areas for interventions to target in Zambia, namely around teacher absenteeism and gender discrimination in the classroom. The proportion of students reporting that teachers were frequently absent decreased significantly between baseline and midline for all groups. At midline, the proportion of marginalised girls in intervention districts reporting frequently absent teachers decreased from 73% to 47% ( $p < 0.01$ ).

At midline, there have been some decreases in the proportion of students reporting that teachers treat boys differently from girls, but the majority still agree this is the case. More marginalised girls and boys in intervention districts at midline reported gender discrimination in the classroom, compared with baseline. This increased slightly from 80% to 83% for girls and from 75% to 79% for boys. At midline proportionately fewer less marginalised boys and girls reported differential treatment (down from 76% to 70% for girls and from 79% to 72% for boys). In terms of the level of amenity provided by schools in Zambia, slightly fewer marginalised boys and girls in intervention districts reported not having enough seats at midline (down from 31% at baseline to 28% at midline for girls and down from 30% to 27% for boys).

Barriers concerning safety were also highlighted at baseline as issues which interventions could address. The proportion of marginalised girls in intervention districts who do not feel safe travelling to school was 12% at baseline, and 11% at midline; while less-marginalised girls in intervention and comparison areas more frequently reported not feeling safe at midline compared with baseline (up from 5% to 8% in intervention areas and up from 6% to 7% in comparison districts).

However, nearly a third of parents/guardians of marginalised girls felt the journey to school was unsafe. Perceived safety in school appeared better across all groups at midline compared with baseline.

At midline, 42% of marginalised girls in the intervention districts attended school for less than 85% of the time, which is down from 64% of all marginalised girls attending less than 85% of the time at baseline ( $p < 0.01$ ). At midline, the attendance rate of marginalised girls is a lower proportion than other groups of girls (by marginality and by area). It is important to note that there was a very large amount of missing attendance data in Zambia (discussed in Chapter 5).

The proportion of marginalised girls in intervention districts attending for less than half of the time also slightly decreased from 3% to none. There are also decreases in the proportion of students reporting difficulty with the language of instruction, with improvements particularly seen in intervention districts with marginalised girls (from 14% to 8%;  $p < 0.01$ ) and marginalised boys (from 16% to 7%;  $p < 0.01$ ).



**Table 8: Zambia Potential barriers to learning and transition**

Zambia	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
<b>Home – community</b>																
<b>Safety:</b>																
Doesn't feel safe travelling to/from school (student)	11.7%	11.3%	5.0%	8.1%	13.6%	9.4%	5.6%	7.0%	13.5%	12.8%	9.3%	16.0%	14.5%	12.9%	9.0%	10.3%
<b>Parental/caregiver support:</b>																
Sufficient time to study: High chore burden	47.8%	47.9%	20.2%	18.7%	49.8%	49.4%	16.5%	15.6%	48.2%	48.2%	17.4%	17.4%	51.1%	51.1%	12.1%	12.1%
Doesn't get support to stay in school and do well	16.6%	20.4%	15.1%	21.5%	15.5%	24.1%	16.9%	15.6%	20.6%	20.3%	15.7%	19.9%	17.0%	23.8%	15.7%	19.2%
Does not decide when to play with friends	12.7%	19.6%	11.2%	17.8%	11.6%	24.8%	15.0%	12.7%	14.3%	20.3%	10.1%	18.7%	12.2%	24.9%	14.1%	16.2%
<b>School Level</b>																
<b>Attendance:</b>																
Attends school less than 85%	64.2%	41.6%	54.9%	60.0%	80.1%	45.2%	70.7%	34.4%	68.1%	40.6%	69.0%	42.9%	78.0%	42.0%	71.4%	28.8%
Attends school less than 85% - excluding out of school	64.2%	41.4%	54.9%	65.2%	80.1%	42.0%	70.7%	34.1%	68.1%	39.4%	69.0%	38.5%	78.0%	42.0%	71.4%	25.9%
Attend school less than half of the time	2.8%	0.0%	0.0%	0.0%	1.5%	2.0%	1.3%	1.1%	2.6%	0.0%	1.2%	0.0%	1.3%	1.6%	0.0%	5.1%
Attend school less than half of the time – excluding out of school	2.8%	0.0%	0.0%	0.0%	1.5%	1.3%	1.3%	1.1%	2.6%	0.0%	1.2%	0.0%	1.3%	0.6%	0.0%	1.9%
Doesn't feel safe at school	22.9%	10.2%	13.8%	7.9%	25.9%	17.0%	17.1%	8.8%	23.6%	12.2%	12.6%	9.0%	29.8%	17.7%	15.1%	10.8%

Zambia	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
<b>School facilities</b>																
No seats for all students	31.2%	27.4%	30.8%	31.4%	27.4%	31.6%	23.8%	29.8%	30.1%	27.2%	28.8%	21.1%	27.7%	33.3%	23.9%	27.7%
Difficult to move around school	38.2%	21.8%	28.0%	10.2%	34.4%	28.0%	26.6%	18.5%	36.6%	19.9%	27.9%	21.9%	29.8%	29.0%	18.9%	14.8%
Doesn't use drinking water facilities	Data not collected															
Doesn't use toilet at school	Data not collected															
Doesn't use areas where children play/ socialise	Data not collected															
<b>Teachers</b>																
Agrees teachers treat boys and girls differently in the classroom	80.1%	83.0%	76.2%	71.2%	75.3%	74.4%	75.6%	62.4%	75.4%	78.8%	79.1%	72.3%	76.0%	76.6%	67.3%	76.2%
Agrees teachers often absent from class	73.3%	47.3%	63.8%	29.3%	71.0%	46.4%	62.2%	42.0%	69.8%	45.1%	68.7%	34.3%	69.3%	47.2%	55.6%	34.6%
Not enough teachers for the number of students	Data not collected															
<b>Other</b>																
Students with difficulties with Language of Instruction	14.2%	8.2%	9.6%	7.3%	14.2%	13.3%	12.4%	7.3%	15.5%	6.7%	11.2%	3.0%	16.4%	9.7%	8.8%	7.7%

Note: statistical significance is shown \*= $p < 0.05$ , \*\*= $p < 0.01$  (Midline v. baseline)

Sources: For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.

For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 cohort only.

## Zimbabwe intersection between barriers and characteristics

At baseline, it was observed that there were large differences between the proportion of marginalised and less marginalised girls experiencing barriers to learning in **Zimbabwe** intervention areas (see Table 9). At midline, this gap is still apparent and, in some cases, has widened further due to differences in cohorts between baseline and midline; for example, the proportion of girls with high chore burdens (59% compared to 19% of less marginalised girls) and the proportion of girls not feeling safe travelling to school (31% compared to 22% of less marginalised girls). Similar differences between marginalised and less marginalised pupils with regards to these specific barriers to learning are apparent regardless of gender and district. The proportion of all girls in intervention districts feeling unsafe whilst at school has remained stable.

Nearly a third of all marginalised girls reported not receiving support from home to enable them to do well in school, which is largely unchanged from baseline and still notably higher than for less marginalised girls (30% compared to 20%) in intervention districts. The gap between marginalised and less marginalised girls with regards to gender discrimination by teachers, however, is getting smaller as fewer marginalised girls report teachers treating boys differently from girls (37% compared to 36% of less marginalised girls) in intervention districts at midline.

Almost half of all marginalised girls in intervention districts felt there were not enough teachers relative to students, which remains unchanged from baseline and varies little by marginality, gender or district at midline.

At midline, the only marked improvement seen from baseline in intervention districts, other than the small reduction in the one specific area of gender discrimination, is in the greater proportion of marginalised girls choosing when to play, with 13% reporting they do not decide on playtime (down from 16% at baseline). This proportion is now the same, or lower, than other groups in the sample at midline.

There are increases seen in the proportion of girls in intervention districts who attend less than 85% of the time; 35% of marginalised girls ( $p < 0.01$ ) and 24% of less marginalised girls at midline. However, similar patterns are observed in comparison districts and perhaps point to more generally experienced difficulties with attendance. For example, the proportion of marginalised girls attending less than half the time has increased from less than 1% to 15% at midline, and an almost similar increase can be seen with less marginalised girls in both intervention districts (less than 1% rising to 10% at midline) and in comparison districts (from 0.1% to 11% for marginalised girls and from 0.2% to 7% for less marginalised girls).

**Table 9: Zimbabwe: Potential barriers to learning and transition**

Zimbabwe	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
<b>Home – community</b>																
<b>Safety:</b>																
Doesn't feel safe travelling to/from school (student)	29.4%	31.3%	15.4%	22.0%	25.5%	34.4%	13.6%	24.8%	30.5%	33.8%	13.5%	20.7%	23.2%	33.0%	13.1%	19.6%
<b>Parental/caregiver support:</b>																
Sufficient time to study: High chore burden	58.2%	58.6%	17.5%	18.7%	57.1%	58.6%	16.9%	15.3%	58.7%	58.0%	22.4%	22.8%	62.7%	61.5%	24.9%	25.2%
Doesn't get support to stay in school and do well	28.0%	29.9%	17.4%	19.9%	25.0%	29.6%	15.4%	21.3%	30.4%	31.1%	17.2%	19.4%	24.9%	27.3%	15.2%	20.3%
Does not decide when to play with friends	15.7%	13.3%	12.2%	12.0%	17.0%	16.3%	11.9%	16.8%	13.4%	16.5%	11.2%	10.5%	14.5%	17.6%	9.8%	12.1%
<b>School Level</b>																
<b>Attendance:</b>																
Attends school less than 85%	18.8%	28.6%	12.0%	18.2%	20.1%	31.4%	11.1%	17.9%	20.9%	31.0%	14.4%	23.6%	26.6%	31.7%	16.5%	19.1%
Attends school less than 85% - out of school	18.8%	21.0%	12.0%	14.7%	20.1%	20.0%	11.1%	12.4%	20.9%	25.4%	14.4%	20.1%	26.5%	22.8%	16.5%	14.5%
Attend school less than half of the time	0.3%	6.2%	0.2%	3.0%	0.1%	6.0%	0.2%	2.9%	0.1%	5.9%	0.2%	3.5%	0.6%	4.5%	0.4%	2.1%
Attend school less than half of the time – out of school	0.3%	2.2%	0.2%	1.1%	0.1%	0.4%	0.2%	0.8%	0.1%	1.4%	0.2%	1.8%	0.4%	0.7%	0.4%	0.2%

Zimbabwe	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
Doesn't feel safe at school	7.5%	5.5%	4.5%	5.2%	11.0%	8.3%	6.4%	7.2%	9.4%	11.9%	5.7%	6.6%	10.3%	11.1%	7.3%	7.3%
<b>School facilities:</b>																
No seats for all students	37.8%	31.8%	28.1%	21.5%	42.3%	32.5%	31.2%	28.5%	38.6%	31.7%	28.2%	26.3%	35.8%	33.0%	32.5%	26.7%
<b>School facilities:</b>																
Difficult to move around school	17.6%	11.4%	10.9%	10.7%	22.5%	14.9%	11.4%	13.6%	19.8%	18.5%	13.8%	11.5%	22.0%	19.2%	14.8%	14.3%
Doesn't use drinking water facilities	Data not collected															
Doesn't use toilet at school	Data not collected															
Doesn't use areas where children play/ socialise	Data not collected															
<b>Teachers:</b>																
Agrees teachers treat boys and girls differently in the classroom	34.2%	37.2%	25.1%	35.8%	33.1%	41.6%	24.2%	39.5%	41.5%	53.5%	36.4%	48.0%	44.9%	49.7%	36.1%	50.3%
Agrees teachers often absent from class	12.2%	19.4%	6.5%	19.9%	13.6%	25.8%	6.9%	18.8%	13.1%	30.0%	8.5%	22.7%	16.6%	30.9%	11.6%	26.7%
Not enough teachers for the number of students	46.0%	45.8%	42.8%	40.8%	43.8%	41.3%	39.5%	37.2%	47.4%	46.8%	43.4%	44.0%	47.2%	46.4%	43.0%	39.6%
<b>Other</b>																
Students with difficulties with Language of Instruction	9.4%	8.6%	6.9%	5.2%	7.6%	6.4%	6.1%	6.7%	8.6%	7.6%	6.3%	5.5%	8.2%	7.2%	6.1%	6.0%

Note statistical significance is shown \*= p<0.05, \*\*=p<0.01 (Midline v. baseline)

## 2.2 Barriers to education by characteristic

This section of the report explores barriers to education by characteristic with changes between baseline and midline results, using data from tables 10 and 11.

### 2.2.1 Tanzania barriers to education

As previously highlighted, having a high chore burden was the most prevalent barrier to learning reported by marginalised pupils in **Tanzania** and this is more prevalent among girls who are disabled, orphaned, experiencing income poverty or hunger, around half of whom also had high chore burdens at midline. Marginalised girls disproportionately experience high chore burdens and this disparity is also seen within these disadvantaged groups.

Marginalised girls are more likely to report not having support at home when they were disabled (40% were not supported) and regularly skipping meals (29%). For marginalised girls in intervention districts at midline 23% overall said they felt not supported.

Not feeling safe travelling to school was also a common barrier to learning experienced by girls in Tanzania, which is much more pronounced for girls with a disability at midline. For example, at midline half of all marginalised girls with a disability in intervention districts felt unsafe travelling to school (50%,  $p < 0.01$ ) compared to 29% ( $p < 0.01$ ) of marginalised girls more generally. A smaller proportion – 32% – of less marginalised girls with a disability felt unsafe travelling.

Girls who were more disadvantaged also more commonly reported teacher absenteeism. For example, the proportion of disabled marginalised girls reporting teacher absenteeism almost doubled, rising from 10% at baseline ( $p < 0.01$ ) to 21% at midline ( $p < 0.01$ ). Gender discrimination was also more frequently reported by more disadvantaged girls at midline. Around half of marginalised girls from households with irregular incomes and girls who skip meals reported teachers treating boys differently from girls compared to between 45% and 52% of all students in intervention districts. For marginalised girls with a disability this figure was 58% ( $p < 0.01$ ) with a similarly high proportion of other girls with a disability reporting gender discrimination at midline.

### 2.2.2 Zambia barriers to education

With regards to safety, the data shows a greater proportion of marginalised girls who are orphans feeling safe travelling to school, compared with less marginalised girls who are disabled (of whom 33% reported being scared travelling to school). Just 11% of orphaned girls in intervention areas felt unsafe, as did 15% of marginalised girls who were disabled. On the whole, boys were more likely than girls to report feeling unsafe travelling to school (regardless of district) and being marginalised also increased the likelihood of reporting feeling unsafe. One explanation of this could be that those feeling more unsafe have stopped attending the school where they were found at baseline and have either moved to another school or dropped out.

Barriers relating to caregiving support remain a difficulty for marginalised girls in intervention districts at midline, particularly with regards to having a high chore burden (48%,  $p < 0.05$ ) and lack of support from family (20%,  $p < 0.05$ ). However, within these figures there is considerable variability between the most disadvantaged marginalised girls, which include single/double orphans, girls with one or more disability, girls from households without a regular income, and girls who regularly skip meals.

Disabled and marginalised girls in intervention areas are more likely to be affected by a high chore burden, with 54% of marginalised girls who regularly skip meals, 54% of orphans and 60% of disabled, marginalised girls in intervention areas reporting a high chore burden. There was a considerable increase in the proportion of orphans and marginalised girls with a disability reporting a high chore burden, from around a quarter at baseline to more than half of girls at midline ( $p < 0.01$ ). This might indicate that the midline cohort of orphaned and disabled girls is more marginalised than the baseline cohort.

At baseline and midline, barriers around teaching were most frequently experienced by marginalised girls in intervention areas, particularly around teacher absenteeism. At midline, there have been reductions in the proportion of marginalised and less marginalised girls reporting teachers being frequently absent. Looking at additionally marginalised girls, we see a similar pattern to the overall experience of absent teachers, with 40% of those coming from households without regular income, 41% of single/double orphans, and 50% of marginalised girls with a disability reporting teachers frequently absent from school at midline.

With regards to gender discrimination in the classroom, the proportion of young people reporting that teachers treat boys differently from girls remains very high among all marginalised groups – with around 80% or more agreeing that this is the case. On the whole, marginalised boys and girls in the intervention areas were more likely than less marginalised students to report that teachers treat students differently by gender at midline, a pattern which is also seen in additionally disadvantaged marginalised girls in intervention and comparison districts.

### 2.2.3 Zimbabwe barriers to education

As highlighted in Table 10, there were wide disparities between marginalised and less marginalised girls at baseline that persisted at midline. Disabled girls and orphaned girls were particularly disadvantaged. For example, more than half of all marginalised girls in intervention areas reported having high chore burdens, which is even higher for marginalised girls with a disability and orphans (between 59% and 63%) in both intervention and comparison districts, compared to less marginalised girls who have a disability or single/double orphans (between 29% and 14%). Marginalised girls and less marginalised girls with a disability were similarly likely to feel unsafe travelling to school (44% and 47%).

The difference between marginalised and less marginalised girls reporting not feeling supported at home was less stark among disabled girls, orphans and girls from low income families or those commonly missing meals compared with marginalised girls generally in intervention districts. Among disabled girls, orphans and girls in families with very low incomes and girls who often skip meals, the proportion of additionally disadvantaged marginalised groups not receiving support from family to do well in school ranged between 26% and 34% in all districts, and for all groups (except orphans) the proportion of girls feeling unsupported increased by around 10 percentage points from baseline. The proportion of marginalised girls with disability (52%) reporting gender discrimination was slightly lower than that of the less marginalised (64%).

At midline, one discernible pattern of improvement to barriers to learning from baseline was a larger proportion of girls reporting they decide when to play, as well as a reduction in the proportion of marginalised students across all areas saying that there were not enough seats and that it was difficult to move around the school. Marginalised girls and boys in intervention areas were also less likely to identify language difficulties at midline, compared with baseline (down from 9.4% to 8.6% for marginalised girls and from 8.6% to 7.6% for marginalised boys).

Following a similar trend as marginalised girls as a whole in intervention districts, the proportion of disabled girls, orphans and poorer girls reporting not being able to decide when to play decreased by about half from baseline, and at midline, range between 12% and 16% ( $p < 0.01$ ) which is comparable to other groups of marginalised girls.

The learning outcomes discussed later need to be understood within the context of ongoing, significant barriers to learning in Zimbabwe but language difficulties and teacher perceptions are both lessening as barriers.



**Table 10: Examples of barriers to education by characteristic (Midline)**

Percentage of girls with a specific characteristic who are affected by the stated barrier																
Barrier faced by girl students	Students with one or more forms of disability				Single or double orphan				Household has no regular income				Household has skipped meals on some days			
	Female				Female				Female				Female			
	Intervention		Comparison		Intervention		Comparison		Intervention		Comparison		Intervention		Comparison	
	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised
<b>Tanzania</b>																
Does not feel safe at school	7%	16%	17%	29%	3%	4%	4%	5%	3%	4%	5%	7%	5%	4%	8%	10%
Has difficulties with language of instruction	28%	13%	32%	39%	12%	15%	23%	25%	15%	16%	24%	24%	15%	16%	26%	25%
Does not feel safe traveling to or from school	32%	50%	41%	58%	17%	29%	22%	33%	22%	29%	25%	33%	26%	30%	31%	36%
Has a high chore burden	7%	53%	10%	54%	8%	49%	8%	51%	10%	54%	11%	51%	10%	52%	9%	56%
Does not receive adequate support to stay in school	41%	40%	36%	36%	14%	26%	17%	24%	20%	26%	22%	26%	23%	29%	30%	32%
Does not decide when to play with friends	4%	8%	12%	13%	5%	7%	6%	9%	4%	7%	6%	8%	6%	8%	8%	9%
Not enough teachers for the number of students	48%	68%	56%	58%	49%	55%	50%	60%	51%	58%	57%	57%	52%	58%	53%	57%
Teachers often absent from school	13%	21%	27%	30%	8%	11%	5%	13%	7%	9%	11%	16%	10%	9%	13%	16%
Teachers do not make student feel welcome	7%	5%	5%	5%	2%	2%	1%	4%	1%	2%	3%	3%	2%	2%	3%	4%
Teachers treat boys differently to girls	54%	58%	61%	61%	46%	53%	48%	44%	46%	50%	45%	49%	49%	52%	57%	50%
<b>Zambia</b>																
Does not feel safe at school	27%	21%	20%	27%	8%	11%	4%	18%	13%	12%	4%	19%	9%	12%	11%	18%
Has difficulties with language of instruction	21%	16%	22%	19%	6%	9%	8%	12%	7%	8%	9%	14%	9%	9%	11%	14%
Does not feel safe traveling to or from school	33%	15%	15%	12%	9%	10%	0%	9%	15%	13%	11%	12%	6%	11%	6%	9%
Has a high chore burden	30%	60%	16%	53%	25%	54%	21%	57%	21%	46%	17%	55%	29%	54%	26%	61%

Percentage of girls with a specific characteristic who are affected by the stated barrier																
Barrier faced by girl students	Students with one or more forms of disability				Single or double orphan				Household has no regular income				Household has skipped meals on some days			
	Female				Female				Female				Female			
	Intervention		Comparison		Intervention		Comparison		Intervention		Comparison		Intervention		Comparison	
	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised
Does not receive adequate support to stay in school	30%	32%	22%	29%	28%	24%	40%	23%	20%	24%	26%	26%	22%	21%	9%	26%
Does not decide when to play with friends	30%	26%	14%	32%	19%	23%	12%	23%	22%	17%	15%	23%	17%	21%	13%	24%
Teacher s often absent from school	46%	50%	47%	48%	25%	41%	32%	45%	32%	40%	41%	44%	44%	45%	48%	44%
Teachers treat boys differently to girls	73%	85%	82%	75%	61%	82%	68%	78%	70%	80%	70%	73%	83%	84%	72%	75%
<b>Zambia</b>																
Does not feel safe at school	7%	14%	18%	26%	3%	7%	3%	9%	5%	6%	7%	7%	4%	7%	9%	8%
Has difficulties with language of instruction	14%	15%	10%	9%	6%	11%	6%	5%	6%	8%	5%	6%	5%	9%	5%	7%
Does not feel safe traveling to or from school	47%	44%	55%	53%	19%	30%	25%	34%	25%	34%	28%	36%	21%	32%	32%	38%
Has a high chore burden	14%	59%	15%	62%	23%	62%	20%	61%	23%	59%	22%	60%	29%	61%	23%	63%
Does not receive adequate support to stay in school	21%	26%	43%	34%	26%	30%	24%	30%	27%	32%	24%	33%	24%	31%	28%	32%
Does not decide when to play with friends	17%	16%	33%	22%	14%	12%	19%	15%	10%	12%	19%	18%	15%	12%	20%	18%
Not enough teachers for the number of students	41%	45%	50%	38%	40%	47%	41%	42%	42%	45%	39%	43%	41%	47%	37%	43%
Teachers often absent from school	38%	32%	25%	34%	19%	21%	17%	24%	19%	19%	19%	24%	18%	19%	23%	26%
Teachers do not make student feel welcome	7%	4%	13%	9%	2%	5%	6%	7%	3%	4%	4%	6%	3%	5%	4%	6%
Teachers treat boys differently to girls	64%	52%	48%	56%	39%	38%	41%	46%	38%	35%	38%	41%	34%	37%	41%	42%

**Table 11: Examples of barriers to education by characteristic (Baseline)**

Percentage of girls with a specific characteristic who are affected by the stated barrier																
Barrier faced by girl students	Students with one or more forms of disability				Single or double orphan				Household has no regular income				Household has skipped meals on some days			
	Female				Female				Female				Female			
	Intervention		Comparison		Intervention		Comparison		Intervention		Comparison		Intervention		Comparison	
	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised
<b>Tanzania</b>																
Does not feel safe at school	4.0%	9.2%	3.3%	10.2%	4.8%	6.1%	2.3%	3.4%	3.9%	5.6%	3.3%	6.1%	4.5%	6.3%	4.9%	9.5%
Has difficulties with language of instruction	10.7%	13.8%	12.0%	17.2%	8.4%	9.5%	8.3%	10.5%	8.5%	11.0%	10.6%	12.0%	8.5%	11.8%	14.0%	13.5%
Does not feel safe traveling to or from school	7.8%	17.5%	7.3%	17.2%	7.8%	14.8%	7.1%	13.6%	7.0%	13.8%	7.3%	13.3%	8.8%	15.3%	8.5%	15.3%
Has a high chore burden	7.5%	52.6%	11.0%	54.0%	8.3%	50.9%	7.8%	52.8%	9.5%	53.7%	11.8%	53.4%	10.4%	53.0%	11.0%	57.2%
Does not receive adequate support to stay in school	9.8%	22.8%	7.7%	17.5%	11.0%	19.2%	7.0%	16.7%	12.8%	21.9%	10.4%	18.8%	15.9%	24.5%	17.7%	24.1%
Does not decide when to play with friends	3.2%	8.7%	8.7%	8.4%	3.8%	6.1%	4.3%	6.2%	5.7%	7.7%	5.4%	7.2%	5.6%	7.1%	6.2%	6.4%
Not enough teachers for the number of students	51.6%	57.7%	59.0%	53.3%	50.3%	58.5%	54.8%	63.0%	52.6%	59.5%	59.3%	61.0%	54.1%	59.9%	56.6%	60.7%
Teachers often absent from school	2.9%	10.3%	5.0%	7.7%	1.9%	3.4%	3.0%	2.2%	2.2%	3.8%	3.6%	3.4%	2.5%	4.1%	3.6%	3.5%
Teachers do not make student feel welcome	13.5%	18.2%	17.0%	23.0%	9.7%	10.3%	8.8%	15.7%	12.1%	13.4%	12.9%	15.9%	9.9%	13.8%	13.0%	17.8%
Teachers treat boys differently to girls	38.0%	45.5%	40.0%	44.2%	34.1%	41.1%	34.4%	32.7%	36.4%	41.8%	35.6%	37.3%	39.9%	43.2%	39.1%	42.5%
<b>Zambia<sup>26</sup></b>																
Does not feel safe at school		20.7%		29.4%	18.8%	27.9%	14.8%	31.0%	23.0%	22.7%	25.0%	29.6%	25.8%	24.9%	15.9%	29.7%
Has difficulties with language of instruction		3.4%		17.6%	10.4%	15.5%	3.7%	16.6%	10.8%	15.9%	15.0%	16.1%	13.5%	16.9%	13.6%	16.9%

<sup>26</sup> Disability data collected for transition cohort only. Data not collected for less marginalised girls.

Does not feel safe traveling to or from school		11.8%		25.0%	6.7%	10.8%	10.0%	17.5%	4.4%	12.2%	6.9%	13.2%	8.5%	12.9%	10.7%	17.9%
Has a high chore burden		27.6%		61.9%	29.4%	53.1%	25.0%	55.6%	25.0%	45.4%	20.4%	56.6%	31.9%	53.6%	26.9%	62.0%
Does not receive adequate support to stay in school		13.8%		14.3%	11.8%	16.3%	13.9%	17.5%	18.4%	18.2%	18.4%	13.3%	14.9%	17.8%	19.2%	16.2%
Does not decide when to play with friends		3.4%		17.6%	12.5%	14.5%	11.1%	13.3%	5.4%	13.0%	12.5%	9.7%	11.2%	14.1%	18.2%	11.8%
Teacher s often absent from school		82.8%		58.8%	58.3%	70.2%	74.1%	69.4%	67.6%	67.4%	70.0%	69.4%	66.3%	71.9%	70.5%	69.6%
Teachers treat boys differently to girls		86.2%		70.6%	72.9%	78.0%	85.2%	75.3%	67.6%	79.5%	70.0%	74.5%	82.0%	78.5%	77.3%	72.0%
<b>Zimbabwe</b>																
Does not feel safe at school	7.1%	13.3%	10.3%	14.5%	3.3%	8.1%	6.5%	11.4%	3.5%	7.2%	6.0%	11.3%	4.2%	8.5%	6.5%	12.2%
Has difficulties with language of instruction	7.1%	12.7%	9.1%	8.2%	8.4%	9.9%	6.1%	8.6%	7.2%	9.3%	7.2%	7.4%	7.1%	9.9%	5.4%	7.6%
Does not feel safe traveling to or from school	20.6%	42.7%	19.1%	27.5%	17.4%	29.2%	12.5%	27.5%	18.9%	31.0%	16.3%	28.8%	21.8%	33.2%	20.7%	30.3%
Has a high chore burden	21.9%	57.5%	18.5%	52.3%	20.3%	62.2%	22.2%	60.3%	22.5%	58.9%	23.0%	58.7%	26.4%	63.6%	26.8%	62.3%
Does not receive adequate support to stay in school	23.1%	30.3%	17.2%	23.0%	20.0%	29.9%	17.5%	26.1%	20.5%	30.6%	19.4%	27.7%	23.3%	31.4%	21.8%	28.0%
Does not decide when to play with friends	16.6%	17.0%	13.4%	22.2%	11.5%	15.6%	14.7%	17.6%	11.0%	15.0%	11.7%	18.4%	13.9%	17.3%	16.1%	18.4%
Not enough teachers for the number of students	38.5%	45.3%	41.4%	38.9%	43.4%	46.0%	41.1%	42.8%	43.3%	45.9%	41.3%	44.1%	42.4%	47.1%	40.3%	43.5%
Teachers often absent from school	10.1%	19.8%	13.4%	20.5%	5.6%	13.5%	6.1%	13.2%	5.4%	9.6%	6.5%	12.7%	8.8%	11.3%	6.9%	13.2%
Teachers do not make student feel welcome	11.8%	12.5%	7.8%	10.8%	4.4%	8.8%	5.1%	8.1%	4.7%	7.2%	4.7%	7.1%	5.0%	8.1%	6.9%	7.7%
Teachers treat boys differently to girls	36.1%	41.6%	33.6%	43.5%	26.2%	36.3%	23.1%	31.2%	23.9%	33.4%	23.8%	31.5%	28.8%	33.7%	26.1%	32.5%

## 2.3 Are the project activities still appropriate to the key barriers and characteristics?

As highlighted earlier in this chapter, the baseline identified that the three highest scoring of the CAMFED marginalisation scenarios in all three countries were: *parents' inability to pay school costs; insufficient income to meet basic needs; and girls that spend most of their spare time working to earn money*. All three relate to poverty, which CAMFED identifies as the core problem in the revised ToC. At midline, while both Zambia grades remain in the sample learning cohort, only one form (Form 4 – Form 2 at baseline) remains in Tanzania and Zimbabwe. While the marginality tool was not re-administered at midline to all but a small number of replacement students, an analysis of the overall profile of the remaining learning cohort shows that levels of poverty have remained much the same for the Tanzania and Zambia cohorts but are deeper for the remaining sample cohort in Zimbabwe, with 26% ( $p < 0.01$ ) being unable to afford school costs; 21% ( $p < 0.01$ ), being unable to afford basic necessities; and 19% ( $p < 0.01$ ) needing to spend all of leisure time making money.

The project is designed to address these issues relating to poverty through needs based funding mechanisms/bursaries, operating slightly differently in each country: in Tanzania, secondary education is fee-free, so girls select from a menu of support for school-going costs; in Zambia, fees begin at Grade 8, so currently apply to only one of the sample cohorts. The fees have now been greatly reduced for rural areas by the Government; so current bursaries provide support for both fees and school-going costs. The situation in Zimbabwe is quite different in that GEC-T operates in synergy with the DFID Zimbabwe Girls' Secondary Education (ZGSE) project in the same schools with very similar outcomes. ZGSE provides full bursaries (school fees, uniforms, exam fees, stationery and sanitary ware)<sup>27</sup> for the most marginalised/disadvantaged girls, whereas, GEC-T provides a much smaller bursary, mostly for fees, and is therefore most likely to provide support for less marginalised girls than ZGSE. Clearly, given the overall increase in levels of poverty for the learning cohort, the bursary remains a highly appropriate GEC-T activity for addressing poverty both as a characteristic and an underlying barrier to education.

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

Even though school-going costs may be addressed through bursaries, for the most resource-poor families, this still does not put food on the table and many children may go to school hungry. This can have a severe negative effect on attendance and on a student's ability to concentrate. This is particularly true of Zimbabwe where the higher levels of hunger and poverty resulting from the current harsh conditions have placed additional challenges on marginalised girls. It is important to reflect here that the analysis earlier showed that marginalised girls were more prevalent in the survey cohort at midline compared with the baseline, particularly in intervention districts. Marginalised girls increased from 49% to 58% of all girls in intervention districts and from 47% to 51% in comparison districts. Despite, or possibly because of, pressing economic conditions, marginalised girls are more likely to stay in school. The project's activities with MSGs and PSGs include encouraging the provision of free school feeding but in the most resource poor, drought affected communities, MSGs/PSGs may be struggling to feed their own families and there are few, if any, available ingredients for producing the meals. Because of this there is a need for CAMFED to provide some form of additional material or financial support to school feeding support.

One of the key barriers mentioned in Tanzania and Zimbabwe at midline was not feeling safe travelling to and from school. Zimbabwe shows a small increase of 1.9 percentage points, whereas in Tanzania 29% of marginalised girls in intervention districts reported feeling unsafe travelling to school, compared to 13% in the baseline. Zambia stayed the same at midline, with 12% of marginalised girls in intervention areas

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<sup>27</sup> DFID: 2018 ZGSE Annual Report

reporting feeling unsafe travelling to school. Project activities include working with LGs, PSGs and MSGs to provide wrap around support for marginalised girls. There is a need to increase the focus of these activities and to work with traditional leaders to gain greater community support for the protection of girls.

Similarly, there are currently no project activities that directly address the over-burdening of marginalised girls with household chores and home responsibilities which impact on their school attendance and learning. Both this barrier and safety on the way to school are legitimate aspects of wrap-around support and require further work with community members. Both also relate to gender roles and underpinning gender inequality and raise the question of whether the project can do more to directly address gender inequality and its various manifestations.

### **Supply-side Barriers**

At midline, data from Zambia and Zimbabwe showed an increase in the percentage of marginalised girls in intervention districts reporting teachers' absenteeism from school: in Tanzania from 4.2% to 10.4%; and Zimbabwe from 12.2% to 19.4%. Although the situation has improved in Zambia, down from 73.3% to 47.1% this still means almost half of marginalised girls recognised teacher absence as a problem. This is a major barrier to learning. CAMFED's project activities include working with governments at national and district levels to influence policy and promote best practice. There may be a need to strengthen advocacy to ensure that teachers turn up more regularly in class.

Project activities include the provision of study guides and MBW books which successfully help to close a gap of limited/lack of resources for teaching. However, poor amenities, such as toilets, which impact negatively on girls and lead to absences, were also reported on in all countries at midline as well as baseline. While funding the improvements in toilet facilities is currently outside the remit of the project, there may be ways in which CAMFED can support SBCs and PSGs and/or liaise with CBOS/NGOs to improve facilities.

### **Gender discrimination in the classroom**

While in Tanzania there was a significant increase from baseline to midline (41.7% to 50.1%) in the proportion of marginalised girls reporting that teachers treat boys differently to girls, the figures for Zambia and Zimbabwe changed less, up from 80.1% to 82.9% in Zambia and from 34.2% to 37.2% in Zimbabwe.

This indicates that the project's work on child protection and gender equality has yet to yield substantive change in perceptions of gender equality in the classroom. Looking more closely at the data in Tanzania indicates that boys are not felt to be asked more or harder questions, so the treatment may be less about teaching practice and more about gender roles and stereotypes.

Although girls and boys in Tanzania report a high level of gender discrimination in the classroom, this appears to be a more general set of cultural norms rather than behaviour that impacts on teaching practice. Although 99% of boys and girls said girls had the right to go to school, when asked whether, if a parent can only afford to send one child to school, they should send a boy, 24% of female students and 31% of male students agreed. Primary care givers were more supportive, with 97% agreeing that when funds are limited it is still worthwhile investing in girls' education.

#### **Box 1: Project's contribution**

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

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

The EE has found that the three most prevalent marginalisation scenarios in the three project countries are parents' inability to pay school fees, insufficient income to meet basic needs and girls spending most of their spare time working to earn money, and confirmed the project's theory of change that these are founded in poverty as the underlying cause. The EE also notes that the overall profile of marginality in

the re-contacted cohort at midline is largely unchanged in Tanzania and Zambia, while in Zimbabwe the same scenarios dominate but have become more prevalent because of the worsening macroeconomic situation. This validates the assumptions underpinning the theory of change and, as the EE concludes, confirms the activities are still appropriate to tackling the barriers faced by the targeted subgroups. Further, the quantitative results suggest that project activities are succeeding in improving marginalised girls' access and learning.

The EE identifies two key areas where the prevalence or depth of impact of specific identified barriers has grown. Focusing on Zimbabwe, the EE asserts that CAMFED's financial/material support for marginalised girls does not sufficiently tackle hunger, which is growing as a problem because of the droughts and the national economic challenges, and recommends that CAMFED provides additional support for school feeding programmes; we recognise the additional challenges posed by the worsening context and are working for example to ensure that additional resources allocated by the government to school feeding in the 2020 budget reach those most affected in project schools.

The second area highlighted by the EE is girls not feeling safe on the journey to and from school, which appears to have grown in prevalence since the baseline, particularly in Tanzania, but also in Zimbabwe. The EE has understood the relevant project activities to be working with Learner Guides and Parent/Mother Support Groups. The EE encourages these to continue, but recommends that CAMFED also works with traditional leaders to gain greater support for the protection of girls. One of CAMFED's key response mechanisms to this issue is to support girls to stay in safe accommodation at or close to a school, and to help them identify and use safe transport methods where this is not possible; the work of Learner Guides and P/MSGs then creates a system of ongoing support around girls accommodated in this way. We are working with Traditional, village and ward leaders in the safeguarding and protection of girls; the activities of Senior Chief Nkula in Zambia, who is bringing together all Chiefs in the region around support for safeguarding and learning, are one example of the success of this approach. It is possible that the increase in prevalence of reporting feeling unsafe could be in part attributed to the fact that students now feel more confident to report and are using the reporting mechanisms and systems more robustly; we are investigating this more deeply in our regular programme monitoring.

The EE also identifies teacher absenteeism as a worsening trend in all three countries, which creates a major barrier to learning. The EE cites CAMFED's partnership working with district and national government and also the provision of learning resources as project activities that seek to tackle this challenge. The EE is recommending that CAMFED strengthens its advocacy work to ensure teachers turn up more regularly to class. It also recommends that CAMFED works through its community and other stakeholder partnerships to improve poor school amenities, in particular toilets that are associated with absences by girls. The results and findings from this midline report will be presented to the National Advisory Committee (NAC) in each country, which draw together influencers and decision-makers at national level including representatives of line ministries and government institutions, to guide programme development. This provides an important opportunity for advocacy on this point, which will be continued through regular NAC meetings throughout the year.

The final barrier highlighted by the EE is the increased level of reporting by marginalised girls of how teachers treat boys differently to girls. The evidence from the midline shows that the prevalence of teachers treating girls differently to boys increased between Baseline and Midline in all three countries (albeit at a slower rate in Zambia and Zimbabwe). The higher prevalence found in Tanzania has led to a recommendation from the EE for further work to tackle this challenge which we support. The CAMFED National Director Lydia Wilbard has recently been appointed Chair of the Strategy and Operations Committee as well as a Board member of TEN/MET, the Tanzanian Education Network, which comprises 181 organisations working across the education sector and is highly influential in driving changes in the delivery of education in Tanzania, including those related to gender equality and child protection.

The findings of the midline reports will be disseminated in each country at National Level to key stakeholders from each Ministry of Education who are responsible for influencing policy and practice at national, district and school level. The National Directors of Tanzania, Zambia and Zimbabwe will use



these dissemination meetings as an opportunity to further advocate and lobby Ministries of Education to ensure that gender equality in the classroom is included in curriculum delivery and good practice at school level.

CAMFED is confident that the planned targeted activities within Tanzania, Zambia and Zimbabwe are still appropriate for subgroups and barriers. The Year 3 activities outlined within the workplan for Tanzania, Zimbabwe and Zambia have been targeted to improve project performance at each output level. However, we will rigorously analyse the results from the midline and if necessary adjust or include additional activities for subgroups and barriers. We will discuss these with the Fund Manager at the RAM5.

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

Contextual challenges that CAMFED recognises as having an impact on barriers and or sub groups are specifically in relation to Zimbabwe and Zambia. The impact of recent political and economic crises in Zimbabwe was compounded with the onset of Cyclone Idai, which affected at least a quarter of a million people including 120,000 children, with at least 16,000 displaced. Several CAMFED partner districts were affected: most significantly Chipinge in which an estimated 3,000 households have been affected and 24,000 hectares of crops lost, with damage also reported in Buhera where an estimated 1000 households were affected. Flooding also reached Chikomba East, Chikomba West, Nyanga and Bikita. There was widespread destruction of crops and livestock, exacerbating existing food insecurities. Power, water and communications structures were damaged, increasing health risks and further isolating already marginalised populations. The destruction of the port of Beira in neighbouring Mozambique is likely to have long-term implications for fuel and goods supplies to Zimbabwe, as well as livelihoods in the eastern regions that rely heavily on the Zimbabwe/Mozambique trading corridor. 72 CAMFED partner schools and 190 students were directly affected, along with a number of young women entrepreneurs whose businesses were literally washed away and may now face challenges in repaying loans. Wider impact on food and water supplies, health services, transport, etc., will pose continued challenges to a much higher number of girls and young women

Prolonged periods of drought and load shedding are further contextual challenges that have been and continue to be experienced by both Zimbabwe and Zambia. The project works to mitigate against these challenges with CAMA at the helm at community and district level to work with sustainable solutions which are owned and driven by key stakeholders such as school feeding programmes

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

CAMFED's original ToC was developed to address poverty as the underlying barrier to girls' access to education - poverty is the core problem in the ToC. The EE has highlighted that the three most prevalent marginalisation scenarios in the three project countries - parents' inability to pay school fees, insufficient income to meet basic needs and girls spending most of their spare time working to earn money - all relate to poverty as the underlying cause and we agree with this assertion. The revised ToC is based on the same core problem of poverty. We therefore do not plan to undertake a further detailed review of the revised ToC in light of these findings but will ensure that it reflects the critical role that the provision of bursaries plays in addressing the critical aspect of poverty and access to education of marginalised girls and the success of the project.

### 3 Key Learning Outcome Findings

The purpose of this section is to assess the impact of the project on the GECT learning outcomes; that is, to assess if marginalised girls have significantly improved in their literacy and numeracy scores, as compared between midline and baseline and their counterparts in comparison districts. Additionally, boys and less marginalised girls were tracked for learning outcomes as indirect beneficiaries. The evaluation determined the size and direction of change between baseline and midline. This section, therefore, presents findings from the statistically measured differences between baseline and midline using the collected survey data. Comparisons are made between intervention and comparison schools on learning using the difference-in-difference approach. The process adopted for aggregating scores is as proposed by the FM (standard approach); with aggregate scores ranging from 0 to 100; and subtasks in tests weighted equally. The midline survey data on learning was weighted to mitigate attrition bias<sup>28</sup>. The list of (individually) significant correlations used in the weighting model includes variables on economic status of the household, demographics, learning achievements at baseline.

#### 3.1 Sample sizes and measurement of learning outcomes

Sample sizes for measuring learning are provided below, and in Annex 3. The 5101 project adopted a joint cohort approach where the main cohort, including less marginalised girls and boys is used to assess learning, and a sub cohort made up of marginalised girls only, to assess transition. At baseline and midline, a school-based survey provided the data for learning. The baseline and midline sample sizes for the three countries are given in Tables 12a-c.

**Table 12 Learning outcome sample sizes**

**Table 12a: Tanzania learning outcome sample size**

		Form 4 (Form 2 at baseline)		Year 2 Post School (Form 4 at baseline)		Form 4 (Form 2 at baseline)		Year 2 Post School (Form 4 at baseline)	
		Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
<b>Literacy</b>		<b>Female</b>				<b>Male</b>			
<b>Baseline</b>	Intervention	1319	1049	1054	728	982	828	877	645
	Comparison	1322	880	1018	610	1057	688	794	540
<b>Midline</b>	Intervention	1177	875	0	0	915	723	0	0
	Comparison	1045	657	0	0	866	557	0	0
<b>Numeracy</b>		<b>Female</b>				<b>Male</b>			
<b>Baseline</b>	Intervention	1318	1050	1054	728	986	828	877	644
	Comparison	1321	881	1020	610	1057	689	794	540
<b>Midline</b>	Intervention	1176	875	0	0	917	718	0	0
	Comparison	1048	654	0	0	861	557	0	0

**Tanzania** midline sample sizes for GECT 5101 were made up of the younger cohort who was in Form 2 at baseline. The older cohort is now 2 years post-secondary school. Analysis showed that for the younger cohort, attrition rates were lower than predicted at project design (below the set 20%). As this cohort was sufficiently powered to cater for attrition levels of less than 20% by midline, replacements were not required. Learning assessments will not be conducted at endline, as the students will all be out of school.

<sup>28</sup> Detailed in Annex 3

**Table 12b: Zambia learning outcome sample size<sup>29</sup>**

		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)	
		Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
<b>Literacy</b>		Female				Male			
Baseline	Intervention	81	739	155	749	167	959	167	959
	Comparison	69	551	80	362	139	658	139	658
Midline	Intervention	73	642	96	420	72	395	72	391
	Comparison	102	656	68	246	50	221	50	219
<b>Numeracy</b>		Female				Male			
Baseline	Intervention	78	774	138	656	170	964	170	964
	Comparison	94	789	110	529	135	613	135	613
Midline	Intervention	73	652	88	369	56	353	55	347
	Comparison	103	669	61	249	54	232	54	230

Zambia midline survey data shows large levels of attrition (as high as 66% based on data required to compare learning), especially for the older cohort which transitioned from primary (Grade 7) to junior secondary school (Grade 8 and 9). These high levels of attrition affected power<sup>30</sup> especially in comparison districts whose midline data does not have sufficient power. For intervention districts, however, modelling using difference-in-difference analysis shows that the remaining sample size for marginalised girls was still sufficiently powered to compare learning between baseline and midline<sup>31</sup>. As a result, the replacement samples collected and presented below were added to the Zambia data. At endline, it will be important to put in place measures to mitigate the high levels of attrition in order to remain with a useable sample.

**Table 13: Zambia replacements<sup>32</sup>**

		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)	
		Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
<b>Replacements</b>		Female				Male			
Intervention		22	137	16	87	0	0	0	0
Comparison		56	211	22	74	0	0	0	0

Due to time and resource constraints, boys in Zambia were not asked to take the complete range of subtasks that girls took. At midline, boys were not asked to take EGMA and EGRA. Their results, therefore, are based on the subtasks that they did complete; and these do not adequately compare with that for girls. For this reason, the data has not been used, and is not presented in this section.

As was the case for Tanzania (GECT 5101), the older cohort in Zimbabwe left school at the end of 2017, and midline learning and transition assessments relied on data for the younger cohort.

<sup>29</sup> A decision has been reached **not** to use Zambia literacy data for males because they did not take any EGRA and EGMA subtasks at midline. In this table, the EE has included replacement samples, has strictly included only those students with useable literacy and numeracy data (that is, both EGRA/SeGRA for literacy and EGMA/SeGMA for numeracy); and has only included students whose data informs the results in this section.

<sup>30</sup> A minimum sample size of 360 was required to measure a change of 10 percentage points from a baseline assumption of average 30% at  $\alpha=0.05$  and with 95% level of confidence.

<sup>31</sup> Using GLM in SPSS, a regression model for estimating the intervention treatment effect showed observed power of more than 90% for the Beta estimate.

<sup>32</sup> Used for both literacy and numeracy

**Table 12c: Zimbabwe learning outcome sample size**

		Form 4 (Form 2 at baseline)		Year 2 Post School (Form 4 at baseline)		Form 4 (Form 2 at baseline)		Year 2 Post School (Form 4 at baseline)	
		Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
<b>Literacy</b>		<b>Female</b>				<b>Male</b>			
<b>Baseline</b>	Intervention	742	997	992	619	729	706	769	604
	Comparison	796	818	763	571	633	756	619	600
<b>Midline</b>	Intervention	563	667	0	0	570	497	0	0
	Comparison	553	503	0	0	454	439	0	0
<b>Numeracy</b>		<b>Female</b>				<b>Male</b>			
<b>Baseline</b>	Intervention	758	1030	1012	645	737	730	779	623
	Comparison	810	836	780	575	643	767	625	606
<b>Midline</b>	Intervention	565	671	0	0	570	499	0	0
	Comparison	556	505	0	0	454	440	0	0

### 3.2 Midline targets

Targets for the project were set at baseline. The FM proposed that learning increased by a detectable effect size of 0.25SD per year over the life of the project. Table 14 below shows the project’s targets for midline, (1.5 years after baseline).

Table 14a shows the data used to calculate the targets for the learning outcomes in **Tanzania** at the midline. The target for each cohort was set based on data collected from a benchmarking sample, which comprised girls/women at the same expected stage as the cohort will be at the midline, i.e. Form 4 in the case of Tanzania. The midline target is calculated as 0.25 standard deviation per year, which for this project is 0.375 SD because the gap between the baseline and midline will be 1.5 years.

The midline targets are shown in the last column of Table 14. For **Tanzania** (Table 14a), the midline target for literacy for the younger cohort is 6.4 percentage points (pp), meaning that the target will be achieved if the increase in the mean score achieved by the intervention cohort between the baseline and midline is 6.4 percentage points greater than the increase in the mean score achieved by the comparison cohort between the same two points. Only the younger cohort undertook the learning assessment at midline as the older cohort left the school two years previously. The calculated numeracy midline target score for the younger cohort is +3.6pp.

**Table 14: Midline targets**

**Table 14a: Tanzania midline targets**

Cohort grade (at baseline)	Baseline mean (intervention sample)	Baseline mean (Comparison sample)	Expected grade at midline	Benchmark sample size	Benchmark mean	Benchmark SD	Gap between Baseline and Midline	Basis for midline target	Midline target
<b>Literacy</b>									
<b>Form 2</b>	25.5	25.7	Form 4	728 (Form 4 cohort)	34.4	17.1	1.5 years	0.25 SD x 1.5 (years)	+6.4pp
<b>Numeracy</b>									
<b>Form 2</b>	12.0	12.1	Form 4	728 (Form 4 cohort)	15.1	9.5	1.5 years	0.25 SD x 1.5 (years)	+3.6pp

For **Zambia** (Table 14b), the benchmark sample for marginalised girls in the younger cohort (Grade 5) class was made up of marginalised girls in the older cohort who were in Grade 7 at baseline. The Grade 7s at baseline had average literacy scores of 41.0 (intervention) and 43.2 (comparison); and a standard deviation of 22.2 (which was used as the benchmark SD for Grade 5s). The respective Grade 7 scores for numeracy were 66.5 (intervention); 71.4 (comparison) and a standard deviation of 15.2 (which was used as the benchmark for Grade 5s). Separate samples were collected to benchmark the Grade 7s at baseline (102 for literacy, 92 for numeracy) and the respective standard deviations of 13.4 and 14.4 were used.

The calculated midline target increases in literacy scores are 8.3pp for Grade 5s at baseline and 5.0pp for Grade 7s at baseline. The respective targets set for numeracy were 5.7pp for the younger cohort and 5.4pp for the older. For the combined cohort, the target for literacy is 6.7pp, and for numeracy it is 5.7.

**Table 14b: Midline Targets for Zambia**

Cohort grade (at baseline)	Baseline mean (intervention sample)	Baseline mean (Comparison sample)	Expected grade at midline	Benchmark sample size	Benchmark mean	Benchmark SD	Gap between Baseline and Midline	Basis for midline target	Midline target
<b>Literacy</b>									
Grade 5	31.5	32.1	Grade 7	761 (the Grade 7 cohort)	41.0	22.2	1.5 years	0.25 SD x 2 (years)	+8.3pp
Grade 7	41.0	43.2	Grade 9	102	47.4	13.4	1.5 years	0.25 SD x 2 (years)	+5.0pp
<b>Combined</b>									<b>+6.7pp</b>
<b>Numeracy</b>									
Grade 5	59.9	62.4	Grade 7	665 (the Grade 7 cohort)	66.5	15.2	2 years	0.25 SD x 1.5 (years)	+5.7pp
Grade 7	66.5	71.4	Grade 9	92	67.5	14.4	2 years	0.25 SD x 1.5 (years)	+5.4pp
<b>Combined</b>									<b>+5.7pp</b>

Table 14c shows the data used to calculate the targets for the learning outcomes in **Zimbabwe** at the midline. The target for each cohort is set based on data collected from a benchmarking sample, which comprised girls/women at the same expected stage as the cohort will be at the midline. For the younger cohort, the midline benchmark is provided by the older cohort, who were in Form 4 at the baseline.

As with Tanzania and Zambia, the midline target is calculated as 0.375SD for the 1.5 year gap between baseline and midline; and for both literacy and numeracy is +7.6pp each. Only the younger cohort undertook the learning assessment at midline as the older cohort left school 2 years previously.

**Table 14c: Midline Targets for Zimbabwe**

Cohort grade (at baseline)	Baseline mean (intervention sample)	Baseline mean (Comparison sample)	Expected grade at midline	Benchmark sample size	Benchmark mean	Benchmark SD	Gap between Baseline and Midline	Basis for midline target	Midline target
<b>Literacy</b>									
Form 2	22.3	22.6	Form 4	619 (the Form 4 cohort)	37.2	20.2	1.5 years	0.25SD x 1.5 (years)	+7.6pp
<b>Numeracy</b>									
Form 2	10.7	10.4	Form 4	645 (the Form 4 cohort)	21.5	20.2	1.5 years	0.25SD x 1.5 (years)	+7.6pp

### 3.3 Aggregating scores

The learning scores presented in this report were aggregated from various subtasks that formed each of the literacy and numeracy tests that were taken at baseline and midline. For all three countries, a **standardised approach** proposed by the Fund Manager was applied. The 'standard approach' was proposed to be applied where all girls in the same cohort took the same test, i.e. same combination of subtasks, at each evaluation point. This was the case in all three countries. Specifically, the literacy and numeracy tests taken at baseline were equivalent to those taken at midline. In the case of **Zambia**, marginalised girls took equivalent tests at baseline and midline, but the numbers of subtasks increased at midline. In Zambia, at baseline, the cohorts attempted all subtasks of EGMA/EGRA and only the first subtask of SeGMA/SeGRA. At midline, they took all subtasks of EGMA/EGRA and all subtasks of SeGMA/SeGRA. Comparisons were based on all the common subtasks at both baseline and midline, that is, all the subtasks attempted at baseline.

To aggregate scores, all considered subtasks in tests were weighted equally. The aggregate learning score was what was needed to compare overall learning levels in intervention and control group and track learning progress overtime. The score ranges from 0 to 100 points and aggregate scores from all the subtasks used in the learning test. The *standard approach* that was used weighted all subtasks equally, independently of the grade of the girls tested. This aggregate score was used to estimate the project's impact on learning, and at baseline, the associated standard deviation was used to set the learning target of 0.25SD per year.

Each subtask's score was obtained as the total of correct answers over the total number of items. For Zambia, literacy Oral Reading Fluency score was an exception as its basic score was measured in Words per Minute (WPM). The arbitrary maximum of 100 WPMs was set as the maximum possible; based on an expectation that by the end of primary school, all students should be able to read 90-120 WPMs.

### 3.4 Weighting of midline test scores

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

As discussed earlier, marginality changed in **Tanzania** and **Zimbabwe** especially as a result of changes in the cohort structure, and in **Zambia** because cohort classes being depleted disproportionately. For these reasons, weights were used for midline data in all three countries. (The FM report template indicates that there may be a need to use inverse probability weighting in regression analysis to mitigate attrition bias, where some students who participated in the baseline survey did not take part in the midline survey).

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

- Using a variable to indicate participation at midline (for learning, participation included taking literacy and numeracy tests).
- Identifying dropouts in the baseline datasets (using the unique student id and running bivariate analysis to identify key determinants of survey drop-out).
- Running logistic regression to produce the model with the best fit, with those variables that best predict survey response at the midline; and assigning attrition weight (the inverse of the predicted probability of responding).

The list of (individually) significant correlations used in the weighting model includes ability to pay fees, the school, age, performance on literacy and numeracy tests, and attendance. A generalised linear model (Generalised Estimating Equations in SPSS) was used to check the goodness of fit of the weighting method. Weights were normalised using a simple method<sup>33</sup>.

### 3.5 Floor and ceiling effects

#### 3.5.1 Tanzania and Zimbabwe

Before using the aggregated test results, checks on their distribution were done to ensure that they could be used to measure changes between midline and baseline without restriction. Floor or ceiling effects or a restriction in range are undesirable, as they do not adequately tell the story of what is happening. Floor effects could result if tests are too difficult, while ceiling effects could result from tests that are too easy. A restriction in range may result if most students score identical marks (which can result if they get only a restricted number of subtasks right).

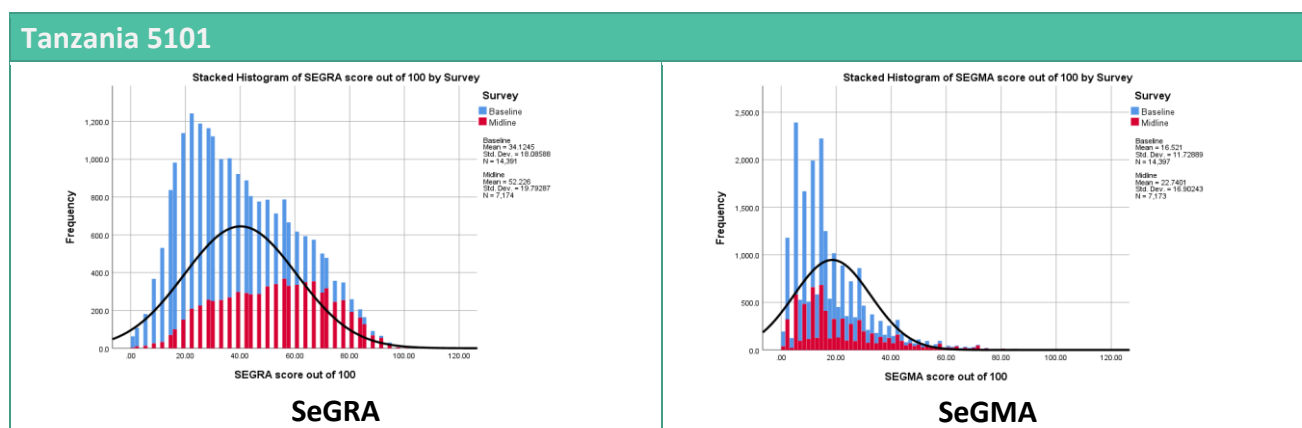


Figure 2: Tanzania floor and ceiling effects

In Tanzania (with cohorts in Forms 2 and 4 at baseline) and Zimbabwe (Forms 2 and 4 at baseline), the SeGMA and SeGRA tests designed at baseline provided adequate range and overlap to ensure that similar testing approaches would be used at all three stages of the evaluation. In each country, all girls in the learning cohort took the same tests at baseline with the same combination of subtasks. At midline they took equivalent tests. The aggregate scores show little or no restrictions in range nor floor or ceiling effects (see the graphs in Figures 2 and 3); and therefore, the ‘standard approach’ as discussed earlier in section 3.3 was used for aggregating scores.

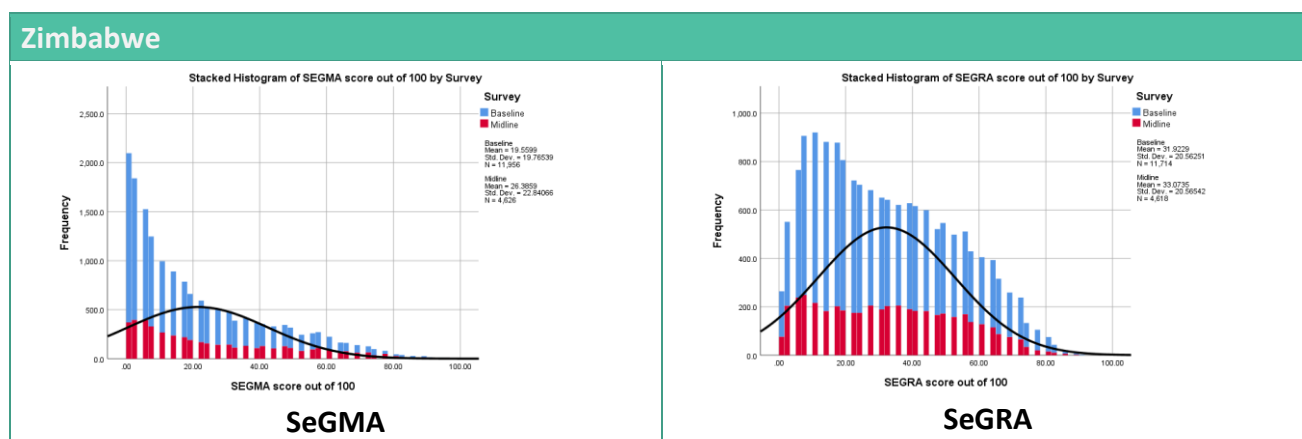


Figure 3: Zimbabwe floor and ceiling effects

<sup>33</sup> See for example <https://pdfs.semanticscholar.org/5b8a/d817627949a6a33628a86466b889f23d5df0.pdf> page 9



### 3.5.2 Zambia

In Zambia, cohort classes were in Grades 5 and 7 at baseline and took a combination of EGMA/EGRA and SeGMA/SeGRA tests. The cohort girls attempted all subtasks of EGMA and EGRA tests at baseline as well as the first subtasks of SeGMA and SeGRA. The comparison between baseline and midline is informed by both types of tests (i.e. EGRA/SeGRA and EGMA/SeGMA); and done only for girls. An analysis of both tests captures their learning level at midline and sets a reference point for the endline. Data for Zambia (Figure 4) shows some floor effects (a considerable number of students had zero score at both baseline and midline). However, the data does not show serious restriction in range.

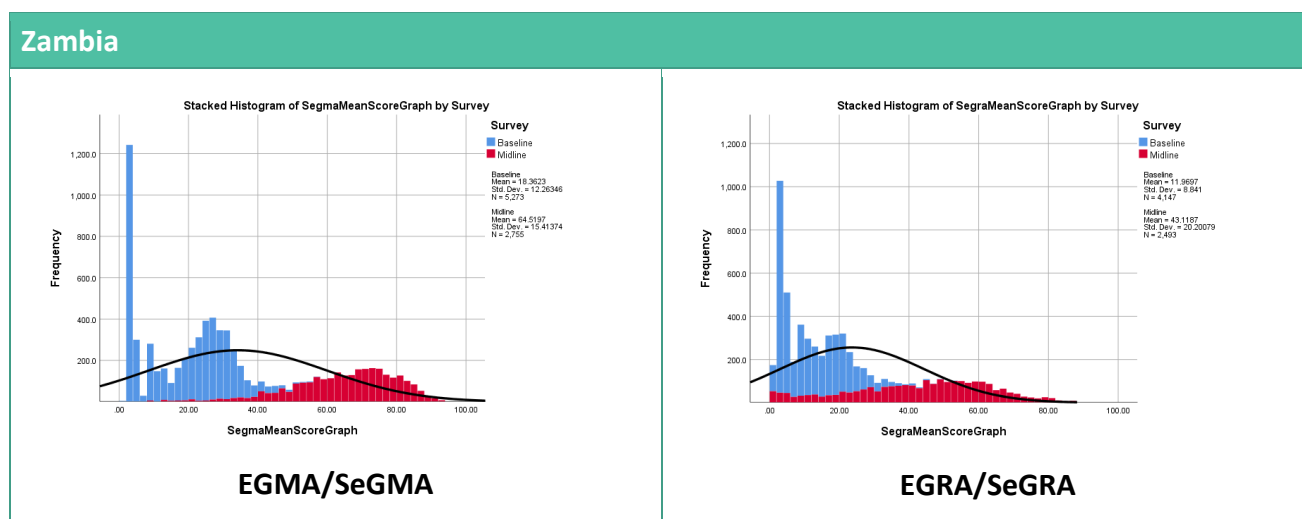


Figure 4: Zambia floor and ceiling effects

## 3.6 Literacy outcomes

Literacy test results were based on tests undertaken at baseline and equivalent tests taken at midline. Literacy was measured using SeGRA tests in all three countries, and additionally, EGRA alongside SeGRA in Zambia. SeGRA tests were made up of three subtasks, each marked out of 12 (and a total of 36), and then each subtask mark converted to a percentage. The overall mark was an average of the three subtasks. EGRA subtasks for Zambia were made up of 5 subtasks.

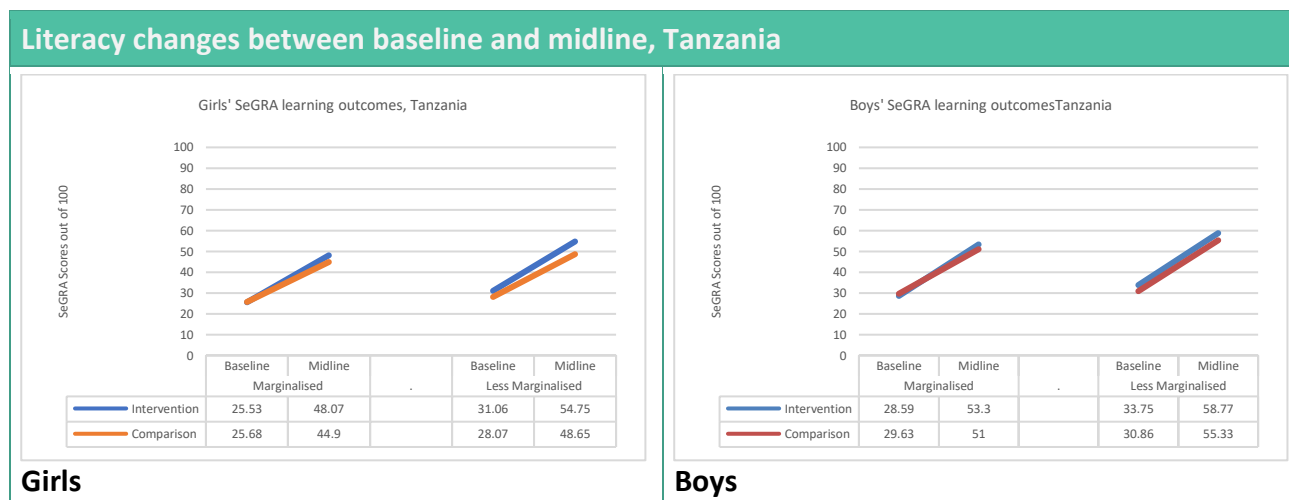
### 3.6.1 Tanzania literacy outcomes

The results from SeGRA tests taken in Tanzania are presented in this section. Results were computed for marginalised girls, and compared with those of less marginalised girls and those for boys. At baseline, marginalised girls scored an average of 25.5% on SeGRA tests. This increased to 48.1%, an increase of 22.6pp. In comparison districts, marginalised girls scored 25.7% at baseline, and this increased to 44.9% by midline, an increase of 19.2pp. The difference in differences between intervention and comparison districts was +3.4pp; indicating that literacy improvements were higher in intervention than comparison districts. The respective difference in differences for less marginalised girls were 3.2pp; for marginalised boys it was 3.6pp and 0.4 for less marginalised boys. All these difference in difference results were in favour of intervention districts. The CAMFED project seems to be benefitting all girls as well as marginalised boys in terms of improvements in literacy scores. Literacy scores at baseline showed that less marginalised girls performed much better than marginalised girls in both the intervention and comparison cohorts. (Table 15a and Figure 5). When comparing girls and boys in the intervention districts, results show that boys performed better than girls both at baseline and midline i.e. a total mean score of 56.3 for boys and 51.8 for girls. Summarily, the results show that the direct beneficiaries who are the marginalised girls are still performing slightly below the indirect beneficiaries who are the less marginalised girls and boys.

**Table 15: Literacy (SeGRA) results by country**

**Table 15a: Tanzania Literacy (SeGRA) Form 4 (Form 2 at baseline)**

		Female		Standard Deviation (Intervention)	Male	
		Intervention	Comparison		Intervention	Comparison
		Mean <sup>34</sup>	Mean		Mean	Mean
<b>Baseline</b>	Marginalised	25.5	25.7	14.5	28.6	29.8
	Less Marginalised	31.1	28.1	16.0	34.0	30.9
	<b>Total</b>	<b>28.6</b>	<b>27.1</b>	<b>15.6</b>	<b>31.6</b>	<b>30.5</b>
<b>Midline</b>	Marginalised	48.1	44.9	19.4	53.3	50.9
	Less Marginalised	54.8	48.6	19.4	58.8	55.3
	<b>Total</b>	<b>51.8</b>	<b>47.1</b>	<b>19.7</b>	<b>56.3</b>	<b>53.6</b>
<b>Difference (Midline-baseline)</b>	<b>Marginalised</b>	<b>22.6</b>	<b>19.2</b>		<b>24.7</b>	<b>21.1</b>
	Less Marginalised	23.7	20.5		24.8	24.4
	<b>Total</b>	<b>23.2</b>	<b>20.0</b>		<b>24.7</b>	<b>23.1</b>
<b>Difference in Difference</b>	Marginalised	3.4			3.6	
	Less Marginalised	3.2			0.4	
	<b>Total</b>	<b>3.2</b>			<b>1.6</b>	



**Figure 5: Tanzania Literacy changes between baseline and midline**

### 3.6.2 Zambia literacy outcomes

The results on literacy for Zambia are based on EGRA and SeGRA. EGRA was made up of five subtasks:

- Letter Sound Identification
- Familiar Word Reading
- Non-word Reading
- Oral Reading
- Comprehension.

As in the other countries, SeGRA had three subtasks. In total, therefore, 8 subtasks made up the tests used in Zambia, and each one had equal weight. Notably, at baseline, girls were instructed to attempt all EGRA subtasks, and the first subtask of SeGRA (some still attempted the other 2 SeGRA subtasks). They were asked to take all the subtasks of EGRA and SeGRA at midline. Boys only took SeGRA and SeGMA tests at baseline, and did not take any EGRA/EGMA tests at midline as well. For this reason, comparison between girls was not possible. Boys midline scores are based on SeGRA results for all three subtasks and first subtask only for baseline. Comparisons are made between intervention and comparison schools.

The EGRA/SeGRA results presented in this section are for both cohort grades (Grades 5 and 7 at baseline). There were notable changes between the baseline and midline scores for the two grades as seen in Table 15bi and Figure 6. For the younger girls' cohort, scores improved from 31.5 at baseline to 41.3 at midline for the marginalised girls in intervention districts. Similarly, the scores improved from 41.0 at baseline to 47.4 at midline for the older grade of females. At midline, girls in the younger cohort performed better in the intervention schools (41.3% as compared to the comparison (32.2) a difference of 9.1pp and difference in difference of 9.7pp. For the older cohort, the number of girls lost to attrition was large, but the results seem to suggest a difference in difference of 4.8pp in literacy scores in favour of intervention districts.

In comparison schools, scores for marginalised girls in both cohort grades changed slightly between baseline and midline (+0.1pp increase for Grade 7; 1.7pp increase for Grade 9). However, for less-marginalised girls, the difference in difference was -1.4 in favour of comparison districts.

The results for Zambia show that DiD for marginalised girls was 9.7pp for Grade 7; and 4.7 for Grade 9. The respective DiD for less marginalised girls were -1.4pp and 5.6pp respectively.

**Table 15bi: Zambia Girls Literacy (EGRA/SeGRA) Grade 7 and 9 (Grade 5 and 7 at baseline)**

		Grade 7 (Grade 5 at Baseline)			Grade 9 (Grade 7 at Baseline)		
		Intervention	Comparison	Standard Deviation (Intervention)	Intervention	Comparison	Standard Deviation (Intervention)
		Mean <sup>35</sup>	Mean		Mean	Mean	
<b>Baseline</b>	Marginalised	31.5	32.1	24.1	41.0	43.3	22.2
	Less Marginalised	43.3	33.3	24.8	52.2	52.1	20.9
	<b>Total</b>	<b>32.7</b>	<b>32.3</b>	<b>24.4</b>	<b>42.9</b>	<b>44.9</b>	<b>22.3</b>
<b>Midline</b>	Marginalised	41.3	32.2	23.8	47.4	45	19.4
	Less Marginalised	51.4	42.8	23.6	55.6	49.9	18.4
	<b>Total</b>	<b>42.2</b>	<b>33.4</b>	<b>23.9</b>	<b>48.9</b>	<b>46.1</b>	<b>19.5</b>
<b>Difference (Midline-baseline)</b>	Marginalised	9.8	0.1		6.4	1.7	
	Less Marginalised	8.1	9.5		3.4	-2.2	
	<b>Total</b>	<b>9.5</b>	<b>1.1</b>		<b>6</b>	<b>1.2</b>	
<b>Difference in Difference</b>	Marginalised	9.7			4.7		
	Less Marginalised	-1.4			5.6		
	<b>Total</b>	<b>8.4</b>			<b>4.8</b>		

The results for boys are based on the first subtask of SeGRA for baseline and the three subtasks of SeGRA for midline (Table 15bii). Scores for marginalised Grade 7 boys in intervention districts increased from 1.7 at baseline to 5.5 at midline. In comparison districts, respective scores were 1.7 at baseline and 6.7 at midline, showing a larger increase and a difference in difference of 1.2pp in favour of comparison. Difference in difference results for Grade 9 boys were also in favour of comparison districts (-0.4pp for marginalised; -3.0 pp for less marginalised).

<sup>35</sup> Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

**Table 15bii: Zambia Boys Literacy (EGRA/SeGRA) Grade 7 and 9 (Grade 5 and 7 at baseline)**

		Grade 7 (Grade 5 at Baseline)			Grade 9 (Grade 7 at Baseline)		
		Intervention	Comparison	Standard Deviation (Intervention)	Intervention	Comparison	Standard Deviation (Intervention)
		Mean <sup>36</sup>	Mean		Mean	Mean	
<b>Baseline</b>	Marginalised	1.7	1.7	4.8	7.5	9.3	11.7
	Less Marginalised	4.0	6.1	8.0	15.0	17.0	18.6
	<b>Total</b>	<b>1.9</b>	<b>2.2</b>	<b>5.3</b>	<b>8.6</b>	<b>10.6</b>	<b>13.2</b>
<b>Midline</b>	Marginalised	5.5	6.7	6.9	12.7	14.9	10.3
	Less Marginalised	7.5	11.8	6.8	17.7	22.7	14.1
	<b>Total</b>	<b>5.8</b>	<b>7.3</b>	<b>6.9</b>	<b>13.5</b>	<b>16.3</b>	<b>11.1</b>
<b>Difference (Midline-baseline)</b>	Marginalised	3.8	5.0		5.2	5.6	
	Less Marginalised	3.5	5.7		2.7	5.7	
	<b>Total</b>	<b>3.9</b>	<b>5.1</b>		<b>4.9</b>	<b>5.7</b>	
<b>Difference in Difference</b>	Marginalised	-1.2			-0.4		
	Less Marginalised	-2.2			-3.0		
	<b>Total</b>	<b>-1.2</b>			<b>-0.8</b>		

The results for the combined cohort grades are given in Table 16i (girls) and Table 16ii (boys). They show that for marginalised girls, a positive DiD of 8.6pp was registered alongside a positive 2.4 pp for less marginalised girls. This indicates that intervention schools benefited from CAMFED's activities.

**Table 16: Zambia combined Girls' and Boys' Grades****Table 16i: Zambia Combined Girls Grade 7 and Grade 9**

		Combined Grade 7 and Grade 9		
		Intervention	Comparison	Standard Deviation (Intervention)
		Mean <sup>37</sup>	Mean	
<b>Baseline</b>	Marginalised	36.3	36.6	23.6
	Less Marginalised	49.1	43.4	22.7
	<b>Total</b>	<b>38.0</b>	<b>37.5</b>	<b>23.9</b>
<b>Midline</b>	Marginalised	43.5	35.2	22.5
	Less Marginalised	53.8	45.7	20.8
	<b>Total</b>	<b>44.8</b>	<b>36.7</b>	<b>22.6</b>
<b>Difference (Midline-baseline)</b>	Marginalised	7.2	-1.4	
	Less Marginalised	4.7	2.3	
	<b>Total</b>	<b>6.8</b>	<b>-0.8</b>	
<b>Difference in Difference</b>	Marginalised	8.6		
	Less Marginalised	2.4		
	<b>Total</b>	<b>7.6</b>		

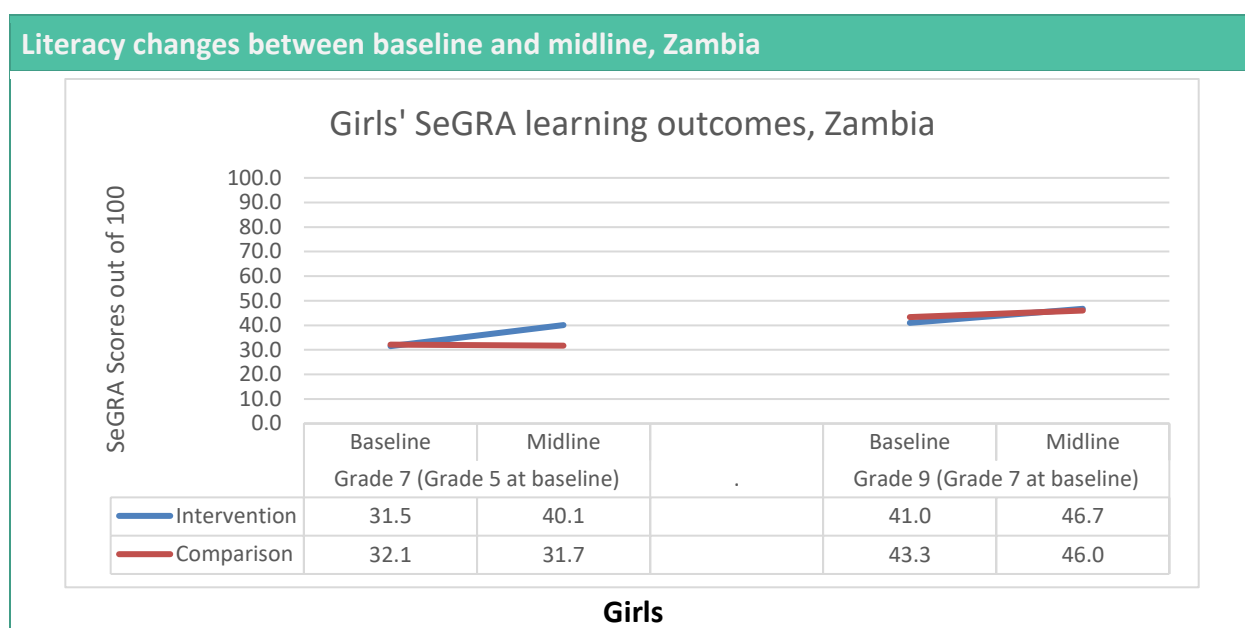
The combined results for boys show that the difference for marginalised boys was marginal (DiD of 0.4 in favour of comparison). It seems that marginalised boys in either type of district proved their scores by the same amount (about 4pp) between baseline and midline.

<sup>36</sup> Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

<sup>37</sup> Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

**Table 16ii: Zambia Combined Boys Grade 7 and Grade 9**

		Combined Grade 7 and Grade 9		
		Intervention	Comparison	Standard Deviation (Intervention)
		Mean <sup>38</sup>	Mean	
Baseline	Marginalised	4.6	5.1	9.5
	Less Marginalised	10.5	12.4	16.1
	<b>Total</b>	<b>5.4</b>	<b>6.1</b>	<b>10.7</b>
Midline	Marginalised	8.5	9.4	9.2
	Less Marginalised	12.4	16.5	12.0
	<b>Total</b>	<b>9.1</b>	<b>10.5</b>	<b>9.7</b>
Difference (Midline-baseline)	Marginalised	3.9	4.3	
	Less Marginalised	1.9	4.1	
	<b>Total</b>	<b>3.7</b>	<b>4.4</b>	
Difference in Difference	Marginalised	-0.4		
	Less Marginalised	-2.2		
	<b>Total</b>	<b>-0.7</b>		



**Figure 6: Zambia - literacy changes between baseline and midline**

### 3.6.3 Zimbabwe Literacy outcomes

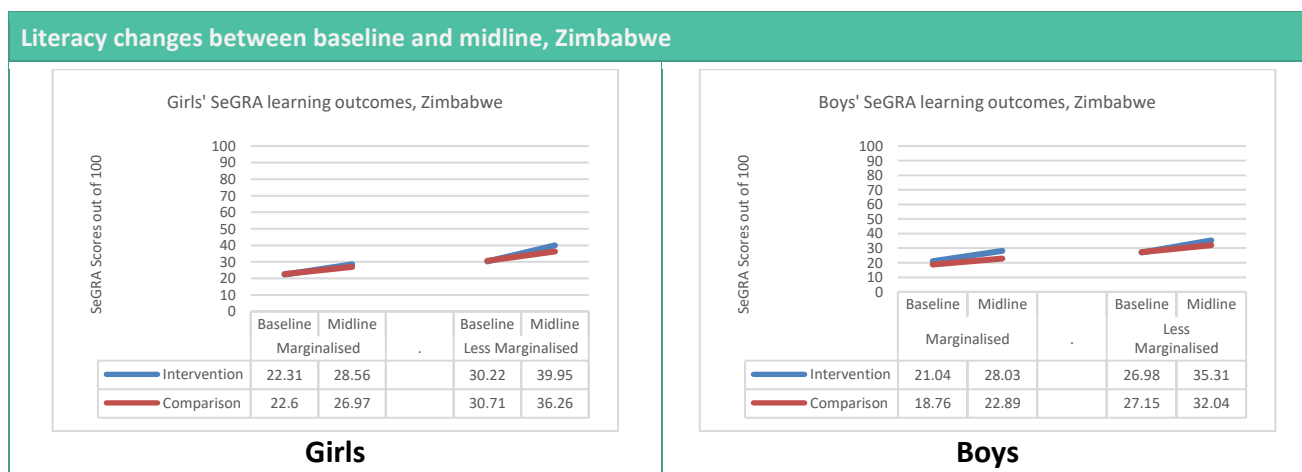
The results from SeGRA tests taken in Zimbabwe were computed for marginalised girls, and compared with those of less marginalised girls and those for boys. At baseline, marginalised girls in intervention districts scored an average of 22.3 on SeGRA tests. This increased to 28.5, an increase of 6.2pp. In comparison districts, marginalised girls scored 22.6 at baseline, and this increased to 27.0 by midline, an increase of 4.4pp. The difference in differences between intervention and comparison districts was +1.8pp; indicating that literacy improvements were higher in intervention than comparison districts. Less marginalised girls' scores changed from 30.2 at baseline to 40.0 in intervention, compared to changes from 30.7 to 36.3 in comparison. This resulted in a DiD of +4.2pp. In addition, performance of marginalised girls in the intervention group remained higher than marginalised girls in comparison group and boys in both intervention and comparison group (see Table 15c and Figure 7).

<sup>38</sup> Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

**Table 15c: Zimbabwe Literacy (SeGRA) Form 4 (Form 2 at baseline)**

		Female			Male	
		Intervention	Comparison	Standard Deviation (Intervention)	Intervention	Comparison
		Mean <sup>39</sup>	Mean		Mean	Mean
<b>Baseline</b>	Marginalised	22.3	22.6	14.9	21.0	18.8
	Less Marginalised	30.2	30.7	19.1	27.0	27.2
	<b>Total</b>	<b>25.7</b>	<b>26.6</b>	<b>17.3</b>	<b>24.1</b>	<b>22.6</b>
<b>Midline</b>	Marginalised	28.5	27.0	20.5	28.0	22.9
	Less Marginalised	40.0	36.3	21.3	35.3	32.0
	<b>Total</b>	<b>33.4</b>	<b>30.9</b>	<b>21.6</b>	<b>31.3</b>	<b>26.8</b>
<b>Differences (Midline-Baseline)</b>	Marginalised	6.2	4.4		7.0	4.1
	Less Marginalised	9.8	5.6		8.3	4.8
	<b>Total</b>	<b>7.7</b>	<b>4.3</b>		<b>7.2</b>	<b>4.2</b>
<b>Difference in difference</b>	Marginalised	1.8			2.9	
	Less Marginalised	4.2			3.5	
	<b>Total</b>	<b>3.4</b>			<b>3.0</b>	

The results for **Zimbabwe** show that there were smaller changes between baseline and midline for both marginalised girls (+6.2 pp vs +9.8pp for less marginalised) and boys (+7.0 vs 8.3pp for less marginalised). Marginality data in Section 2 of this report showed that the younger cohort in Zimbabwe was more marginalised than the older, and it seems that their contextual situation may be related to their inability to improve their learning at the same rate as the less marginalised (they have lower scores and lower rates of change).



**Figure 7: Zimbabwe literacy changes between baseline and midline**

<sup>39</sup> Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

### 3.7 Literacy results against targets

Literacy results against midline targets are depicted in Table 17 below. The results show that marginalised girls in the cohort, when compared with the comparison group, performed better in all countries. Marginalised girls in the younger cohort in Zambia improved by 9.8pp from baseline to midline in intervention schools compared to 0.1 pp in the comparison group.

Section 6.6 depicts relationships between the learning outcomes and IOs. The key IO is attendance where there is a positive relationship between those attending for over 85% of time (for literacy and numeracy). Those who received financial assistance also had better learning scores than those who did not. In general as well, girls who felt safer travelling to school also had better learning outcomes. Please refer to section 6.6 for more details on these relationships.

**Table 17: Literacy scores from Baseline to Midline**

Country	Cohort	Baseline literacy intervention	Midline literacy intervention	Difference baseline to midline	Baseline literacy comparison	Midline literacy comparison	Difference baseline to midline	Difference in difference (intervention – comparison difference)	Target
Tanzania	Form 4	25.5	48.1	22.6	25.7	44.9	19.2	3.4	6.4
Zambia (EGRA/SeGRA)	Grade 7 (Grade 5 at baseline)	31.5	41.3	9.8	32.1	32.2	0.1	9.7	8.3
	Grade 9 (Grade 7 at baseline)	41.0	47.4	6.4	43.3	45.0	1.7	4.7	5.0
	Combined grades	36.3	43.5	7.2	36.6	35.2	-1.4	8.6	6.7
Zimbabwe	Form 4	22.3	28.5	6.2	22.6	27.0	4.4	1.8	7.6

Difference in difference analysis was used to measure the change in learning that is attributable to the intervention. The results in Table 18 reveal that change attributed to the intervention on marginalised girls in **Tanzania** was 3.4pp which was 53% achievement of the targeted 6.4pp change. For **Zimbabwe** the intervention resulted in a positive change of 1.8pp, which is a 24% achievement against the 7.6pp target. This result would perhaps be somewhat disappointing if the context in Zimbabwe was not taken into account. The economic and environmental situation for the country has caused such a decline that learning progress appears to have stalled. More analysis of the impact of these dual crises can be found throughout the report particularly in sections 2.3; 5.3.1; 5.5; 6.1 – IO1, for instance summed up in Table 63).

Lastly for **Zambia** the intervention contributed significant positive results for both cohort grades (9.7pp for younger; 4.7pp for older; 8.6pp for combined). These changes show a 117% (Grade 7) and 90% (Grade 9) achievement of set targets.

**Table 18: Literacy results**

Result: Literacy Baseline - Midline	Details	Comments
<b>Tanzania</b>	Beta = 3.4 p-value (two tailed) = 0.00 Target = 6.4 Performance against target = 53% Observed Power <sup>40</sup> =83.0%	This is a positive result. The project is making progress towards desired outcomes.
<b>Zambia (Grade 7)</b>	Beta = 9.686 p-value (two tailed) = 0.00 Target =8.3 Performance against target = 117% Observed Power=100%	This is a positive result. The project is making a positive impact, and exceeding set targets.
<b>Zambia (Grade 9)</b>	Beta = 4.7 p-value (two tailed) = 0.038 Target = 5.0 Performance against target =90% Observed Power=55%	This is a positive result. The target set for the grade was not met, however.
<b>Zambia Combined grades (unweighted)</b>	Beta = 8.6 p-value (two tailed) = 0.000 Target = 6.7 Performance against target =128% Observed Power=100%	This is a positive result. The target set for the combined grades was exceeded.
<b>Zimbabwe</b>	Beta = 1.827 p-value (two tailed) = 0.151 Target = 7.6 Performance against target = 24% Observed Power=30.1%	This result is inconclusive. Evidence to support positive impact of the intervention is not statistically significant.

The study also sought to determine the level of support, financial and in-kind, to schools from other external sources (excluding CAMFED and the government) that is similar to what CAMFED is offering. This is essential in measuring attribution that can be made to the intervention. Table 19 below shows the percentage of schools in the intervention and comparison districts that at midline were receiving external support from other sources than CAMFED, in Zambia. Results for the cohort in comparison districts in Zambia show that there is work that is being undertaken which is similar to the work that is being done by CAMFED. For instance, 54% of the schools in the comparison districts received assistance to make it easier for girls to go to school and learn as compared to 26% in intervention districts. Similarly, 51% of the schools in the comparison districts had initiatives by parents and the community to enable marginalised girls to attend school. The percentage is slightly higher than that of schools in the intervention districts. Table 19 shows responses from head teachers who were asked if their school received support from partners (NGOs, private sector etc.) to assist marginalised girls, improve their schools or improve the learning environment. This question was asked to both intervention and comparison districts, but in intervention, was asked excluding support from CAMFED.

<sup>40</sup> Observed power (or post-hoc power) is the statistical power of the DID test performed, based on the effect size estimate from the data; i.e. the probability of finding a statistical difference from 0; or a true difference between observed effect and 0.



**Table 19: Activities being carried out in intervention and comparison districts in Zambia, other than by CAMFED**

	Intervention or comparison			
	Intervention		Comparison	
	Number of schools	%	Number of schools	%
Activities or assistance to make it easier for girls to go to school and learn (other than from CAMFED)	17	26%	34	54%
Initiatives by parents and community to enable marginalised girls to attend school	29	44%	32	51%
Construction (e.g. erecting a classroom block or drilling a borehole)	18	27%	27	43%
Education materials (e.g. textbooks, Maths sets, calculators, computers)	10	15%	31	49%
In-service teacher training (e.g. computer training, new pedagogies, subject knowledge)	21	32%	29	46%
Volunteer teaching assistants (e.g. Peace Corps, VSO, community volunteers)	14	21%	20	32%
Support for disadvantaged students (e.g. bursaries, school uniforms)	9	14%	14	22%
Other	4	6%	6	10%
No, this school has not received any such assistance	26	39%	8	13%

More than half of schools in comparison districts are receiving assistance to make it easier for girls to go to school and learn; compared to 26% in intervention districts who also receive support from organisations other than CAMFED. In general, such support affects the power of the DiD analysis, and changes observed in intervention are likely to be occurring in comparison districts. It is, therefore, possible to see negative effect sizes from DiD analysis.

The results for Zambia Grade 9, presented in Table 18 show an insignificant but positive effect. However, a close scrutiny of the changes in comparison districts show that there was activity there, and learning scores which were very low at baseline, improved thereby affecting the size of the DiD.

### 3.8 Numeracy outcomes

Numeracy was measured using SeGMA tests in all three countries, and additionally, EGMA alongside SeGMA in Zambia. This aspect of learning was measured by comparing numeracy scores between midline and baseline. SeGMA in all three countries had three subtasks, each graded out of 12 (total of 36), and set in increasing levels of difficulty. EGMA used in Zambia had 9 subtasks as described in the subsection on Zambia.

Section 6.7 depicts relationships between learning outcomes and intermediate outcomes. It shows a positive relationship between those with improved economic outlook and better SeGMA scores.

#### 3.8.1 Tanzania numeracy outcomes

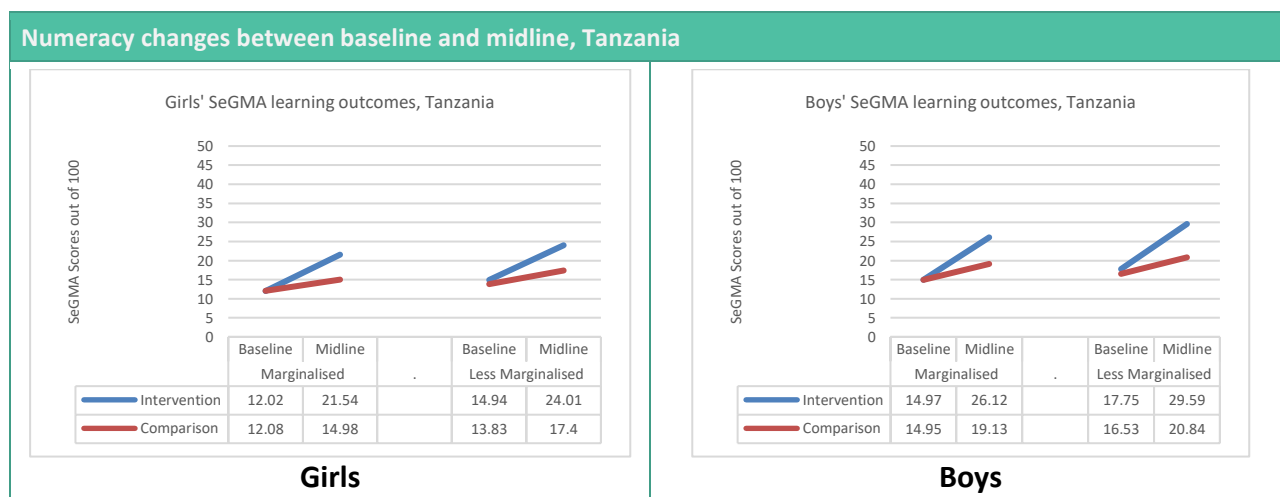
Table 20a and Figure 8 show that in Tanzania, in intervention districts, marginalised girls' SeGMA scores improved from 12.0 out of 100 at baseline to 21.6 out of 100 at midline, an increase of 9.6pp. Similarly, the changes in percentage points for less marginalised girls were 9.0pp; and for marginalised boys was 11.1pp. These changes were much higher than in comparison districts, where respective changes for marginalised girls were 2.9pp; for less marginalised girls was 3.5pp and for marginalised boys was 4.1pp.

**Table 20: Numeracy EGMA/SeGMA)**

**Table 20a: Tanzania- SeGMA score out of 100**

		Female			Male	
		Intervention	Comparison	Standard Deviation (Intervention) females	Intervention	Comparison
		Mean	Mean		Mean	Mean
Baseline	Marginalised	12.0	12.1	9.0	14.9	15.0
	Less Marginalised	15.0	13.9	10.1	17.8	16.6
	<b>Total</b>	<b>13.7</b>	<b>13.2</b>	<b>9.7</b>	<b>16.5</b>	<b>16.0</b>
Midline	Marginalised	21.6	15.0	15.1	26.0	19.1
	Less Marginalised	24.0	17.4	16.4	29.6	20.9
	<b>Total</b>	<b>22.9</b>	<b>16.4</b>	<b>15.9</b>	<b>28.0</b>	<b>20.1</b>
Difference (Midline-Baseline)	Marginalised	9.6	2.9		11.1	4.1
	Less Marginalised	9.0	3.5		11.8	4.3
	<b>Total</b>	<b>9.2</b>	<b>3.2</b>		<b>11.5</b>	<b>4.1</b>
Difference in difference	Marginalised	6.7			7.0	
	Less Marginalised	5.5			7.5	
	<b>Total</b>	<b>6.0</b>			<b>7.4</b>	

The DiD for marginalised girls was, therefore, +6.7pp and was also positive for less marginalised girls (+5.5pp) as well as for marginalised boys (+7.0pp). The DiD was highest for less marginalised boys (+7.5pp); indicating that this sub-group had the highest rate of change. The DiD results are generally positive in favour of intervention and show that the intervention is working as intended.



**Figure 8: Tanzania Numeracy changes between baseline and midline**

### 3.8.2 Zambia Numeracy outcomes

The results on literacy for Zambia are based on EGMA and SeGMA. EGMA was made up of eight subtasks:

- Number Identification
- Number Discrimination
- Missing Numbers
- Addition Level 1
- Addition Level 2
- Subtraction Level 1
- Subtraction Level 2
- Word Problems

As in the other countries, SeGMA had three subtasks. In total, therefore, 11 subtasks made up the tests used in Zambia, and each one had equal weight. Notably, at baseline, girls attempted all EGMA subtasks, and the first subtask of SeGMA. They took all the subtasks of EGMA and SeGMA at midline. Boys did not take any EGMA or SeGMA tests at both baseline and midline. As was the case for literacy scores, results for boys are compared between intervention and comparison schools, but not with those of girls.

**Table 20bi: Zambia Girls - EGMA/SeGMA score out of 100**

		Grade 7 (Grade 5 at Baseline)			Grade 9 (Grade 7 at Baseline)		
		Intervention	Comparison	Standard Deviation (Intervention)	Intervention	Comparison	Standard Deviation (Intervention)
		Mean <sup>41</sup>	Mean		Mean	Mean	
Baseline	Marginalised	59.9	62.3	17.2	66.5	71.9	15.2
	Less Marginalised	65.3	65.4	18.4	74.5	78.2	13.6
	<b>Total</b>	<b>60.4</b>	<b>62.6</b>	<b>17.4</b>	<b>67.9</b>	<b>73.0</b>	<b>15.2</b>
Midline	Marginalised	64.1	60.7	15.5	67.3	66.2	13.3
	Less Marginalised	65.9	70.3	16.9	72.8	71.5	13.7
	<b>Total</b>	<b>64.3</b>	<b>61.8</b>	<b>15.6</b>	<b>68.4</b>	<b>67.2</b>	<b>13.6</b>
Difference (Midline-baseline)	Marginalised	4.2	-1.6		0.8	-5.7	
	Less Marginalised	0.6	4.9		-1.7	-6.7	
	<b>Total</b>	<b>3.9</b>	<b>-0.8</b>		<b>0.5</b>	<b>-5.8</b>	
Difference in Difference	Marginalised	5.8			6.5		
	Less Marginalised	-4.3			5		
	<b>Total</b>	<b>4.7</b>			<b>6.3</b>		

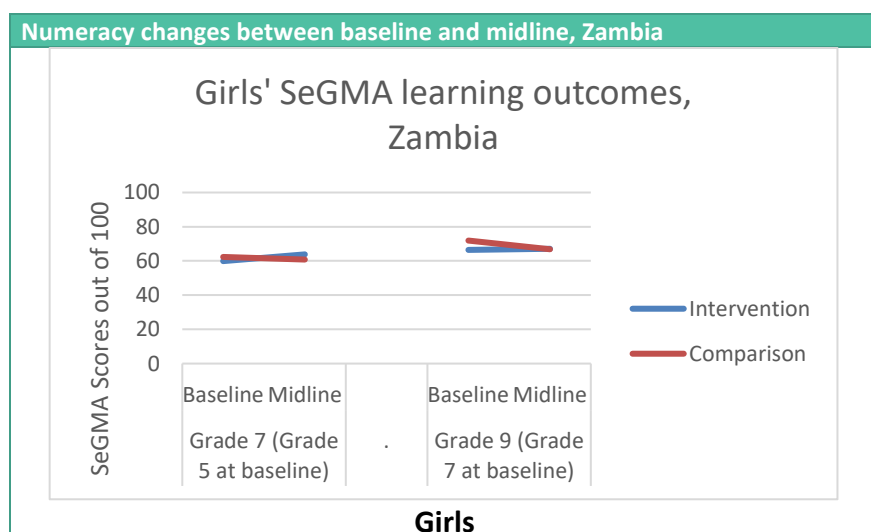
The Grade 7 aggregated test scores for EGMA/SeGMA at baseline were based on all subtasks of EGMA and the first subtask of SeGMA. Aggregate scores were computed for the overlapping subtasks at midline. Marginalised girls improved their scores from 59.9 to 64.1 in intervention districts (change of +4.2pp), compared to a change of -1.6, that is, from 62.3 to 60.7 in comparison districts. This presents a positive difference in difference of +5.8pp; and indicated that scores for numeracy reduced, even though the students were older and expected to score higher.

<sup>41</sup> Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

For Grade 9, the respective changes for marginalised girls in intervention districts were fairly static: 0.8pp (from 66.5 at baseline to 67.3 at midline); while they reduced by 5.7pp for comparison to depict a positive DID of 6.5pp. These results show that the intervention had a net positive change for both grades, but results for the older cohort class were static in intervention districts, and dropped in comparison. For the combined grades (Table 20bii), the DiD for marginalised girls was +6.2pp.

**Table 20bii: Zambia Combined Girls - EGMA/SeGMA score out of 100**

Combined Grade 5 and Grade 7				
		Intervention	Comparison	Standard Deviation (Intervention)
		Mean	Mean	
Baseline	Marginalised	62.9	66.1	16.6
	Less Marginalised	71.2	72.3	16.1
	<b>Total</b>	<b>64.0</b>	<b>67.0</b>	<b>16.8</b>
Midline	Marginalised	65	62	15
	Less Marginalised	69.8	70.7	15.5
	<b>Total</b>	<b>65.6</b>	<b>63.2</b>	<b>15.1</b>
Difference (Midline-baseline)	Marginalised	2.1	-4.1	-1.6
	Less Marginalised	-1.4	-1.6	-0.6
	<b>Total</b>	<b>1.6</b>	<b>-3.8</b>	<b>-1.7</b>
Difference in Difference	Marginalised	6.2		
	Less Marginalised	0.2		
	<b>Total</b>	<b>5.4</b>		



**Figure 9: Zambia numeracy changes between baseline and midline**

The results for boys were based on the first subtask of SeGMA for baseline, and all three subtasks of SeGRA for midline (Table 20biii). For Grade 7s, scores improved from 2.2 at baseline for marginalised boys in intervention districts to 4.6 at midline (+2.4pp); compared to respective changes from 2.2 to 3.9 in comparison districts for the same subgroup. The changes for Grade 9 boys were -1.5pp (intervention) and -3.6 (comparison), indicating a DiD of 2.1. The combined group of boys (Table 20biv) show that the DiD for marginalised boys was 0.8pp in favour of intervention, and for less marginalised boys it was -0.3pp (in favour of comparison).

**Table 20biii: Zambia Boys - EGMA/SeGMA score out of 100**

		Grade 7 (Grade 5 at Baseline)			Grade 9 (Grade 7 at Baseline)		
		Intervention	Comparison	Standard Deviation (Intervention)	Intervention	Comparison	Standard Deviation (Intervention)
		Mean	Mean		Mean	Mean	
<b>Baseline</b>	Marginalised	2.2	2.2	4.1	11.3	13.0	13.3
	Less Marginalised	3.2	3.4	4.9	15.8	16.4	17.4
	<b>Total</b>	<b>2.3</b>	<b>2.3</b>	<b>4.2</b>	<b>12.0</b>	<b>13.6</b>	<b>14.0</b>
<b>Midline</b>	Marginalised	4.6	3.9	5.6	9.8	9.4	9.2
	Less Marginalised	6.1	7.3	6.6	14.0	12.4	12.3
	<b>Total</b>	<b>4.8</b>	<b>4.3</b>	<b>5.7</b>	<b>10.4</b>	<b>9.9</b>	<b>9.8</b>
<b>Difference (Midline-baseline)</b>	Marginalised	2.4	1.7		-1.5	-3.6	
	Less Marginalised	2.9	3.9		-1.8	-4.0	
	<b>Total</b>	<b>2.5</b>	<b>2.0</b>		<b>-1.6</b>	<b>-3.7</b>	
<b>Difference in Difference</b>	Marginalised	0.7			2.1		
	Less Marginalised	-1.0			2.2		
	<b>Total</b>	<b>0.5</b>			<b>2.1</b>		

**Table 20biv: Zambia Combined Boys - EGMA/SeGMA score out of 100**

Combined Grade 5 and Grade 7				
		Intervention	Comparison	Standard Deviation (Intervention)
		Mean	Mean	
<b>Baseline</b>	Marginalised	6.9	6.8	10.9
	Less Marginalised	10.7	10.7	15.1
	<b>Total</b>	<b>7.4</b>	<b>7.4</b>	<b>11.6</b>
<b>Midline</b>	Marginalised	6.7	5.8	7.7
	Less Marginalised	9.4	9.7	10.2
	<b>Total</b>	<b>7.0</b>	<b>6.4</b>	<b>8.1</b>
<b>Difference (Midline-baseline)</b>	Marginalised	-0.2	-1.0	
	Less Marginalised	-1.3	-1.0	
	<b>Total</b>	<b>-0.4</b>	<b>-1.0</b>	
<b>Difference in Difference</b>	Marginalised	0.8		
	Less Marginalised	-0.3		
	<b>Total</b>	<b>0.6</b>		

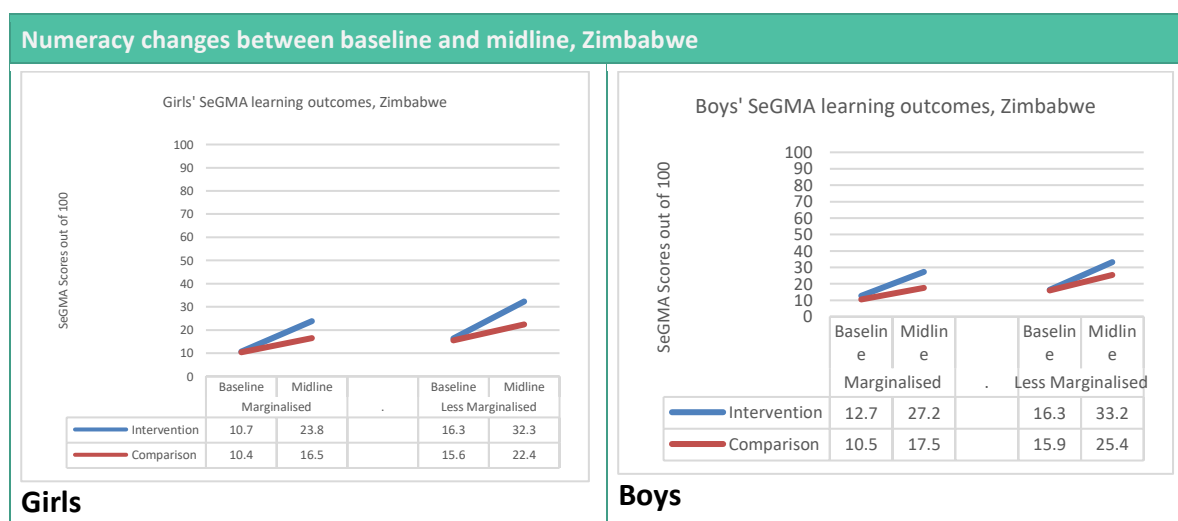
### 3.8.3 Zimbabwe Numeracy outcomes

The test results for numeracy for Zimbabwe are presented in Table 20c and Figure 10. They show that in intervention districts, marginalised girls' test scores improved by 13.1pp from a baseline value of 10.7 to a midline value of 23.8. The respective change in comparison districts was 6.1pp; indicating a DiD of +7.0pp. The respective DiD for marginalised boys (+7.5pp) and less marginalised girls (+9.2pp) both indicate more positive learning outcomes in intervention than comparison districts. The intervention is, therefore producing the intended outcomes in numeracy in Zimbabwe. It is curious that the deleterious environment in Zimbabwe which appears to have stalled literacy gains, has not had the same impact on numeracy outcomes. Currently this is not explicable.

**Table 20c: Zimbabwe SeGMA score out of 100**

		Female			Male	
		Intervention	Comparison	Standard Deviation ( )	Intervention	Comparison
		Mean	Mean		Mean	Mean
<b>Baseline</b>	Marginalised	10.7	10.4	12.6	12.7	10.5
	Less Marginalised	16.3	15.6	15.2	16.3	15.9
	<b>Total</b>	<b>13.1</b>	<b>12.9</b>	<b>14.0</b>	<b>14.5</b>	<b>13.0</b>
<b>Midline</b>	Marginalised	23.8	16.5	22.8	27.2	17.5
	Less Marginalised	32.3	22.4	23.7	33.2	25.4
	<b>Total</b>	<b>27.4</b>	<b>19.2</b>	<b>23.5</b>	<b>30.2</b>	<b>21.1</b>
<b>Difference (Midline-Baseline)</b>	Marginalised	13.1	6.1		14.5	7.0
	Less Marginalised	16.0	6.8		16.9	9.5
	<b>Total</b>	<b>14.3</b>	<b>6.3</b>		<b>15.7</b>	<b>8.1</b>
<b>Difference in difference</b>	Marginalised	7.0			7.5	
	Less Marginalised	9.2			7.4	
	<b>Total</b>	<b>8.0</b>			<b>7.6</b>	

Figure 10 shows the changes in learning from baseline to midline, and specifically shows the widening gap between intervention and comparison groups for both boys and girls. Each subgroup of project targets had similar marks at baseline, and improvements were observed in both intervention and comparison districts as expected; but with visibly more rapid changes in intervention districts.



**Figure 10: Zimbabwe numeracy changes between baseline and midline**

### 3.8.4 Numeracy results against targets

Numeracy results against midline targets are depicted on Table 21. The results show that marginalised girls in the cohort, when compared with the comparison group, performed better in all countries. The DiD in all countries is positive, and additionally, considerably above the set targets (Tanzania: 6.7pp vs 3.6pp).

**Table 21: Numeracy scores from baseline to midline**

Country	Cohort	Baseline numeracy intervention	Midline numeracy intervention	Difference baseline to midline	Baseline numeracy comparison	Midline numeracy comparison	Difference baseline to midline	Difference in difference (intervention – comparison difference)	Target
Tanzania	Form 4	12.0	21.6	9.6	12.1	15.0	2.9	+6.7	3.6
Zambia (EGMA/SeGMA)	Grade 7 (Grade 5 at baseline)	59.9	64.1	4.2	62.3	60.7	-1.6	+5.8	5.7
	Grade 9 (Grade 7 at baseline)	66.5	67.3	0.8	71.9	66.2	-5.7	+6.5	5.4
	Combined	62.9	65.0	2.1	66.1	62.0	-4.1	+6.2	5.7
Zimbabwe	Form 4	10.7	23.8	13.1	10.4	16.5	6.1	+7.0	7.6

Difference in difference analysis was used to measure the change in learning that is attributable to the intervention. The results in Table 21 and Table 22 reveal that change attributed to the intervention on marginalised girls in Tanzania was 6.7pp which was 186% achievement of the targeted change of 3.6pp. For Zimbabwe, the intervention attributed a 7.0pp change, a 92% achievement against the 7.6pp target. The Zambia combined score shows that change attributed to the intervention on marginalised girls was 6.2 which was 109% of a target of 5.7pp.

**Table 22: Numeracy results**

Result Literacy Baseline - Midline	Details	Comments
Tanzania	Beta = 6.688 p-value (two tailed) = 0.000 Target = 3.6 Performance against target = 186% Observed Power=100%	This is a positive result. The project intervention is resulting in positive impacts, and set targets have been exceeded.
Zambia - Grade 7	Beta = 5.8 p-value (two tailed)= 0.000 Target = 5.7 Performance against target = 102% Observed Power= 100%	This is a positive result. The project intervention is resulting in positive impacts, and set targets have been exceeded.
Zambia - Grade 9	Beta = 6.5 p-value = 0.000 (two tailed) Target = 5.4 Performance against target = 120% Observed Power= 99.3%	The project has made a positive statistically significant impact, and exceeded its set target.
Combined scores	Beta = 6.2 p-value (two tailed)= 0.000 Target = 5.7 Performance against target = 109% Observed Power=100%	The project has achieved a positive impact. It has also exceeded the set targets.
Zimbabwe	Beta = 6.996 p-value (two tailed) = 0.000 Target = 7.6 Performance against target = 92% Observed Power=100%	The project has achieved a positive impact. It has also achieved 92% of the set targets.

### 3.9 Skills Gaps and proficiencies

The EGRA and EGMA and SeGRA and SeGMA subtasks have been designed to be appropriate for the foundational skills and difficulty levels that are to be achieved by students across primary and lower secondary school. One of the fund manager requirements is to delve deeper into the learning outcome findings by presenting and analysing a diagnosis of the learning scores by subtask aimed at identifying the gaps in literacy and numeracy skills, particularly the foundational ones, across the intervention group. This will provide an assessment of changes since baseline including whether a pattern is emerging that indicates that the project is successfully addressing skills gaps identified at baseline. (GECT Midline Report Template, p.14). To identify gaps, the subtask scores are cut into bands of achievement on a scale of Non-learner, Emergent Learner, Established Learner and Proficient Learner for each of the subtasks they undertook. The Midline survey assessed progress of students against baseline through the various subtasks of EGRA and EGMA and SeGRA and SeGMA and the extent to which they have gained proficiency at each level.

The FM guidance explains how: Performing this ‘foundational skill diagnostics’ is important because at midline and endline evaluations, the achievements of the project will not only be measured by the value added in standard deviations of the aggregate score against control group, but also by the shares of students who become proficient in foundational literacy and numeracy skills compared to baseline.

At baseline and midline all EGRA/EGMA and SeGRA/SeGMA subtask scores were converted into percentages, including the Oral Reading Fluency score. In order to be able to diagnose skills gaps as well as assess progress from baseline, the following bands of achievement were identified for each subtask:

<b>0%</b>	Non-Learner
<b>1% -40%</b>	Emergent Learner
<b>41% - 80%</b>	Established Learner
<b>81% - 100%</b>	Proficient Learner

Tables 23a and 23b show the levels achieved in midline for EGRA and EGMA and SeGRA and SeGMA (Tables 24 and 25) subtasks for marginalised girls in the intervention districts in each country. They also show the percentage point change since baseline. The minus percentage points indicate a reduction in the proportion of students achieving that band, whereas positive percentage points indicate an increase in the proportion of students achieving that band. The ideal pattern of progress would be that the percentages for *Non-learners* and *Emergent Learners* would reduce, while those for *Established Learners* and *Proficient Learners* would increase.

Tables 27 to 29 provide a more detailed illustration of progress by country, showing both the baseline and midline results and the difference between intervention and comparison cohorts. Although this diagnostic process was not necessarily intended for assessing progress in intervention against comparison marginalised girls, it does provide a useful tool for doing so.



**Table 23: Midline results showing percentage point change from baseline (Marginalised girls)**

**Table 23a: EGRA Midline results showing percentage point change from baseline**

Category	Letter Sound Identification	Change from Baseline (pp)	Familiar Word Reading	Change from Baseline (pp)	Non-word Reading	Change from Baseline (pp)	Oral Reading	Change from Baseline (pp)	Reading Comprehension	Change from Baseline (pp)
<b>Grade 7</b>										
Non-learner	50%	-12pp	15%	-12pp	16%	-15pp	15%	-5pp	24%	-1p
Emergent learner	20%	-11p	8%	-11p	13%	-7pp	7%	-13pp	33%	13pp
Established learner	22%	19pp	35%	17pp	32%	14pp	22%	2pp	33%	6p
Proficient learner	8%	4pp	42%	6pp	39%	8pp	55%	15p	10%	-18%
<b>Total</b>	100%		100%		100%		100%		100%	
<b>Grade 9</b>										
Non-learner	60%	4pp	6%	-9pp	9%	-12pp	8%	8p	12%	-5pp
Emergent learner	22%	-14pp	7%	-4pp	9%	-4pp	9%	9pp	34%	21pp
Established learner	12%	7p	29%	7pp	30%	4pp	18%	18p	43%	6pp
Proficient learner	6%	3pp	58%	5p	53%	11p	65%	-35p	11%	-21pp
<b>Total</b>	100%		100%		100%		100%		100%	

**Table 23b: EGMA Midline results showing percentage point change from baseline (Marginalised girls)**

Category	Number Identification	Change from Baseline	Number Discrimination	Change from Baseline	Missing Number	Change from Baseline	Addition Level 1	Change-Baseline	Addition Level 2	Change - Baseline	Subtraction Level 1	Change-Baseline	Subtraction Level 2	Change from Baseline
<b>Grade 7</b>														
Non-learner	0%	-1pp	1%	0pp	1%	-4pp	1%	-2pp	7%	-4pp	2%	-1pp	13%	-2pp
Emergent learner	1%	-4pp	4%	-6pp	43%	-13pp	5%	-2pp	19%	-9pp	14%	5pp	28%	-1pp
Established learner	78%	27pp	35%	-13pp	44%	10pp	54%	24pp	41%	9pp	58%	17pp	38%	5pp
Proficient learner	21%	-23pp	61%	19pp	13%	7pp	41%	-21pp	34%	5pp	26%	-22pp	21%	-1pp
<b>Total</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	
<b>Grade 9</b>														
Non-learner	0%	0pp	0%	0pp	1%	-1pp	0%	-1pp	6%	0pp	0%	-2pp	10%	3pp
Emergent learner	0%	-1pp	3%	-2pp	37%	-1pp	4%	-1pp	15%	-4pp	10%	4pp	27%	0pp
Established learner	82%	43pp	24%	-8pp	50%	8pp	47%	10pp	40%	3pp	59%	9pp	37%	-5pp
Proficient learner	18%	-42pp	74%	10pp	12%	-6pp	48%	-8pp	38%	1pp	31%	-11pp	27%	2pp
<b>Total</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

The subtasks in the Zambian Grade 7 EGRA results all follow an expected pattern of change since baseline; that is reduction in the proportion of marginalised girls identified as *Non-Learners* and *Emergent Learners* but an increase in the proportion of those who are now classified as *Established* and *Proficient Learners*. The exception is for the *Reading Comprehension* subtask, in which, although the proportion of non-Learners reduced by 1pp, the proportion of *Emergent Learners* has increased by 13pp; Established readers have increased (by 6pp) but the proportion of *Proficient Learners* has reduced by 18 percentage points. A similar pattern is found at Grade 9 with a reduction of 21 percentage points, thus indicating that more work is needed in terms of Reading Comprehension (a *Skills Gap*). At Grade 9, there also appears to be a problem with the Oral Reading results, which indicated 100% proficiency at baseline and much reduced 65% at midline. This needs investigating further as there may have been an issue with the testing process at baseline.

In terms of the EGMA results there appears to be more *Skills Gaps* for both Grade 7 and Grade 9. Grade 7 results indicates a reduction in proficiency for number identification (by 13 percentage points) and yet an increase in proficiency for number discrimination (by 19 percentage points). Addition Level 1, Subtraction Level 1 and Subtraction Level 2 also show a reduction in proficiency. Grade 9 shows an even greater reduction of 42 percentage points for number recognition but an increase of 10 percentage points for number recognition. There are also reductions in proficiency for Addition and Subtraction Level 2.

**Table 24: Literacy skills gaps (Percentage point change from baseline) (Marginalised girls)**

Country	Category	SeGRA Subtask 1	Change from Baseline	SeGRA Subtask 2	Change from Baseline	SeGRA Subtask 3	Change from Baseline
Tanzania	Non-learner	0%	-1pp	5%	-6pp	21%	-47pp
	Emergent learner	6%	-25pp	39%	-34pp	41%	15pp
	Established learner	59%	-3pp	46%	31pp	33%	28pp
	Proficient learner	35%	29pp	10%	9pp	5%	4pp
	<b>Total</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>	
Zambia	Non-learner	36%	-48pp				
	Emergent learner	55%	40pp				
	Established learner	9%	8pp				
	Proficient learner	0%	0pp				
	<b>Total</b>	<b>100%</b>					
Zimbabwe	Non-learner	-10%	7pp	-7%	-8pp	33%	-29pp
	Emergent learner	-42%	-6pp	-70%	-2pp	38%	8pp
	Established learner	-43%	-3pp	-21%	8pp	28%	20pp
	Proficient learner	-5%	2pp	-2%	2pp	1%	1pp
	<b>Total</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>	

From Table 23 for **Tanzania** the change in the SeGRA results of marginalised girls in the younger cohort since baseline is positive with reductions in the *Non-learner* proportions and increases in *Proficient Learner*, especially for Subtask 1, with an increase of 29pp. As would be expected, the levels of proficiency reduce as the subtasks get harder. Even so, for both subtask 2 and subtask 3, the proportion of *Proficient Learners* has increased and the proportion of *Non-learners* has reduced.

For **Zambia**, even though some of the Grade 9 literacy skills (EGRA subtask 1) did not score highly, with a 19 percentage point reduction in *Proficient Learners* for *Reading Comprehension*, the proportion of *Non-learners* has reduced significantly for the first SeGRA subtask, which was attempted at both baseline and midline (students did not attempt SeGRA subtask two and three at baseline).

For **Zimbabwe**, the proportion of *Non-learners* has risen by 7 percentage points for Subtask 1, but reduced for subtask 2 (-7 percentage points) and subtask 3 (-29 percentage points). Levels of proficiency have increased for all three subtasks (up by 2, 2 and 1 percentage points respectively) but less substantially than for Tanzania.

**Table 25: Foundational numeracy skills gaps (marginalised girls in Form 2 at baseline)**

Country	Category	SeGMA Subtask 1	Change from Baseline	SeGMA Subtask 2	Change from Baseline	SeGMA Subtask 3	Change from Baseline
<b>Tanzania</b>	Non-learner	1%	-2pp	39%	-18pp	59%	-16pp
	Emergent learner	45%	-28pp	53%	10pp	37%	13pp
	Established learner	45%	22pp	8%	7pp	3%	3pp
	Proficient learner	9%	8pp	0%	0pp	1%	1pp
	<b>Total</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>	
<b>Zambia</b>	Non-learner	42%	-35pp				
	Emergent learner	53%	30pp				
	Established learner	5%	5pp				
	Proficient learner	0%	0pp				
	<b>Total</b>	<b>100%</b>					
<b>Zimbabwe</b>	Non-learner	-16%	-17pp	-36%	-15pp	-52%	-15pp
	Emergent learner	-46%	-5pp	-34%	-8pp	-43%	10pp
	Established learner	-26%	12pp	-20%	14pp	-5%	5pp
	Proficient learner	-12%	11pp	-9%	8pp	0%	0pp
	<b>Total</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>	

The **Tanzania** SeGMA results consistently show a reduction in the proportion of Non-learners and increase in Proficient Learners although the change is not so great as for the SeGRA results. The **Zambia** SeGMA results show a similar **pattern to the SeGRA results with substantial reductions in the proportion of Non-Learners, an increase in Emergent and Established Learner categories but with no learner becoming a Proficient Learner as yet.**

The SeGMA scores in **Zimbabwe** show a much greater progress than the SeGRA scores with a reduction of 20 percentage points in the proportion of Non-learners in all subtasks. **Subtasks 1 and 2 show a substantial increase in the proportion of Established Learners; an increase of 20 percentage points for each whereas subtask 3 shows an increase in the Emergent Learner and Established Learner categories, but with no Proficient Learners as yet.**

### 3.9.1 Comparison between baseline and midline results and skills gaps

Tables 26 – 29 provide a more detailed illustration of progress by country, showing both the baseline and midline results and the difference between intervention and comparison cohorts.

**Table 26: Tanzania Foundational literacy skills gaps**

**Table 26a: Tanzania literacy skills gaps – marginalised girls, Form 4 at midline**

Tanzania literacy skills gaps – marginalised girls, Form 4 at midline		Type of district			
		Intervention		Comparison	
		Baseline	Midline	Baseline	Midline
		%	%	%	%
Category of student based on SeGRA Subtask 1	Non-learner	2%	0%	2%	0%
	Emergent learner	31%	6%	28%	7%
	Established learner	61%	59%	58%	71%
	Proficient learner	6%	35%	13%	22%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 2	Non-learner	11%	5%	15%	4%
	Emergent learner	72%	39%	74%	39%
	Established learner	15%	46%	11%	51%
	Proficient learner	1%	10%	1%	6%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 3	Non-learner	68%	21%	65%	24%
	Emergent learner	26%	41%	29%	45%
	Established learner	5%	33%	6%	25%
	Proficient learner	1%	5%	1%	6%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

In Tanzania scores from the SeGRA subtask 1 show significant progress since baseline with an increase in the proportion of *Proficient Learners* from 6% to 35%. At this level, there was also improvement in the comparison group but at a much lower rate (13% to 22%). A smaller percentage of learners from both intervention and comparison groups were classified as *Non-Learners*. This pattern is largely repeated at subtask 2, but at subtask 3, the comparison group results have improved a little more than the intervention group (21%, intervention/24%: Comparison).

**Table 26b: Tanzania foundational numeracy skills gaps – marginalised girls, Form 4 at midline**

Tanzania numeracy skills gaps – marginalised girls, Form 4 at midline		Type of the District			
		Intervention		Comparison	
		Baseline	Midline	Baseline	Midline
		%	%	%	%
Category of marginalised girls based on SeGMA Subtask 1	Non-learner	3%	1%	2%	1%
	Emergent learner	73%	45%	74%	69%
	Established learner	23%	45%	24%	29%
	Proficient learner	1%	9%	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGMA Subtask 2	Non-learner	56%	39%	54%	48%
	Emergent learner	43%	53%	44%	49%
	Established learner	1%	8%	1%	3%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGMA Subtask 3	Non-learner	75%	59%	76%	67%
	Emergent learner	25%	37%	24%	32%
	Established learner	0%	3%	0%	1%
	Proficient learner	0%	1%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The pattern for Tanzania SeGMA is similar to that for SeGRA but at a lower rate of improvement. While the proportion of non-learners reduced, there are as yet only a small proportion of *Emergent* and *Proficient Learners*. However, the intervention group students performed better than comparison group students, with, for subtask 3, fewer non-learners and more Emergent and Proficient Learners than in the comparison group.

**Table 27: Zambia foundational literacy skills gaps Grade 7 and grade 9 EGRA/SeGRA**

**Table 27a: Zambia foundational literacy skills gaps – marginalised girls- Grade 7 EGRA/SeGRA**

Zambia foundational literacy skills gaps – marginalised girls- Grade 7 EGRA/SeGRA		Type of the District			
		Intervention		Comparison	
		Survey		Survey	
		Baseline	Midline	Baseline	Midline
		%	%	%	%
Category of student based on EGRA Letter Sound Identification	Non-learner	61%	50%	50%	64%
	Emergent learner	31%	20%	35%	28%
	Established learner	3%	22%	11%	7%
	Proficient learner	5%	8%	4%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on EGRA Familiar Word Reading	Non-learner	26%	15%	27%	19%
	Emergent learner	19%	8%	14%	14%
	Established learner	18%	35%	32%	45%
	Proficient learner	37%	42%	27%	23%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on EGRA Non-word Reading	Non-learner	31%	16%	31%	20%
	Emergent learner	20%	13%	16%	22%
	Established learner	18%	32%	32%	37%
	Proficient learner	31%	39%	21%	21%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on Oral Reading	Non-learner	20%	15%	13%	23%
	Emergent learner	20%	7%	13%	11%
	Established learner	20%	22%	0%	32%
	Proficient learner	40%	55%	75%	34%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on Reading Comprehension	Non-learner	25%	24%	18%	29%
	Emergent learner	20%	33%	17%	35%
	Established learner	27%	33%	30%	30%
	Proficient learner	28%	10%	35%	5%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 1	Non-learner	85%	37%	83%	30%
	Emergent learner	15%	54%	17%	58%
	Established learner	0%	9%	1%	13%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 2	Non-learner	100%	77%	100%	74%
	Emergent learner	0%	22%	0%	25%
	Established learner	0%	0%	0%	1%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 3	Non-learner	100%	94%	100%	85%
	Emergent learner	0%	6%	0%	13%
	Established learner	0%	0%	0%	2%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

As shown in Table 27a *Letter Sound Recognition* created problems for many Grade 7 learners but there is improvement in the intervention scores whereas the comparison school scores have deteriorated since baseline. In fact in the majority of subtasks the proportion of proficient learners in the comparison group has reduced since baseline, whereas the proportion of proficient learners in the intervention group has increased in all subtasks except *Reading Comprehension*.

**Table 27b: Zambia foundational literacy skills gaps – marginalised girls- Grade 9 EGRA/SeGRA**

Zambia foundational literacy skills gaps – marginalised girls- Grade 9 EGRA/SeGRA		Type of the District			
		Intervention		Comparison	
		Survey		Survey	
		Baseline	Midline	Baseline	Midline
		%	%	%	%
Category of student based on EGRA Letter Sound Identification	Non-learner	56%	60%	60%	57%
	Emergent learner	36%	22%	22%	32%
	Established learner	5%	12%	16%	10%
	Proficient learner	3%	6%	3%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on EGRA Familiar Word Reading	Non-learner	15%	6%	14%	9%
	Emergent learner	11%	7%	6%	6%
	Established learner	22%	29%	27%	30%
	Proficient learner	53%	58%	53%	55%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on EGRA Non-word Reading	Non-learner	20%	9%	17%	9%
	Emergent learner	13%	9%	9%	10%
	Established learner	26%	30%	27%	33%
	Proficient learner	42%	53%	47%	48%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on Oral Reading	Non-learner	0%	8%	0%	10%
	Emergent learner	0%	9%	0%	6%
	Established learner	0%	18%	81%	22%
	Proficient learner	100%	65%	19%	62%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on Reading Comprehension	Non-learner	18%	12%	8%	14%
	Emergent learner	13%	34%	12%	37%
	Established learner	37%	43%	32%	36%
	Proficient learner	32%	11%	48%	13%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 1	Non-learner	53%	18%	47%	9%
	Emergent learner	43%	64%	49%	63%
	Established learner	3%	19%	4%	28%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 2	Non-learner	94%	50%	94%	39%
	Emergent learner	6%	49%	6%	56%
	Established learner	0%	1%	0%	5%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Category of student based on SeGRA Subtask 3	Non-learner	100%	73%	100%	57%
	Emergent learner	0%	24%	0%	34%
	Established learner	0%	3%	0%	5%
	Proficient learner	0%	0%	0%	3%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



Table 27b illustrates that in Zambia Grade 9 EGRA Letter Sound Recognition is low for both intervention and comparison groups and the scores for both groups has deteriorated since baseline. However, for Familiar Word Reading, both intervention and comparison show progress from Non-learner to Emergent Learner to Established and on to Proficient Learner with the intervention group making greater progress than the comparison group.

The results for *Non-word Reading* followed a similar pattern. However, for *Oral Reading Fluency* the proportion of *Non-learners* and *Emerging Learners* has deteriorated for both the intervention and comparison groups. The proportion of *Established Learners* has increased and *Proficient Learners* decreased for the intervention group while the comparison group score shows the opposite pattern with a reduction in *Established Learner* but an increase in Proficient Learner.

*Reading Comprehension*, while the intervention group shows a decrease in *Non-learners*, the comparison group shows an increase. Both groups show an increase in *Emergent* and *Established Learners* but a severe reduction in the proportion of *Proficient Learners*: from 32% to 11% for intervention and from 48% to 13% for comparison.

Looking at the SeGRA subtasks 1 to 3, it is clear that there is progress across the board but, apart from 3% in the comparison group, for subtask 3, there are as yet no proficient learners in any of the subtasks.

**Table 28: Zambia Foundational skills gaps: Grade 7 and Grade 9 EGMA/SeGMA**

**Table 28a: Zambia foundational numeracy skills gaps – marginalised girls-Grade 7 EGMA/SeGMA**

Zambia foundational numeracy skills gaps – marginalised girls-Grade 7 EGMA/SeGMA		Type of the District					
		Intervention			Comparison		
		Survey			Survey		
		Baseline	Midline	Change	Baseline	Midline	Change
		%	%		%	%	
Category of student based on Number Identification	Non-learner	1%	0%	-1pp	0%	0%	0pp
	Emergent learner	5%	1%	-4pp	2%	1%	-1pp
	Established learner	51%	78%	27pp	35%	76%	41pp
	Proficient learner	44%	20%	-24pp	63%	23%	-40pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Number Discrimination	Non-learner	1%	1%	0pp	0%	1%	1pp
	Emergent learner	10%	4%	-6pp	5%	5%	0pp
	Established learner	47%	35%	-12pp	26%	24%	-2pp
	Proficient learner	42%	61%	19pp	69%	70%	1pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Missing Number	Non-learner	5%	1%	-4pp	3%	3%	0pp
	Emergent learner	56%	42%	-14pp	30%	46%	16pp
	Established learner	33%	42%	9pp	45%	42%	-3pp
	Proficient learner	7%	15%	8pp	21%	10%	-11pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Addition Level 1	Non-learner	2%	0%	-2pp	2%	1%	-1pp
	Emergent learner	7%	5%	-2pp	10%	9%	-1pp
	Established learner	30%	54%	24pp	40%	62%	22pp
	Proficient learner	61%	41%	-20pp	49%	28%	-21pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>

Category of student based on Addition Level 2	Non-learner	12%	7%	-5pp	7%	7%	0pp
	Emergent learner	28%	18%	-10pp	23%	19%	-4pp
	Established learner	32%	40%	8pp	37%	37%	0pp
	Proficient learner	28%	35%	7pp	33%	37%	4pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Subtraction Level 1	Non-learner	3%	2%	-1pp	3%	4%	1pp
	Emergent learner	9%	13%	4pp	12%	19%	7pp
	Established learner	40%	59%	19pp	49%	63%	14pp
	Proficient learner	48%	26%	-22pp	37%	14%	-23pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Subtraction Level 2	Non-learner	15%	13%	-2pp	10%	14%	4pp
	Emergent learner	29%	28%	-1pp	29%	32%	3pp
	Established learner	33%	38%	5pp	34%	33%	-1pp
	Proficient learner	22%	22%	0pp	27%	21%	-6pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Word Problems	Non-learner	3%	1%	-2pp	3%	1%	-2pp
	Emergent learner	9%	7%	-2pp	8%	6%	-2pp
	Established learner	31%	22%	-9pp	30%	23%	-7pp
	Proficient learner	58%	70%	12pp	59%	70%	11pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on Segma Subtask 1	Non-learner	77%	39%	-38pp	75%	43%	-32pp
	Emergent learner	23%	54%	31pp	25%	52%	27pp
	Established learner	0%	7%	7pp	0%	5%	5pp
	Proficient learner	0%	0%	0pp	0%	0%	0pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on SeGMA Subtask 2	Non-learner	100%	98%	-2pp	100%	98%	-2pp
	Emergent learner	0%	2%	2pp	0%	2%	2pp
	Established learner	0%	0%	0pp	0%	0%	0pp
	Proficient learner	0%	0%	0pp	0%	0%	0pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
Category of student based on SeGMA Subtask 3	Non-learner	100%	98%	-2pp	100%	98%	-2pp
	Emergent learner	0%	2%	2pp	0%	2%	2pp
	Established learner	0%	0%	0pp	0%	0%	0pp
	Proficient learner	0%	0%	0pp	0%	0%	0pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>

The Zambia Grade 7 results for SeGMA are very varied for both intervention and comparison groups, with the proportion of proficient learners reducing in some sub-tasks from baseline to midline and increasing in others. For example, the proportion of proficient learners in *Number Recognition* has deteriorated yet *Number Discrimination* has improved. Clearly results remain low in the SeGMA subtasks but there is some progress towards proficiency since baseline in intervention and comparison groups.

**Table 28b: Zambia foundational numeracy skills gaps – marginalised girls-Grade 9 EGMA/SeGMA**

Zambia foundational numeracy skills gaps – marginalised girls-Grade 9 EGMA/SeGMA		Type of the District					
		Intervention			Comparison		
		Survey			Survey		
		Baseline	Midline	Change	Baseline	Midline	Change
		%	%		%	%	
<b>Category of student based on Number Identification</b>	Non-learner	0%	0%	0pp	0%	0%	0pp
	Emergent learner	1%	0%	-1pp	1%	2%	1pp
	Established learner	39%	82%	43pp	21%	74%	53pp
	Proficient learner	60%	18%	-42pp	78%	24%	-54pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Number Discrimination</b>	Non-learner	0%	0%	0pp	1%	0%	0pp
	Emergent learner	5%	3%	-2pp	1%	3%	2pp
	Established learner	32%	24%	-8pp	14%	17%	3pp
	Proficient learner	63%	73%	10pp	85%	80%	-5pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Missing Number</b>	Non-learner	2%	1%	-1pp	2%	1%	0pp
	Emergent learner	38%	37%	0pp	18%	34%	17pp
	Established learner	42%	49%	7pp	49%	48%	-1pp
	Proficient learner	18%	12%	-6pp	32%	17%	-15pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Addition Level 1</b>	Non-learner	1%	0%	-1pp	1%	0%	-1pp
	Emergent learner	5%	4%	-1pp	6%	9%	3pp
	Established learner	38%	47%	9pp	34%	49%	15pp
	Proficient learner	57%	49%	-8pp	60%	43%	-17pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Addition Level 2</b>	Non-learner	6%	6%	0pp	3%	3%	0pp
	Emergent learner	19%	15%	-4pp	15%	15%	0pp
	Established learner	37%	40%	3pp	30%	31%	2pp
	Proficient learner	37%	38%	1pp	53%	51%	-2pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Subtraction Level 1</b>	Non-learner	2%	0%	-2pp	1%	3%	2pp
	Emergent learner	6%	10%	4pp	7%	17%	10pp
	Established learner	50%	59%	9pp	41%	60%	20pp
	Proficient learner	42%	31%	-11pp	51%	20%	-31pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Subtraction Level 2</b>	Non-learner	7%	10%	3pp	4%	11%	7pp
	Emergent learner	27%	26%	0pp	18%	32%	14pp
	Established learner	42%	38%	-5pp	35%	32%	-3pp
	Proficient learner	24%	26%	2pp	43%	26%	-17pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Word Problems</b>	Non-learner	1%	1%	0pp	1%	2%	1pp
	Emergent learner	7%	3%	-4pp	3%	3%	0pp
	Established learner	27%	17%	-10pp	16%	20%	4pp
	Proficient learner	65%	80%	15pp	80%	75%	-5pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Segma Subtask 1</b>	Non-learner	42%	24%	-18pp	38%	30%	-8pp
	Emergent learner	54%	70%	16pp	56%	63%	7pp
	Established learner	4%	7%	3pp	6%	7%	1pp

	Proficient learner	0%	0%	0pp	0%	0%	0pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Segma Subtask 2</b>	Non-learner	99%	84%	-16pp	99%	81%	-18pp
	Emergent learner	1%	15%	14pp	1%	18%	16pp
	Established learner	0%	2%	2pp	0%	2%	2pp
	Proficient learner	0%	0%	0pp	0%	0%	0pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>
<b>Category of student based on Segma Subtask 3</b>	Non-learner	100%	96%	-4pp	100%	98%	-2pp
	Emergent learner	0%	4%	4pp	0%	2%	2pp
	Established learner	0%	0%	0pp	0%	0%	0pp
	Proficient learner	0%	0%	0pp	0%	0%	0pp
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>	<b>100%</b>	<b>100%</b>	<b>0pp</b>

The Grade 9 Zambia results in EGRA show a similar pattern to those at Grade 7. For example, there is a greater proportion of proficient learners at *Number Discrimination* than *Number Recognition*. Apart from *Level 2 Addition*, scores for *Addition* and *Subtraction* at all levels have deteriorated across the board.

**Table 29: Zimbabwe foundational skills gaps – Form 4**

**Table 29a Zimbabwe foundational literacy skills gaps – marginalised girls Form 4**

Zimbabwe foundational literacy skills gaps – marginalised girls Form 4		Type of the District			
		Intervention		Comparison	
		Survey		Survey	
		Baseline	Midline	Baseline	Midline
		%	%	%	%
<b>Category of student based on SeGRA Subtask 1</b>	Non-learner	3%	10%	5%	7%
	Emergent learner	48%	42%	51%	43%
	Established learner	46%	43%	42%	47%
	Proficient learner	3%	5%	2%	3%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Category of student based on SeGRA Subtask 2</b>	Non-learner	15%	7%	14%	7%
	Emergent learner	72%	70%	69%	77%
	Established learner	13%	21%	17%	15%
	Proficient learner	0%	2%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Category of student based on SeGRA Subtask 3</b>	Non-learner	61%	33%	57%	33%
	Emergent learner	31%	38%	32%	43%
	Established learner	8%	28%	10%	22%
	Proficient learner	0%	1%	0%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The SeGRA results in Zimbabwe show improvements in skills levels for both intervention and comparison groups in subtask 1, with reductions in the *Non-learner* and *Emergent Learner* categories and an increase in *Established* and *Proficient Learner*. Subtask 2 shows a similar pattern but with a larger increase in *Established* and *Proficient Learners* in the intervention group results. In subtask 3 while the intervention group shows a greater increase in the proportion of *Established Learners*, comparison group results show a greater increase in *Proficient Learners*.

**Table 29b Zimbabwe foundational numeracy skills gaps – marginalised girls Form 4**

Zimbabwe foundational numeracy skills gaps – marginalised girls Form 4		Type of the District			
		Intervention		Comparison	
		Survey		Survey	
		Baseline	Midline	Baseline	Midline
		%	%	%	%
<b>Category of student based on SeGMA Subtask 1</b>	Non-learner	33%	16%	32%	18%
	Emergent learner	51%	46%	51%	59%
	Established learner	14%	26%	15%	20%
	Proficient learner	1%	12%	1%	3%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Category of student based on SeGMA Subtask 2</b>	Non-learner	51%	36%	53%	38%
	Emergent learner	42%	34%	41%	44%
	Established learner	6%	20%	6%	15%
	Proficient learner	1%	9%	0%	4%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Category of student based on SeGMA Subtask 3</b>	Non-learner	67%	52%	71%	60%
	Emergent learner	33%	43%	29%	38%
	Established learner	1%	5%	1%	2%
	Proficient learner	0%	0%	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Zimbabwe midline results under SeGMA subtask 1 show greater progress from baseline in intervention schools than in comparison with a higher proportion of proficient learners (12% compared to 3% in the comparison group) and established learners (26% compared to 20% in the comparison group). With regard to subtask 2, progress is once again greater overall in the intervention group but 9% are classified as proficient learners and 20% as emergent learners. This compares to 4% proficient learners and 15% established learners in the comparison group. Subtask 3 follows the same pattern although no learners in either group are classed as Proficient yet. This provides an indication that Mathematics teaching may be stronger in intervention schools and that the study guides and study groups may be having a beneficial effect.

### RECOMMENDATION

Currently there is no quantitative evidence that Maths teaching is stronger in intervention schools and it is clear from numeracy outcomes in all three countries that boys’ DiD in numeracy surpasses that of girls.

Therefore the EE recommends that the project considers providing addition training or guidelines for teachers on how to engage girls in mathematics or establish Maths Clubs for girls. In addition CAMFED should investigate further whether maths teaching is stronger in intervention schools at endline and possibly as a special operational study by CAMFED.

The lack of evidence is counterintuitive because during the qualitative study, when students of all groups (marginalised and less marginalised girls and boys) were asked what their favourite subject was, Mathematics, then Science were often, although not always, given as the favourite subjects. When asked why, responses ranged from the teacher making it interesting to the students understanding that Maths and Science were crucial subjects for ‘getting a good job’.

### 3.10 Subgroup analysis of the learning outcomes

This section looks at the scores of key subgroups. From the FM’s guidance, these groups include the marginalised girls, less marginalised girls, and boys; and data is analysed to show how they perform by district as well as by key characteristics and barriers.

#### 3.10.1 Subgroup analysis of scores by district

This sub-section looks at scores of marginalised girls, less marginalised girls and boys by district. This analysis has been performed for both intervention and comparison districts. Each district’s mean score on literacy and numeracy is compared with that of the combined intervention or comparison districts. This has enabled the EE to see which districts are performing well, and which are performing below average.

#### Tanzania

In Table 30, results on literacy for **Tanzania**, grouped by district, show that for the intervention districts, Iringa and Kilombero performed above average, while the others, Chalinze, Handeni, Morogoro Rural and Rufiji performed below average. Chalinze in particular, scored up to 8pp below average for marginalised girls. This is consistent with qualitative evidence that showed the condition of marginalised girls in Handeni and Chalinze in particular, to be more precarious than other districts (observation of state of uniform, state of school, higher levels of desk and book resource sharing) showing that more work is required in this district. The performance for boys was also poor in this district, the worst amongst intervention districts. In comparison districts, Mpwapwa and Lindi performed above average for both boys and girls.

**Table 30 Tanzania Literacy scores by district: SeGRA Form 4 (From 2 at baseline)**

		Female					Male				
		Baseline		Midline		Difference from mean for all intervention districts	Baseline		Midline		Difference from mean for all intervention districts
		Valid N	Mean	Valid N	Mean		Valid N	mean	Valid N	Mean	
<b>Intervention</b>											
<b>All intervention districts</b>		<b>2368</b>	<b>28.6</b>	<b>2052</b>	<b>52.8</b>	<b>0.0</b>	<b>1810.0</b>	<b>31.6</b>	<b>1638.0</b>	<b>57.1</b>	<b>0.0</b>
<b>Chalinze</b>	Marginalised	81	33.5	66	49.8	-3.1	53	35.6	44	53.4	-3.8
	Less Marginalised	186	37.8	158	54.6	1.8	94	36.3	85	55.6	-1.5
	<b>Total</b>	<b>267</b>	<b>36.5</b>	<b>224</b>	<b>53.2</b>	<b>0.4</b>	<b>147</b>	<b>36.1</b>	<b>129</b>	<b>54.8</b>	<b>-2.3</b>
<b>Handeni</b>	Marginalised	163	18.8	134	40.6	-12.2	119	28.3	102	52.3	-4.9
	Less Marginalised	174	24.9	153	47.3	-5.6	132	32.2	122	51.0	-6.2
	<b>Total</b>	<b>337</b>	<b>21.9</b>	<b>287</b>	<b>44.2</b>	<b>-8.7</b>	<b>251</b>	<b>30.3</b>	<b>224</b>	<b>51.6</b>	<b>-5.6</b>
<b>Iringa</b>	Marginalised	247	33.6	228	60.5	7.6	182	36.9	174	64.9	7.8
	Less Marginalised	315	38.9	294	65.6	12.7	232	42.3	226	68.8	11.6
	<b>Total</b>	<b>562</b>	<b>36.6</b>	<b>522</b>	<b>63.3</b>	<b>10.5</b>	<b>414</b>	<b>40.0</b>	<b>400</b>	<b>67.1</b>	<b>10.0</b>
<b>Kilombero</b>	Marginalised	152	28.8	121	54.4	1.6	158	30.3	142	55.5	-1.7
	Less Marginalised	202	29.1	190	57.3	4.5	164	33.4	161	60.0	2.8
	<b>Total</b>	<b>354</b>	<b>29.0</b>	<b>311</b>	<b>56.2</b>	<b>3.3</b>	<b>322</b>	<b>31.8</b>	<b>303</b>	<b>57.9</b>	<b>0.7</b>
<b>Morogoro Rural</b>	Marginalised	300	19.6	235	42.4	-10.5	220	20.5	177	48.1	-9.1
	Less Marginalised	230	24.7	188	49.8	-3.0	186	26.0	162	55.0	-2.1
	<b>Total</b>	<b>530</b>	<b>21.8</b>	<b>423</b>	<b>45.7</b>	<b>-7.1</b>	<b>406</b>	<b>23.0</b>	<b>339</b>	<b>51.4</b>	<b>-5.8</b>
<b>Rufiji</b>	Marginalised	106	23.2	91	44.8	-8.1	96	25.6	84	46.4	-10.7
	Less Marginalised	212	27.2	194	51.0	-1.9	174	32.3	159	58.5	1.3
	<b>Total</b>	<b>318</b>	<b>25.9</b>	<b>285</b>	<b>49.0</b>	<b>-3.8</b>	<b>270</b>	<b>29.9</b>	<b>243</b>	<b>54.3</b>	<b>-2.9</b>
<b>Total</b>	Marginalised	1049	25.5	875	49.3	-3.5	828	28.6	723	54.3	-2.9
	Less Marginalised	1319	31.1	1177	55.5	2.6	982	34.0	915	59.4	2.3
	<b>Total</b>	<b>2368</b>	<b>28.6</b>	<b>2052</b>	<b>52.8</b>	<b>0.0</b>	<b>1810</b>	<b>31.6</b>	<b>1638</b>	<b>57.1</b>	<b>0.0</b>

Comparison											
<b>All comparison districts</b>		<b>2202</b>	<b>27.1</b>	<b>1702</b>	<b>47.7</b>	<b>-5.2</b>	<b>1745</b>	<b>30.5</b>	<b>1423</b>	<b>54.0</b>	<b>-3.2</b>
<b>Bahi</b>	Marginalised	220	34.2	162	50.3	-2.5	187	40.7	157	55.4	-1.7
	Less Marginalised	214	35.2	159	53.5	0.6	208	41.6	174	59.1	2.0
	<b>Total</b>	<b>434</b>	<b>34.7</b>	<b>321</b>	<b>51.9</b>	<b>-0.9</b>	<b>395</b>	<b>41.2</b>	<b>331</b>	<b>57.4</b>	<b>0.2</b>
<b>Kilindi</b>	Marginalised	68	14.1	52	33.6	-19.3	63	15.1	52	35.8	-21.3
	Less Marginalised	99	16.2	85	41.6	-11.2	86	18.8	83	50.6	-6.5
	<b>Total</b>	<b>167</b>	<b>15.3</b>	<b>137</b>	<b>38.6</b>	<b>-14.3</b>	<b>149</b>	<b>17.2</b>	<b>135</b>	<b>44.9</b>	<b>-12.2</b>
<b>Lindi</b>	Marginalised	117	17.0	71	42.1	-10.8	120	22.8	89	51.5	-5.6
	Less Marginalised	161	20.1	114	44.5	-8.3	184	25.5	147	55.8	-1.3
	<b>Total</b>	<b>278</b>	<b>18.8</b>	<b>185</b>	<b>43.6</b>	<b>-9.3</b>	<b>304</b>	<b>24.4</b>	<b>236</b>	<b>54.2</b>	<b>-3.0</b>
<b>Mpwapwa</b>	Marginalised	131	24.5	98	54.5	1.6	116	25.0	90	59.9	2.8
	Less Marginalised	265	26.1	198	59.3	6.5	203	28.2	150	63.8	6.7
	<b>Total</b>	<b>396</b>	<b>25.6</b>	<b>296</b>	<b>57.7</b>	<b>4.9</b>	<b>319</b>	<b>27.0</b>	<b>240</b>	<b>62.4</b>	<b>5.2</b>
<b>Muheza</b>	Marginalised	93	23.5	64	40.2	-12.6	69	28.4	55	45.8	-11.4
	Less Marginalised	259	30.8	209	45.1	-7.8	189	31.8	159	48.7	-8.4
	<b>Total</b>	<b>352</b>	<b>28.8</b>	<b>273</b>	<b>43.9</b>	<b>-8.9</b>	<b>258</b>	<b>30.9</b>	<b>214</b>	<b>48.0</b>	<b>-9.2</b>
<b>Wangin'ombe</b>	Marginalised	251	26.9	210	43.0	-9.9	133	32.5	114	48.3	-8.8
	Less Marginalised	324	30.5	280	46.5	-6.4	187	32.1	153	53.9	-3.2
	<b>Total</b>	<b>575</b>	<b>28.9</b>	<b>490</b>	<b>45.0</b>	<b>-7.9</b>	<b>320</b>	<b>32.3</b>	<b>267</b>	<b>51.5</b>	<b>-5.6</b>
<b>Total</b>	Marginalised	880	25.7	657	45.4	-7.5	688	29.8	557	51.3	-5.9
	Less Marginalised	1322	28.1	1045	49.1	-3.8	1057	31.0	866	55.7	-1.4
	<b>Total</b>	<b>2202</b>	<b>27.1</b>	<b>1702</b>	<b>47.7</b>	<b>-5.2</b>	<b>1745</b>	<b>30.5</b>	<b>1423</b>	<b>54.0</b>	<b>-3.2</b>

Tanzania results for numeracy are shown in Table 31 below. Once again, Iringa and Kilombero in intervention districts performed above average, while Mpwapwa and Lindi did so in comparison. In a district where Marginalised girls performed better than average, the rest of the subgroups also did the same. It seems, therefore, that performance on test scores is correlated with the district.

**Table 31: Tanzania Numeracy scores by district: SeGMA Form 4 (From 2 at baseline)**

		Female					Male				
		Baseline		Midline		Difference from mean for all intervention districts	Baseline		Midline		Difference from mean for all intervention districts
		Valid N	Mean	Valid N	Mean		Valid N	mean	Valid N	Mean	
<b>Intervention</b>											
<b>All intervention districts</b>		2368	28.6	2052	52.8	0.0	1810.0	31.6	1638.0	57.1	0.0
<b>Chalinze</b>	Marginalised	81	33.5	66	49.8	-3.1	53	35.6	44	53.4	-3.8
	Less Marginalised	186	37.8	158	54.6	1.8	94	36.3	85	55.6	-1.5
	<b>Total</b>	<b>267</b>	<b>36.5</b>	<b>224</b>	<b>53.2</b>	<b>0.4</b>	<b>147</b>	<b>36.1</b>	<b>129</b>	<b>54.8</b>	<b>-2.3</b>
<b>Handeni</b>	Marginalised	163	18.8	134	40.6	-12.2	119	28.3	102	52.3	-4.9
	Less Marginalised	174	24.9	153	47.3	-5.6	132	32.2	122	51.0	-6.2
	<b>Total</b>	<b>337</b>	<b>21.9</b>	<b>287</b>	<b>44.2</b>	<b>-8.7</b>	<b>251</b>	<b>30.3</b>	<b>224</b>	<b>51.6</b>	<b>-5.6</b>
<b>Iringa</b>	Marginalised	247	33.6	228	60.5	7.6	182	36.9	174	64.9	7.8
	Less Marginalised	315	38.9	294	65.6	12.7	232	42.3	226	68.8	11.6
	<b>Total</b>	<b>562</b>	<b>36.6</b>	<b>522</b>	<b>63.3</b>	<b>10.5</b>	<b>414</b>	<b>40.0</b>	<b>400</b>	<b>67.1</b>	<b>10.0</b>
<b>Kilombero</b>	Marginalised	152	28.8	121	54.4	1.6	158	30.3	142	55.5	-1.7
	Less Marginalised	202	29.1	190	57.3	4.5	164	33.4	161	60.0	2.8
	<b>Total</b>	<b>354</b>	<b>29.0</b>	<b>311</b>	<b>56.2</b>	<b>3.3</b>	<b>322</b>	<b>31.8</b>	<b>303</b>	<b>57.9</b>	<b>0.7</b>
<b>Morogoro Rural</b>	Marginalised	300	19.6	235	42.4	-10.5	220	20.5	177	48.1	-9.1
	Less Marginalised	230	24.7	188	49.8	-3.0	186	26.0	162	55.0	-2.1
	<b>Total</b>	<b>530</b>	<b>21.8</b>	<b>423</b>	<b>45.7</b>	<b>-7.1</b>	<b>406</b>	<b>23.0</b>	<b>339</b>	<b>51.4</b>	<b>-5.8</b>

<b>Rufiji</b>	Marginalised	106	23.2	91	44.8	-8.1	96	25.6	84	46.4	-10.7
	Less Marginalised	212	27.2	194	51.0	-1.9	174	32.3	159	58.5	1.3
	<b>Total</b>	<b>318</b>	<b>25.9</b>	<b>285</b>	<b>49.0</b>	<b>-3.8</b>	<b>270</b>	<b>29.9</b>	<b>243</b>	<b>54.3</b>	<b>-2.9</b>
<b>Total</b>	Marginalised	1049	25.5	875	49.3	-3.5	828	28.6	723	54.3	-2.9
	Less Marginalised	1319	31.1	1177	55.5	2.6	982	34.0	915	59.4	2.3
	<b>Total</b>	<b>2368</b>	<b>28.6</b>	<b>2052</b>	<b>52.8</b>	<b>0.0</b>	<b>1810</b>	<b>31.6</b>	<b>1638</b>	<b>57.1</b>	<b>0.0</b>
<b>Comparison</b>											
<b>All comparison districts</b>		2202	27.1	1702	47.7	-5.2	1745	30.5	1423	54.0	-3.2
<b>Bahi</b>	Marginalised	220	34.2	162	50.3	-2.5	187	40.7	157	55.4	-1.7
	Less Marginalised	214	35.2	159	53.5	0.6	208	41.6	174	59.1	2.0
	<b>Total</b>	<b>434</b>	<b>34.7</b>	<b>321</b>	<b>51.9</b>	<b>-0.9</b>	<b>395</b>	<b>41.2</b>	<b>331</b>	<b>57.4</b>	<b>0.2</b>
<b>Kilindi</b>	Marginalised	68	14.1	52	33.6	-19.3	63	15.1	52	35.8	-21.3
	Less Marginalised	99	16.2	85	41.6	-11.2	86	18.8	83	50.6	-6.5
	<b>Total</b>	<b>167</b>	<b>15.3</b>	<b>137</b>	<b>38.6</b>	<b>-14.3</b>	<b>149</b>	<b>17.2</b>	<b>135</b>	<b>44.9</b>	<b>-12.2</b>
<b>Lindi</b>	Marginalised	117	17.0	71	42.1	-10.8	120	22.8	89	51.5	-5.6
	Less Marginalised	161	20.1	114	44.5	-8.3	184	25.5	147	55.8	-1.3
	<b>Total</b>	<b>278</b>	<b>18.8</b>	<b>185</b>	<b>43.6</b>	<b>-9.3</b>	<b>304</b>	<b>24.4</b>	<b>236</b>	<b>54.2</b>	<b>-3.0</b>
<b>Mpwapwa</b>	Marginalised	131	24.5	98	54.5	1.6	116	25.0	90	59.9	2.8
	Less Marginalised	265	26.1	198	59.3	6.5	203	28.2	150	63.8	6.7
	<b>Total</b>	<b>396</b>	<b>25.6</b>	<b>296</b>	<b>57.7</b>	<b>4.9</b>	<b>319</b>	<b>27.0</b>	<b>240</b>	<b>62.4</b>	<b>5.2</b>
<b>Muheza</b>	Marginalised	93	23.5	64	40.2	-12.6	69	28.4	55	45.8	-11.4
	Less Marginalised	259	30.8	209	45.1	-7.8	189	31.8	159	48.7	-8.4
	<b>Total</b>	<b>352</b>	<b>28.8</b>	<b>273</b>	<b>43.9</b>	<b>-8.9</b>	<b>258</b>	<b>30.9</b>	<b>214</b>	<b>48.0</b>	<b>-9.2</b>
<b>Wangin'go mbe</b>	Marginalised	251	26.9	210	43.0	-9.9	133	32.5	114	48.3	-8.8
	Less Marginalised	324	30.5	280	46.5	-6.4	187	32.1	153	53.9	-3.2
	<b>Total</b>	<b>575</b>	<b>28.9</b>	<b>490</b>	<b>45.0</b>	<b>-7.9</b>	<b>320</b>	<b>32.3</b>	<b>267</b>	<b>51.5</b>	<b>-5.6</b>
<b>Total</b>	Marginalised	880	25.7	657	45.4	-7.5	688	29.8	557	51.3	-5.9
	Less Marginalised	1322	28.1	1045	49.1	-3.8	1057	31.0	866	55.7	-1.4
	<b>Total</b>	<b>2202</b>	<b>27.1</b>	<b>1702</b>	<b>47.7</b>	<b>-5.2</b>	<b>1745</b>	<b>30.5</b>	<b>1423</b>	<b>54.0</b>	<b>-3.2</b>

## Zambia

Zambia results on literacy and numeracy by subgroup are presented in Tables 32 and 33. The show a mixed picture by district, with districts such as Shiwa N'gandu showing that marginalised girls performed just above average, although all other subgroups performed below. Less marginalised girls in Mpika performed more than 10pp above average (although the sample size is small); while those in Chinsali performed below. In general, marginalised girls in intervention districts tended to perform close to the group average; and this pattern was also evident for marginalised boys. The results in comparison districts show that marginalised girls in Chibombo and Chinsali performed better than those in Kapiri Mposhi where scores for marginalised girls and less marginalised boys were below their respective group average.



**Table 32: Zambia Literacy scores by district: SeGRA- Grades 7 and 9**

Literacy Scores by District: SeGRA Grades 7-9		Female					Male				
		Baseline		Midline		Difference from mean for all intervention districts	Baseline		Midline		Difference from mean for all intervention districts
		Valid N	Mean	Valid N	Mean		Valid N	mean	Valid N	Mean	
<b>Intervention</b>											
<b>All intervention districts</b>		<b>1724</b>	<b>38.0</b>	<b>1249</b>	<b>45.1</b>	<b>0.0</b>	<b>2166</b>	<b>5.4</b>	<b>1127</b>	<b>9.1</b>	<b>0.0</b>
<b>Chinsali</b>	Marginalised	430	37.7	302	45.5	0.4	490	6.0	264	10.2	1.2
	Less Marginalised	64	51.6	45	55.0	9.9	75	12.1	44	14.0	4.9
	<b>Total</b>	<b>494</b>	<b>39.5</b>	<b>347</b>	<b>46.8</b>	<b>1.6</b>	<b>565</b>	<b>6.8</b>	<b>308</b>	<b>10.7</b>	<b>1.7</b>
<b>Mpika</b>	Marginalised	710	36.7	506	44.4	-0.7	903	4.4	467	8.8	-0.3
	Less Marginalised	123	48.1	98	54.8	9.6	150	10.1	79	13.1	4.1
	<b>Total</b>	<b>833</b>	<b>38.4</b>	<b>604</b>	<b>46.1</b>	<b>1.0</b>	<b>1053</b>	<b>5.2</b>	<b>546</b>	<b>9.4</b>	<b>0.3</b>
<b>Shiwa N'gandu</b>	Marginalised	348	33.6	268	40.3	-4.8	491	3.7	238	6.2	-2.9
	Less Marginalised	49	48.7	30	49.2	4.1	57	9.5	35	8.7	-0.4
	<b>Total</b>	<b>397</b>	<b>35.5</b>	<b>298</b>	<b>41.2</b>	<b>-3.9</b>	<b>548</b>	<b>4.3</b>	<b>273</b>	<b>6.5</b>	<b>-2.6</b>
<b>Total</b>	Marginalised	1488	36.3	1076	43.7	-1.4	1884	4.6	969	8.5	-0.5
	Less Marginalised	236	49.1	173	53.9	8.7	282	10.5	158	12.4	3.3
	<b>Total</b>	<b>1724</b>	<b>38.0</b>	<b>1249</b>	<b>45.1</b>	<b>0.0</b>	<b>2166</b>	<b>5.4</b>	<b>1127</b>	<b>9.1</b>	<b>0.0</b>
<b>Comparison</b>											
<b>All comparison districts</b>		<b>1062</b>	<b>37.5</b>	<b>1080</b>	<b>37.2</b>	<b>-7.9</b>	<b>1736</b>	<b>6.1</b>	<b>798</b>	<b>10.5</b>	<b>1.4</b>
<b>Chibombo</b>	Marginalised	151	26.4	181	31.4	-13.8	191	3.1	91	9.0	-0.1
	Less Marginalised	28	27.4	42	42.8	-2.4	39	7.9	27	17.2	8.1
	<b>Total</b>	<b>179</b>	<b>26.5</b>	<b>223</b>	<b>33.5</b>	<b>-11.6</b>	<b>230</b>	<b>3.9</b>	<b>118</b>	<b>10.9</b>	<b>1.8</b>
<b>Chitambo</b>	Marginalised	86	31.0	214	34.7	-10.4	422	5.7	171	8.6	-0.5
	Less Marginalised	12	24.6	44	43.6	-1.5	65	10.8	24	14.2	5.2
	<b>Total</b>	<b>98</b>	<b>30.3</b>	<b>258</b>	<b>36.2</b>	<b>-8.9</b>	<b>487</b>	<b>6.4</b>	<b>195</b>	<b>9.3</b>	<b>0.2</b>
<b>Kapiri Mposhi</b>	Marginalised	676	39.6	514	37.5	-7.6	881	5.2	421	9.9	0.8
	Less Marginalised	109	49.6	85	48.2	3.0	138	14.4	64	17.1	8.0
	<b>Total</b>	<b>785</b>	<b>41.0</b>	<b>599</b>	<b>39.0</b>	<b>-6.1</b>	<b>1019</b>	<b>6.4</b>	<b>485</b>	<b>10.8</b>	<b>1.8</b>
<b>Total</b>	Marginalised	913	36.6	909	35.6	-9.5	1494	5.1	683	9.4	0.4
	Less Marginalised	149	43.4	171	45.7	0.5	242	12.4	115	16.5	7.4
	<b>Total</b>	<b>1062</b>	<b>37.5</b>	<b>1080</b>	<b>37.2</b>	<b>-7.9</b>	<b>1736</b>	<b>6.1</b>	<b>798</b>	<b>10.5</b>	<b>1.4</b>

**Table 33: Zambia Numeracy scores by district: SeGMA- Grades 7 and 9.**

		Female					Male				
		Baseline		Midline		Difference from mean for all intervention districts	Baseline		Midline		Difference from mean for all intervention districts
		Valid N	Mean	Valid N	Mean		Valid N	mean	Valid N	Mean	
<b>Intervention</b>											
<b>All intervention districts</b>		<b>1646</b>	<b>64.0</b>	<b>1200</b>	<b>65.9</b>	<b>0.0</b>	<b>2166</b>	<b>7.4</b>	<b>1048</b>	<b>7.0</b>	<b>0.0</b>
<b>Chinsali</b>	Marginalised	392	66.9	284	67.1	1.3	486	8.1	241	6.1	-0.9
	Less Marginalised	56	75.5	44	72.6	6.7	75	10.6	42	8.3	1.3
	<b>Total</b>	<b>448</b>	<b>68.0</b>	<b>328</b>	<b>67.9</b>	<b>2.0</b>	<b>561</b>	<b>8.4</b>	<b>283</b>	<b>6.5</b>	<b>-0.6</b>
<b>Mpika</b>	Marginalised	778	63.4	476	66.5	0.7	915	6.1	434	7.6	0.5
	Less Marginalised	138	71.1	85	69.4	3.5	153	10.8	64	9.4	2.4
	<b>Total</b>	<b>916</b>	<b>64.6</b>	<b>561</b>	<b>66.9</b>	<b>1.1</b>	<b>1068</b>	<b>6.7</b>	<b>498</b>	<b>7.8</b>	<b>0.8</b>
<b>Shiwa N'gandu</b>	Marginalised	260	55.3	274	61.1	-4.8	479	7.3	233	5.5	-1.5
	Less Marginalised	22	60.3	37	67.4	1.6	58	10.5	34	11.0	3.9
	<b>Total</b>	<b>282</b>	<b>55.7</b>	<b>311</b>	<b>61.8</b>	<b>-4.1</b>	<b>537</b>	<b>7.6</b>	<b>267</b>	<b>6.2</b>	<b>-0.8</b>
<b>Total</b>	Marginalised	1430	62.9	1034	65.2	-0.6	1880	6.9	908	6.7	-0.4
	Less Marginalised	216	71.2	166	69.8	3.9	286	10.7	140	9.4	2.4
	<b>Total</b>	<b>1646</b>	<b>64.0</b>	<b>1200</b>	<b>65.9</b>	<b>0.0</b>	<b>2166</b>	<b>7.4</b>	<b>1048</b>	<b>7.0</b>	<b>0.0</b>
<b>Comparison</b>											
<b>All comparison districts</b>		<b>1522</b>	<b>67.0</b>	<b>1093</b>	<b>63.7</b>	<b>-2.2</b>	<b>1673</b>	<b>7.4</b>	<b>799</b>	<b>6.4</b>	<b>-0.6</b>
<b>Chibombo</b>	Marginalised	180	60.2	194	65.3	-0.6	190	2.9	106	4.4	-2.6
	Less Marginalised	31	65.4	45	74.4	8.5	38	4.4	26	8.6	1.5
	<b>Total</b>	<b>211</b>	<b>60.9</b>	<b>239</b>	<b>67.0</b>	<b>1.1</b>	<b>228</b>	<b>3.1</b>	<b>132</b>	<b>5.2</b>	<b>-1.8</b>
<b>Chitambo</b>	Marginalised	337	59.4	247	57.8	-8.0	384	7.5	207	5.5	-1.5
	Less Marginalised	49	71.8	37	64.4	-1.5	60	10.6	31	8.4	1.4
	<b>Total</b>	<b>386</b>	<b>61.0</b>	<b>284</b>	<b>58.7</b>	<b>-7.2</b>	<b>444</b>	<b>7.9</b>	<b>238</b>	<b>5.9</b>	<b>-1.1</b>
<b>Kapiri Mposhi</b>	Marginalised	801	70.3	487	63.6	-2.3	860	7.4	368	6.4	-0.6
	Less Marginalised	124	74.2	83	71.6	5.7	141	12.5	61	10.8	3.8
	<b>Total</b>	<b>925</b>	<b>70.8</b>	<b>570</b>	<b>64.7</b>	<b>-1.1</b>	<b>1001</b>	<b>8.1</b>	<b>429</b>	<b>7.0</b>	<b>0.0</b>
<b>Total</b>	Marginalised	1318	66.1	928	62.4	-3.5	1434	6.8	681	5.8	-1.2
	Less Marginalised	204	72.3	165	70.7	4.9	239	10.7	118	9.7	2.7
	<b>Total</b>	<b>1522</b>	<b>67.0</b>	<b>1093</b>	<b>63.7</b>	<b>-2.2</b>	<b>1673</b>	<b>7.4</b>	<b>799</b>	<b>6.4</b>	<b>-0.6</b>

## Zimbabwe

Tables 34 and 35 show the results for Zimbabwe. Results are shown for the younger cohort, now in Form 4. These results show that:

- In intervention districts, Mwenezi and Nyanga performed above average for all subgroups,
- Hurungwe had the poorest average scores for Marginalised girls and overall.
- Mutare was the best performer in comparison districts.
- The results for boys by district generally followed the same trends as those for girls.
- Numeracy results by district generally follow the trends observed for literacy. However, Binga, which did poorly on literacy, performed above average on numeracy.
- Nyanga performed better than all other intervention districts in both literacy and numeracy.

**Table 34: Zimbabwe Literacy scores by district- Form 4 (Form 2 at Baseline).**

		Female					Male				
		Baseline		Midline		Difference from mean for all intervention districts	Baseline		Midline		Difference from mean for all intervention districts
		Valid N	Mean	Valid N	Mean		Valid N	Mean	Valid N	Mean	
<b>Intervention</b>											
<b>All intervention districts</b>		<b>1739</b>	<b>25.7</b>	<b>1234</b>	<b>35.0</b>	<b>0.0</b>	<b>1435</b>	<b>24.1</b>	<b>1069</b>	<b>33.1</b>	<b>0.0</b>
<b>Binga</b>	Marginalised	127	28.8	99	33.8	-1.2	77	28.7	79	33.0	-0.1
	Less Marginalised	40	29.6	33	39.0	4.0	52	32.5	44	40.0	6.9
	<b>Total</b>	<b>167</b>	<b>29.0</b>	<b>132</b>	<b>35.1</b>	<b>0.1</b>	<b>129</b>	<b>30.2</b>	<b>123</b>	<b>35.5</b>	<b>2.4</b>
<b>Hurungwe</b>	Marginalised	136	20.0	84	17.3	-17.7	96	17.9	55	17.6	-15.5
	Less Marginalised	94	34.6	60	36.8	1.8	60	26.3	42	27.3	-5.8
	<b>Total</b>	<b>230</b>	<b>26.0</b>	<b>144</b>	<b>25.4</b>	<b>-9.6</b>	<b>156</b>	<b>21.2</b>	<b>97</b>	<b>21.8</b>	<b>-11.3</b>
<b>Mt Darwin</b>	Marginalised	147	25.9	91	33.5	-1.5	107	28.3	80	33.6	0.5
	Less Marginalised	95	34.5	71	44.1	9.1	86	32.2	69	38.2	5.1
	<b>Total</b>	<b>242</b>	<b>29.3</b>	<b>162</b>	<b>38.1</b>	<b>3.1</b>	<b>193</b>	<b>30.1</b>	<b>149</b>	<b>35.7</b>	<b>2.6</b>
<b>Mudzi</b>	Marginalised	143	14.2	91	18.5	-16.5	96	13.5	66	18.3	-14.8
	Less Marginalised	133	17.9	99	29.8	-5.2	132	17.5	109	27.2	-5.9
	<b>Total</b>	<b>276</b>	<b>16.0</b>	<b>190</b>	<b>24.4</b>	<b>-10.6</b>	<b>228</b>	<b>15.8</b>	<b>175</b>	<b>23.8</b>	<b>-9.3</b>
<b>Mwenezi</b>	Marginalised	115	20.8	78	35.8	0.8	75	22.1	45	34.5	1.4
	Less Marginalised	55	24.0	43	39.5	4.5	55	25.2	39	41.1	8.0
	<b>Total</b>	<b>170</b>	<b>21.9</b>	<b>121</b>	<b>37.1</b>	<b>2.1</b>	<b>130</b>	<b>23.4</b>	<b>84</b>	<b>37.6</b>	<b>4.5</b>
<b>Nyanga</b>	Marginalised	133	22.9	90	37.5	2.5	90	19.9	60	41.2	8.1
	Less Marginalised	89	33.0	79	48.5	13.5	80	28.3	72	43.0	9.9
	<b>Total</b>	<b>222</b>	<b>26.9</b>	<b>169</b>	<b>42.6</b>	<b>7.6</b>	<b>170</b>	<b>23.9</b>	<b>132</b>	<b>42.2</b>	<b>9.1</b>
<b>Shurugwi</b>	Marginalised	166	23.3	103	31.3	-3.7	137	18.3	84	23.6	-9.5
	Less Marginalised	201	33.3	144	44.2	9.2	223	29.1	161	37.8	4.7
	<b>Total</b>	<b>367</b>	<b>28.8</b>	<b>247</b>	<b>38.8</b>	<b>3.9</b>	<b>360</b>	<b>25.0</b>	<b>245</b>	<b>32.9</b>	<b>-0.2</b>
<b>Umzingwane</b>	Marginalised	30	24.4	33	34.3	-0.6	28	23.4	28	40.4	7.3
	Less Marginalised	35	39.7	36	46.0	11.0	41	28.9	36	41.2	8.1
	<b>Total</b>	<b>65</b>	<b>32.6</b>	<b>69</b>	<b>40.4</b>	<b>5.4</b>	<b>69</b>	<b>26.7</b>	<b>64</b>	<b>40.8</b>	<b>7.8</b>
<b>Total</b>	Marginalised	997	22.3	669	30.0	-5.0	706	21.0	497	29.4	-3.7
	Less Marginalised	742	30.2	565	40.9	5.9	729	27.0	572	36.3	3.2
	<b>Total</b>	<b>1739</b>	<b>25.7</b>	<b>1234</b>	<b>35.0</b>	<b>0.0</b>	<b>1435</b>	<b>24.1</b>	<b>1069</b>	<b>33.1</b>	<b>0.0</b>
<b>Comparison</b>											
<b>Hwange</b>	Marginalised	1614	26.6	1063	33.5	-1.5	1389	22.6	895	29.5	-3.6
	Less Marginalised	244	23.0	141	32.3	-2.7	188	17.7	90	26.3	-6.8
	<b>Total</b>	<b>225</b>	<b>29.1</b>	<b>142</b>	<b>38.2</b>	<b>3.2</b>	<b>181</b>	<b>27.9</b>	<b>127</b>	<b>38.5</b>	<b>5.5</b>
<b>Mutare</b>	Marginalised	469	25.9	283	35.2	0.3	369	22.7	217	33.5	0.4
	Less Marginalised	348	20.0	227	32.7	-2.3	324	15.6	212	27.0	-6.1
	<b>Total</b>	<b>312</b>	<b>26.1</b>	<b>232</b>	<b>39.1</b>	<b>4.1</b>	<b>226</b>	<b>21.7</b>	<b>163</b>	<b>37.1</b>	<b>4.0</b>
<b>Uzumba Maramba Pfungwe</b>	Marginalised	660	22.9	459	35.9	0.9	550	18.2	375	31.4	-1.7
	Less Marginalised	226	26.2	138	21.0	-14.0	244	23.7	138	20.9	-12.2
	<b>Total</b>	<b>259</b>	<b>37.7</b>	<b>183</b>	<b>34.0</b>	<b>-1.0</b>	<b>226</b>	<b>32.0</b>	<b>165</b>	<b>26.9</b>	<b>-6.2</b>
<b>Total</b>	Marginalised	485	32.3	321	28.4	-6.6	470	27.7	303	24.2	-8.9
	Less Marginalised	818	22.6	506	29.4	-5.6	756	18.8	440	24.9	-8.2
	<b>Total</b>	<b>796</b>	<b>30.7</b>	<b>557</b>	<b>37.2</b>	<b>2.2</b>	<b>633</b>	<b>27.2</b>	<b>455</b>	<b>33.8</b>	<b>0.7</b>

**Table 35: Zimbabwe Numeracy scores by subgroups- Form 4 (Form 2 at Baseline).**

		Female					Male				
		Baseline		Midline		Difference from mean for all intervention districts	Baseline		Midline		Difference from mean for all intervention districts
		Valid N	Mean	Valid N	Mean		Valid N	mean	Valid N	Mean	
<b>Intervention</b>											
<b>All intervention districts</b>		<b>1788</b>	<b>13.1</b>	<b>1237</b>	<b>29.2</b>	<b>0.0</b>	<b>1467</b>	<b>14.5</b>	<b>1069</b>	<b>31.9</b>	<b>0.0</b>
<b>Binga</b>	Marginalised	145	13.5	99	34.2	5.0	93	18.3	79	37.7	5.8
	Less Marginalised	45	16.1	33	38.6	9.5	55	19.0	44	41.8	9.9
	<b>Total</b>	<b>190</b>	<b>14.1</b>	<b>132</b>	<b>35.3</b>	<b>6.1</b>	<b>148</b>	<b>18.5</b>	<b>123</b>	<b>39.2</b>	<b>7.3</b>
<b>Hurungwe</b>	Marginalised	136	8.0	84	11.6	-17.6	96	8.0	57	17.2	-14.7
	Less Marginalised	93	16.6	60	31.0	1.8	60	12.3	41	26.3	-5.6
	<b>Total</b>	<b>229</b>	<b>11.5</b>	<b>144</b>	<b>19.7</b>	<b>-9.5</b>	<b>156</b>	<b>9.7</b>	<b>98</b>	<b>21.0</b>	<b>-10.9</b>
<b>Mt Darwin</b>	Marginalised	147	8.7	94	26.2	-3.0	107	15.1	80	33.7	1.8
	Less Marginalised	95	12.9	72	31.5	2.4	86	17.7	69	39.1	7.2
	<b>Total</b>	<b>242</b>	<b>10.3</b>	<b>166</b>	<b>28.5</b>	<b>-0.7</b>	<b>193</b>	<b>16.3</b>	<b>149</b>	<b>36.2</b>	<b>4.3</b>
<b>Mudzi</b>	Marginalised	143	7.7	91	18.3	-10.8	96	9.2	66	19.9	-12.0
	Less Marginalised	133	11.3	99	22.0	-7.2	132	12.0	109	22.9	-9.0
	<b>Total</b>	<b>276</b>	<b>9.4</b>	<b>190</b>	<b>20.2</b>	<b>-8.9</b>	<b>228</b>	<b>10.9</b>	<b>175</b>	<b>21.7</b>	<b>-10.2</b>
<b>Mwenezi</b>	Marginalised	115	10.4	78	25.8	-3.3	74	13.3	45	24.6	-7.3
	Less Marginalised	55	14.6	43	32.9	3.7	54	14.6	39	36.0	4.2
	<b>Total</b>	<b>170</b>	<b>11.8</b>	<b>121</b>	<b>28.3</b>	<b>-0.8</b>	<b>128</b>	<b>13.9</b>	<b>84</b>	<b>29.9</b>	<b>-2.0</b>
<b>Nyanga</b>	Marginalised	132	17.1	90	41.2	12.0	91	18.3	60	48.5	16.6
	Less Marginalised	89	26.0	79	49.9	20.8	80	26.9	72	50.2	18.4
	<b>Total</b>	<b>221</b>	<b>20.7</b>	<b>169</b>	<b>45.3</b>	<b>16.1</b>	<b>171</b>	<b>22.3</b>	<b>132</b>	<b>49.4</b>	<b>17.6</b>
<b>Shurugwi</b>	Marginalised	166	10.4	103	21.0	-8.2	136	9.3	85	20.6	-11.3
	Less Marginalised	201	17.3	142	34.0	4.9	222	16.0	160	33.3	1.4
	<b>Total</b>	<b>367</b>	<b>14.2</b>	<b>245</b>	<b>28.6</b>	<b>-0.6</b>	<b>358</b>	<b>13.5</b>	<b>245</b>	<b>28.9</b>	<b>-3.0</b>
<b>Umzingwane</b>	Marginalised	46	9.3	33	23.9	-5.3	37	10.5	27	28.5	-3.4
	Less Marginalised	47	16.0	37	30.9	1.8	48	13.1	36	31.4	-0.5
	<b>Total</b>	<b>93</b>	<b>12.7</b>	<b>70</b>	<b>27.6</b>	<b>-1.5</b>	<b>85</b>	<b>12.0</b>	<b>63</b>	<b>30.2</b>	<b>-1.7</b>
<b>Total</b>	Marginalised	1030	10.7	672	25.5	-3.6	730	12.7	499	29.1	-2.8
	Less Marginalised	758	16.3	565	33.5	4.3	737	16.3	570	34.4	2.5
	<b>Total</b>	<b>1788</b>	<b>13.1</b>	<b>1237</b>	<b>29.2</b>	<b>0.0</b>	<b>1467</b>	<b>14.5</b>	<b>1069</b>	<b>31.9</b>	<b>0.0</b>
<b>Comparison</b>											
<b>Hwange</b>	Marginalised	245	8.9	142	15.2	-14.0	188	6.5	90	15.4	-16.5
	Less Marginalised	225	12.1	142	19.2	-9.9	182	14.7	127	27.2	-4.7
	<b>Total</b>	<b>470</b>	<b>10.4</b>	<b>284</b>	<b>17.2</b>	<b>-12.0</b>	<b>370</b>	<b>10.5</b>	<b>217</b>	<b>22.3</b>	<b>-9.6</b>
<b>Mutare</b>	Marginalised	350	13.3	226	22.1	-7.1	324	12.9	213	22.4	-9.5
	Less Marginalised	312	18.1	233	26.8	-2.3	225	17.8	164	31.1	-0.8
	<b>Total</b>	<b>662</b>	<b>15.6</b>	<b>459</b>	<b>24.5</b>	<b>-4.7</b>	<b>549</b>	<b>14.9</b>	<b>377</b>	<b>26.2</b>	<b>-5.7</b>
<b>Uzumba Maramba Pfungwe</b>	Marginalised	241	7.7	139	14.5	-14.6	255	10.6	138	16.9	-15.0
	Less Marginalised	273	15.6	183	24.1	-5.0	236	15.1	163	22.4	-9.5
	<b>Total</b>	<b>514</b>	<b>11.9</b>	<b>322</b>	<b>20.0</b>	<b>-9.2</b>	<b>491</b>	<b>12.8</b>	<b>301</b>	<b>19.9</b>	<b>-12.0</b>
<b>Total</b>	Marginalised	836	10.4	507	18.1	-11.1	767	10.5	441	19.3	-12.6
	Less Marginalised	810	15.6	558	24.0	-5.2	643	15.9	454	26.9	-5.0
	<b>Total</b>	<b>1646</b>	<b>12.9</b>	<b>1065</b>	<b>21.2</b>	<b>-8.0</b>	<b>1410</b>	<b>13.0</b>	<b>895</b>	<b>23.1</b>	<b>-8.8</b>

### 3.10.2 Learning scores by key barriers and characteristics

Learning scores of key subgroups by barriers and characteristics were analysed and are presented in this section. These are split by literacy and numeracy to reveal the variations by type of learning. The analysis presented in this section is for the intervention districts only, and compares the scores of key subgroups of marginalised girls to show which ones are performing below average, and thereby provides advice on any necessary corrective measures. Scores are compared to the mean test scores of marginalised girls as follows:

- The change from baseline to midline is computed for all marginalised girls; and for each key subgroup.
- The difference between the mean of the key subgroup and that of the key subgroup is calculated in percentage points.
- The difference in percentage is also provided.
- Given the respective sample sizes, tests for significant differences are computed<sup>42</sup>.

#### Learning scores of key subgroups in Tanzania

Table 36a presents literacy scores of key subgroups in **Tanzania**. The group mean for all marginalised girls at baseline (25.5) and at midline (49.33) produced a mean change of 23.82pp. By age group, it seems that 16-17 year old students performed higher than the group average, although the 18-19 year olds performed below average. The other groups that performed below average were those with difficulties with language of instruction (LoI); and students who attend school for less than 85% of the time; and students who said that the teacher did not make them feel welcome.

**Table 36: Learning scores of key barriers**

**Table 36a: Tanzania: Literacy scores of key barriers (marginalised girls in intervention districts)**

	Baseline		Midline		Mean change from baseline	Difference from group mean (pp)	Difference from group mean as % of mean change from baseline
	Valid N	Mean	Valid N	Mean			
<b>All Marginalised Girls</b>	1049	25.53	875	49.3	23.77	0	0%
<b>6 to 8 years</b>	0	.	0	.			
<b>9 to 11 years</b>	0	.	0	.			
<b>12 to 13 years</b>	6	26.85	0	.			
<b>14 to 15 years</b>	484	29.45	25	52.78	23.33	-0.44	-2%
<b>16 to 17 years</b>	505	22.65	510	53.32	30.67	6.9	22%
<b>18 to 19 years</b>	50	17.61	318	43.37	25.76	1.99	8%
<b>20+ years</b>	4	11.81	22	37.63	25.82	2.05	8%
<b>Sight related disability</b>	107	23.39	5	34.44	11.05	-12.72	-115%
<b>Hearing related disability</b>	73	21.61	3	50	28.39	4.62	16%
<b>Walking related disability</b>	80	21.18	8	31.6	10.42	-13.35	-128%
<b>Memory or cognitive disability</b>	73	20.62	11	52.02	31.4	7.63	24%
<b>Self-care related disability</b>	49	21.88	12	43.29	21.41	-2.36	-11%
<b>Communication related disability</b>	43	20.22	8	50.35	30.13	6.36	21%
<b>Students with sickness problem</b>	82	24.8	126	51.19	26.39	2.62	10%
<b>Students with one or more forms of disability</b>	248	22.14	38	47	24.86	1.09	4%

<sup>42</sup> Done for those where it was necessary to check the difference.

Double Orphan	40	26.53	37	50.0	23.47	-0.30	-1.3%
Single Orphan	222	24.84	182	49.15	24.31	0.54	2%
Not living with both parents	600	25.26	505	48.89	23.63	-0.14	-1%
Female headed household	324	26.57	296	50.38	23.81	0.04	0%
Parents have difficulty with paying fees or child has been sent away more than once	306	28.56	252	53.59	25.03	1.26	5%
Household does not have regular income	762	25	633	48.89	23.89	0.12	1%
Household house material depicts poverty i.e. mud grass leaves etc.	496	22.35	405	46.34	23.99	0.22	1%
Household house wall material depicts poverty i.e. earth and wood	817	23.94	674	47.68	23.74	-0.03	0%
Household has skipped meals on some days	645	24.41	526	48.42	24.01	0.24	1%
Have difficulties learning in English	284	24.86	289	46.91	22.05	-1.72	-8%
Teacher does not use other Lol other than English	329	25.07	345	48.99	23.92	0.15	1%
Students with difficulties with Lol	102	25.68	120	47.43	21.75	-2.02	-9%
Head of household is illiterate	75	23.15	64	47.05	23.9	0.13	1%
Student DOES NOT feel safe traveling to or from school	101	25.08	150	49.28	24.2	0.43	2%
Student has high chore burden and spends most free time on chores	529	25.9	443	49.58	23.68	-0.09	0%
Student does not receive adequate support to stay in school and do well	843	25.16	667	49.27	24.11	0.34	1%
Students who attend school for less than 85% of the time	626	22.42	224	43.44	21.02	-2.75	-13%
Students who DO NOT feel safe at school	55	23.84	33	52.27	28.43	4.66	16%
Students who DO NOT have adequate seats at school	211	29.13	203	52.18	23.05	-0.72	-3%
Does not decide when to play with friends	82	23.48	59	44.82	21.34	-2.43	-11%
Not enough teachers for the number of students	583	26.46	495	50.12	23.66	-0.11	0%
Teachers often Absent from school	51	20.04	84	46.92	26.88	3.11	12%
Teachers DO NOT make students feel welcome in the classroom	149	24.74	15	41.48	16.74	-7.03	-42%
Teachers treat boys differently to girls	427	24.82	441	47.4	22.58	-1.19	-5%

With regards to numeracy (Table 36b), the younger children (ages 14-15) performed below average, and also those with walking related disabilities; and those who did not feel safe on the journey to school. Students who did not decide when to play and those who felt that teachers did not make them feel welcome also performed below average.

**Table 36b: Tanzania: Numeracy scores of key barriers (marginalised girls in intervention districts)**

SeGMA score out of 100	Baseline		Midline		Mean change from baseline	Difference from group mean (pp)	Difference from group mean as % of mean change from baseline
	Valid N	Mean	Valid N	Mean			
<b>All Marginalised Girls</b>	1050	12.03	875	22.35	10.32	0	0%
<b>6 to 8 years</b>	0	.	0	.			
<b>9 to 11 years</b>	0	.	0	.			
<b>12 to 13 years</b>	6	12.73	0	.			
<b>14 to 15 years</b>	484	14.27	27	20.47	6.2	-4.12	-66%
<b>16 to 17 years</b>	506	10.25	510	25.02	14.77	4.45	30%
<b>18 to 19 years</b>	50	8.83	316	18.46	9.63	-0.69	-7%
<b>20+ years</b>	4	5.56	22	18.69	13.13	2.81	21%
<b>Sight related disability</b>	107	10.49	5	16.94	6.45	-3.87	-60%
<b>Hearing related disability</b>	73	9.55	3	23.61	14.06	3.74	27%
<b>Walking related disability</b>	80	9.36	8	10.59	1.23	-9.09	-739%
<b>Memory or cognitive disability</b>	73	9.53	11	16.79	7.26	-3.06	-42%
<b>Self-care related disability</b>	49	9.16	12	16.78	7.62	-2.7	-35%
<b>Communication related disability</b>	43	9.37	8	31.08	21.71	11.39	52%
<b>Students with sickness problem</b>	82	11.35	126	23.49	12.14	1.82	15%
<b>Students with one or more forms of disability</b>	248	9.94	38	19.37	9.43	-0.89	-9%
<b>Double Orphan</b>	40	13.23	37	17.94			
<b>Single Orphan</b>	223	11.95	183	21.98	10.03	-0.29	-3%
<b>Not living with both parents</b>	601	11.88	504	22.16	10.28	-0.04	0%
<b>Female headed household</b>	325	12.7	299	23.32	10.62	0.3	3%
<b>Parents have difficulty with paying fees or child has been sent away more than once</b>	306	13.67	251	24.29	10.62	0.3	3%
<b>Household does not have regular income</b>	762	11.99	635	22.32	10.33	0.01	0%
<b>Household house material depicts poverty i.e. mud grass leaves etc.</b>	496	10.33	404	20.58	10.25	-0.07	-1%
<b>Household house wall material depicts poverty i.e. earth and wood</b>	818	11.25	673	21.29	10.04	-0.28	-3%
<b>Household has skipped meals on some days</b>	645	11.33	528	21.52	10.19	-0.13	-1%
<b>Have difficulties learning in English</b>	284	11.31	289	20.77	9.46	-0.86	-9%

Teacher does not use other Lol other than English	329	12.12	345	22.05	9.93	-0.39	-4%
Students with difficulties with Lol	102	11.19	120	20.66	9.47	-0.85	-9%
Head of household is illiterate	76	11.07	61	18.76	7.69	-2.63	-34%
Student DOES NOT feel safe traveling to or from school	101	11.4	149	19.16	7.76	-2.56	-33%
Student has high chore burden and spends most free time on chores	530	11.85	446	22.42	10.57	0.25	2%
Student does not receive adequate support to stay in school and do well	844	11.83	668	22.44	10.61	0.29	3%
Students who attend school for less than 85% of the time	627	10.07	224	18.09	8.02	-2.3	-29%
Students who DO NOT feel safe at school	55	11.84	33	23.95	12.11	1.79	15%
Students who DO NOT have adequate seats at school	211	14.63	201	22.82	8.19	-2.13	-26%
Does not decide when to play with friends	82	11.25	58	17.43	6.18	-4.14	-67%
Not enough teachers for the number of students	584	12.66	496	23.47	10.81	0.49	5%
Teachers often Absent from school	51	9.04	84	20.34	11.3	0.98	9%
Teachers DO NOT make students feel welcome in the classroom	149	11.66	15	13.06	1.4	-8.92	-637%
Teachers treat boys differently to girls	427	11.86	440	21.26	9.4	-0.92	-10%

The results for key subgroups in **Tanzania** seem to indicate the continued need to focus on students with some form of disability, (although the data is highly unreliable) those who struggle with communication and language of instruction, those who have safety concerns; and those who feel that teachers do not make them feel welcome. It seems that both teachers (behaviour, attitude) and students (self-esteem, attitudes) have a role to play in addressing the problems faced by these subgroups.

### Learning scores of key subgroups in Zambia

Literacy data for **Zambia** was computed for the combined cohort grades, and including replacements. The subgroups that seem to be performing below average are:

- Students with difficulties learning in English, or with language of instruction
- Those who do not decide when to play;
- Students who mentioned that teachers are often absent from school.

Some key subgroups, such as those with cognitive disabilities or who attend school for less than 85% of the time surprisingly performed above average.



**Table 36c: Zambia: Literacy scores of key barriers (marginalised girls in intervention districts)**

EGRA/SeGRA score out of 100	Baseline		Midline		Mean change from baseline	Difference from group mean (pp)	Difference from group mean as % of mean change from baseline
	Valid N	Mean	Valid N	Mean			
All Marginalised Girls	1488	36.27	1076	43.71	7.44	0	0%
Sight related disability	4	48.38	105	31.94	-16.44	-23.88	145%
Hearing related disability	3	39.16	98	29.37	-9.79	-17.23	176%
Walking related disability	4	45.37	112	28.47	-16.9	-24.34	144%
Memory or cognitive disability	6	14.64	116	32.74	18.1	10.66	59%
Self-care related disability	11	19.64	118	34.27	14.63	7.19	49%
Communication related disability	3	21.47	94	31.48	10.01	2.57	26%
Students with sickness problem	21	29.79	348	39.94	10.15	2.71	27%
Students with one or more forms of disability	25	28.76	283	33.89	5.13	-2.31	-45%
Double Orphan	70	33.92	57	43.21			
Single Orphan	259	36.72	200	45.42	8.7	1.26	14%
Not living with both parents	829	33.95	505	41.77	7.82	0.38	5%
Female headed household	447	34.79	342	43.43	8.64	1.2	14%
Parents have difficulty with paying fees or child has been sent away more than once	497	37.39	360	45.13	7.74	0.3	4%
Household does not have regular income	520	40.53	369	47.85	7.32	-0.12	-2%
Household house material depicts poverty i.e. mud grass leaves etc.	660	38.74	543	45.5	6.76	-0.68	-10%
Household house wall material depicts poverty i.e. earth and wood	938	36.54	707	42.87	6.33	-1.11	-18%
Household has skipped meals on some days	757	36.27	545	43.66	7.39	-0.05	-1%
Have difficulties learning in English	386	30.17	188	32.18	2.01	-5.43	-270%
Teacher does not use other Lol other than English	536	33.48	242	37.92	4.44	-3	-68%
Students with difficulties with Lol	197	27.37	82	30.11	2.74	-4.7	-172%
Head of household is illiterate	0	.	0	.	.	.	.
Student DOES NOT feel safe traveling to or from school	110	33.59	56	43.75	10.16	2.72	27%
Student has high chore burden and spends most free time on chores	722	31.96	497	41.85	9.89	2.45	25%
Student does not receive adequate support to stay in school and do well	1155	36.46	804	44.38	7.92	0.48	6%
Students who attend school for less than 85% of the time	332	33.72	44	49.34	15.62	8.18	52%

Students who DO NOT feel safe at school	321	30.59	96	31.93	1.34	-6.1	-455%
Students who DO NOT have adequate seats at school	434	32.94	265	41.66	8.72	1.28	15%
Does not decide when to play with friends	187	36.35	196	38.84	2.49	-4.95	-199%
Not enough teachers for the number of students	0	.	0	.	.	.	.
Teachers often Absent from school	1025	35.38	473	37.42	2.04	-5.4	-265%
Teachers DO NOT make students feel welcome in the classroom	179	33.75	67	45.19	11.44	4	35%
Teachers treat boys differently to girls	1124	35.55	830	42.02	6.47	-0.97	-15%

Numeracy scores for key subgroups in **Zambia** are given in Table 36d. The results for both grades have been combined. Students with sickness problems have significantly lower scores. Students who do not feel safe at school and those who mention that Teachers are often absent from school also had scores that were lower than average.

**Table 36d: Zambia: Numeracy scores of key barriers (marginalised girls in intervention districts)**

EGRA/SeGRA score out of 100	Baseline		Midline		Mean change from baseline	Difference from group mean (pp)	Difference from group mean as % of mean change from baseline
	Valid N	Mean	Valid N	Mean			
All Marginalised Girls	1430	62.92	1034	65.23	2.31	0	0%
Sight related disability	3	77.04	104	60.79	-16.25	-18.56	114%
Hearing related disability	2	81.2	103	58.7	-22.5	-24.81	110%
Walking related disability	5	72.11	114	57.95	-14.16	-16.47	116%
Memory or cognitive disability	5	53.11	113	61.14	8.03	5.72	71%
Self-care related disability	8	59.95	122	59.91	-0.04	-2.35	5875%
Communication related disability	3	49.2	101	60.07	10.87	8.56	79%
Students with sickness problem	18	66.03	357	63.16	-2.87	-5.18	180%
Students with one or more forms of disability	22	63.19	286	60.39	-2.8	-5.11	183%
Double Orphan	63	61.1	56	63.57			
Single Orphan	257	63.15	189	66.75	3.6	1.29	36%
Not living with both parents	787	61.77	510	64.04	2.27	-0.04	-2%
Female headed household	415	61.89	323	66.62	4.73	2.42	51%
Parents have difficulty with paying fees or child has been sent away more than once	478	63.17	335	64.71	1.54	-0.77	-50%
Household does not have regular income	470	65.35	357	67.09	1.74	-0.57	-33%
Household house material depicts poverty i.e. mud grass leaves etc.	642	63.46	527	66.23	2.77	0.46	17%

Household house wall material depicts poverty i.e. earth and wood	905	62.27	668	65.08	2.81	0.5	18%
Household has skipped meals on some days	723	62.94	527	65.14	2.2	-0.11	-5%
Have difficulties learning in English	382	59.45	200	61.71	2.26	-0.05	-2%
Teacher does not use other Lol other than English	512	62.49	245	63.41	0.92	-1.39	-151%
Students with difficulties with Lol	198	58.45	83	63.54	5.09	2.78	55%
Head of household is illiterate							
Student DOES NOT feel safe traveling to or from school	107	62.44	63	63.62	1.18	-1.13	-96%
Student has high chore burden and spends most free time on chores	687	61.34	503	64.23	2.89	0.58	20%
Student does not receive adequate support to stay in school and do well	1112	63.06	770	65.35	2.29	-0.02	-1%
Students who attend school for less than 85% of the time	324	60.26	42	69.1	8.84	6.53	74%
Students who DO NOT feel safe at school	315	61.3	93	58.3	-3	-5.31	177%
Students who DO NOT have adequate seats at school	403	61.82	260	64.41	2.59	0.28	11%
Does not decide when to play with friends	171	63.95	196	64.1	0.15	-2.16	-1440%
Not enough Teachers for the number of students							
Teachers often Absent from school	986	62.09	457	62.36	0.27	-2.04	-756%
Teachers DO NOT make students feel welcome in the classroom	172	63.18	69	62.52	-0.66	-2.97	450%
Teachers treat boys differently to girls	1067	62.4	791	64.46	2.06	-0.25	-12%

### Learning scores of key subgroups in Zimbabwe

Literacy data for **Zimbabwe** is given in Table 36e. Data shows that the older students tend to perform below average. In fact, test scores dropped as age increased. This was confirmed by the correlation test below which was performed for the marginalised girls in intervention districts at midline; and shows a significant ( $p=0.005$ ) relationship. From the qualitative research in Zimbabwe it would appear that as students get older, their burden of chores and the need to earn income may be interfering with their ability to focus on studying, causing reduced test scores.

**Table 37: Correlation**

		Percentage	SeGRA score out of 100
<b>Age</b>	Pearson Correlation	1	-.100**
	Sig. (2-tailed)		.005
	N	1149	784
<b>SeGRA score out of 100</b>	Pearson Correlation	-.100**	1
	Sig. (2-tailed)	.005	
	N	784	784

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

Students with disability and sickness problems performed below average, as did those who did not feel safe traveling to school, those who did not feel safe at school; those who did not attend school for more than 85% of the time; and those who did not decide when to play.

**Table 36e: Zimbabwe: Literacy scores of key barriers (marginalised girls in intervention districts)**

SeGRA score out of 100	Baseline		Midline		Mean change from baseline	Difference from group mean (pp)	Difference from group mean as % of mean change from baseline
	Valid N	Mean	Valid N	Mean			
<b>All Marginalised Girls</b>	997	22.31	669	29.98	7.67	0	0%
<b>6 to 8 years</b>	0	.	0	.			
<b>9 to 11 years</b>	0	.	0	.			
<b>12 to 13 years</b>	25	27.89	0	.			
<b>14 to 15 years</b>	637	23.39	46	40.04	16.65	8.98	54%
<b>16 to 17 years</b>	325	19.7	488	30.1	10.4	2.73	26%
<b>18 to 19 years</b>	9	22.22	128	26	3.78	-3.89	-103%
<b>20+ years</b>	1	50	7	28.17	-21.83	-29.5	135%
<b>Sight related disability</b>	76	19.08	28	21.43	2.35	-5.32	-226%
<b>Hearing related disability</b>	52	17.74	24	16.9	-0.84	-8.51	1013%
<b>Walking related disability</b>	74	19.93	31	20.07	0.14	-7.53	-5379%
<b>Memory or cognitive disability</b>	84	18.42	40	20.42	2	-5.67	-284%
<b>Self-care related disability</b>	55	17.93	29	18.58	0.65	-7.02	-1080%
<b>Communication related disability</b>	49	17.57	11	21.46	3.89	-3.78	-97%
<b>Students with sickness problem</b>	105	19.6	206	25.4	5.8	-1.87	-32%
<b>Students with one or more forms of disability</b>	223	19.27	92	21.65	2.38	-5.29	-222%
<b>Double Orphan</b>	123	19.72	77	25.47			
<b>Single Orphan</b>	301	22.01	203	30.25	8.24	0.57	7%
<b>Not living with both parents</b>	687	21.77	454	29.72	7.95	0.28	4%
<b>Female headed household</b>	413	21.73	245	27.68	5.95	-1.72	-29%
<b>Parents have difficulty with paying fees or child has been sent away more than once</b>	717	23.26	500	30.86	7.6	-0.07	-1%
<b>Household does not have regular income</b>	660	22.8	452	30.36	7.56	-0.11	-1%

Household house material depicts poverty i.e. mud grass leaves etc.	667	22.23	442	29.03	6.8	-0.87	-13%
Household house wall material depicts poverty i.e. earth and wood	717	22.06	479	28.95	6.89	-0.78	-11%
Household has skipped meals on some days	656	22.22	458	29.33	7.11	-0.56	-8%
Have difficulties learning in English	337	17.93	226	23.89	5.96	-1.71	-29%
Teacher does not use other Lol other than English	226	19.47	134	30	10.53	2.86	27%
Students with difficulties with Lol	93	17.47	54	29.12	11.65	3.98	34%
Head of household is illiterate	123	23.31	82	30.93	7.62	-0.05	-1%
Student DOES NOT feel safe traveling to or from school	213	23.7	168	29.12	5.42	-2.25	-42%
Student has high chore burden and spends most free time on chores	590	21.94	387	29.9	7.96	0.29	4%
Student does not receive adequate support to stay in school and do well	685	21.94	469	30.6	8.66	0.99	11%
Students who attend school for less than 85% of the time (all students)	195	17.11	98	17.94	0.83	-6.49	-550%
Students who attend school for less than 85% of the time (inschool)	195	17.11	98	17.94			
Students who DO NOT feel safe at school	82	20.8	38	23.1	2.3	-5.37	-233%
Students who DO NOT have adequate seats at school	389	23.91	208	27.74	3.83	-3.84	-100%
Does not decide when to play with friends	157	24.2	83	24.87	0.67	-7	-1045%
Not enough Teachers for the number of students	445	22.73	293	30.76	8.03	0.36	4%
Teachers often Absent from school	119	19.35	129	26.25	6.9	-0.77	-11%
Teachers DO NOT make students feel welcome in the classroom	76	14.91	29	26.82	11.91	4.24	36%
Teachers treat boys differently to girls	355	18.36	250	27.1	8.74	1.07	12%

Numeracy data for **Zimbabwe**, presented in Table 36f, shows that students who indicated one or more forms of disability performed below average; together with those that mentioned sickness as a problem. An important finding was that test scores for single orphans were not statistically significantly different from the group average, but that for double orphans were. It seems that there are marked differences between single and double orphans with regards to performance in literacy. The other two subgroups that performed below average were those who did not decide when to play, and those who did not attend school for more than 85% of the time.

**Table 36f: Zimbabwe: Numeracy scores of key barriers (marginalised girls in intervention districts)**

	Baseline		Midline		Mean change from baseline	Difference from group mean (pp)	Difference from group mean as % of mean change from baseline
	Valid N	Mean	Valid N	Mean			
<b>All Marginalised Girls</b>	1030	10.71	672	25.53	14.82	0	0%
<b>6 to 8 years</b>	0	.	0	.			
<b>9 to 11 years</b>	0	.	0	.			
<b>12 to 13 years</b>	25	13	0	.			
<b>14 to 15 years</b>	653	10.93	47	33.63	22.7	7.88	35%
<b>16 to 17 years</b>	339	10.11	491	25.92	15.81	0.99	6%
<b>18 to 19 years</b>	12	10.88	127	20.87	9.99	-4.83	-48%
<b>20+ years</b>	1	8.33	7	28.57	20.24	5.42	27%
<b>Sight related disability</b>	82	8.98	28	19.35	10.37	-4.45	-43%
<b>Hearing related disability</b>	59	8.38	25	10.33	1.95	-12.87	-660%
<b>Walking related disability</b>	81	10.01	32	13.45	3.44	-11.38	-331%
<b>Memory or cognitive disability</b>	91	8.73	40	16.46	7.73	-7.09	-92%
<b>Self-care related disability</b>	62	10.13	30	13.7	3.57	-11.25	-315%
<b>Communication related disability</b>	52	6.94	12	14.35	7.41	-7.41	-100%
<b>Students with sickness problem</b>	114	7.75	207	22.76	15.01	0.19	1%
<b>Students with one or more forms of disability</b>	241	8.94	93	17.11	8.17	-6.65	-81%
<b>Double Orphan</b>	128	9.05	78	18.13			
<b>Single Orphan</b>	319	10.75	205	26.36	15.61	0.79	5%
<b>Not living with both parents</b>	717	10.4	457	24.66	14.26	-0.56	-4%
<b>Female headed household</b>	436	10.92	248	24.43	13.51	-1.31	-10%
<b>Parents have difficulty with paying fees or child has been sent away more than once</b>	745	11.02	501	26.7	15.68	0.86	5%
<b>Household does not have regular income</b>	685	11.25	455	26.7	15.45	0.63	4%
<b>Household house material depicts poverty i.e. mud grass leaves etc.</b>	693	10.77	445	25.07	14.3	-0.52	-4%
<b>Household house wall material depicts poverty i.e. earth and wood</b>	744	10.55	481	24.91	14.36	-0.46	-3%
<b>Household has skipped meals on some days</b>	685	10.64	461	24.4	13.76	-1.06	-8%
<b>Have difficulties learning in English</b>	345	8.25	229	22.1	13.85	-0.97	-7%
<b>Teacher does not use other Lol other than English</b>	234	8.46	136	23.45	14.99	0.17	1%
<b>Students with difficulties with Lol</b>	96	7.23	56	26.39	19.16	4.34	23%
<b>Head of household is illiterate</b>	133	12.91	82	30.22	17.31	2.49	14%

Student DOES NOT feel safe traveling to or from school	229	11.64	170	25.57	13.93	-0.89	-6%
Student has high chore burden and spends most free time on chores	604	10.68	389	24.54	13.86	-0.96	-7%
Student does not receive adequate support to stay in school and do well	708	9.97	474	25.7	15.73	0.91	6%
Students who attend school for less than 85% of the time	199	6.3	102	12.83	6.53	-8.29	-127%
Students who DO NOT feel safe at school	85	7.68	39	19.59	11.91	-2.91	-24%
Students who DO NOT have adequate seats at school	400	11.81	210	24.25	12.44	-2.38	-19%
Does not decide when to play with friends	160	12.38	85	16.76	4.38	-10.44	-238%
Not enough teachers for the number of students	457	11.47	294	26.28	14.81	-0.01	0%
Teachers often Absent from school	125	7.89	130	20.32	12.43	-2.39	-19%
Teachers DO NOT make students feel welcome in the classroom	77	5.34	30	20.83	15.49	0.67	4%
Teachers treat boys differently to girls	365	8.15	252	22.09	13.94	-0.88	-6%

Given the results shown above, it does seem as though CAMFED is anticipating many of the issues that lead to underperformance including LOI, disability and attendance. Various interventions are in place to focus on these areas of concern.

### 3.11 Discussion of barriers and drivers of learning outcomes

The qualitative research yielded evidence on the supply side barriers of school environment and the teachers' skills and capabilities which may be contributing drivers of and barriers to learning scores at the midline point of GECT 5101. A short discussion is presented below on the major factors encountered by the qualitative researchers. Demand side barriers to learning are discussed in Chapter 6 in relation particularly to IO1: attendance and IO4 learning but essentially are involved in the discussion of all intermediate outcomes.

#### Language of Instruction

There is no change between baseline and midline in the difficulties associated with the Language of Instruction (LoI). The LoI is English in secondary schools in Tanzania, Zambia and Zimbabwe. However, in most cases the first and sometimes second language of the students is not English. Whilst this is particularly acute in **Tanzania** where the primary language of instruction is KiSwahili and thus the wholesale move to English is very hard for students in Form 1 in particular, this is also surprisingly the case in **Zambia** where the qualitative researchers found languages other than English being commonly spoken at school, even if the LOI was English. Thus it is the EE's view that learning in English still poses a challenge to most if not all students in Tanzania and Zambia, especially if taught by teachers whose own English is not completely fluent. Even teachers recognise this challenge. Teachers in the midline qualitative research in Rufiji commenting on the use of E-Readers for English texts, reported the following limitation:

R6 “... that is the new technology to the students too, but the capacity of the student to understand English is very low.” (Teachers, Rufiji Tanzania).

Girls also acknowledge the problem

“...but the problem is English language, we have no foundation of English because in primary we do use Kiswahili only...the teachers do teach in English but also translate for us when teaching (Bursary girl, Rufiji, Tanzania)

What happens in many cases, as alluded to above, is that children are taught in English but the teacher translates into local language for them, at least in the first years of secondary school. But if the child cannot see a book or the chalkboard and has no notebook, it is hard to excel.

### **Use of Participatory methods in the classroom**

Teaching staff across all three countries stated that they would prefer to use participatory and active teaching styles and methods. They said they recognise the value of participative methods to enhance the learning of students. However in practice, interviews with teachers, TMs and head teachers alluded to significant factors inhibiting the frequent use of participatory methods in the classroom.

In **Tanzania**, teachers reported that they have to some extent been able to use active teaching methods such as: role play, group work and discussions. Students in Tanzania corroborated this claim and also reported a perceived change in the style of teaching: there was more use of question and answer sessions rather than purely lecturing compared to baseline research. Other methods also included time for discussion and more examples and exercises to complete in class as individuals and/ or groups to practise and check understanding. This appears to indicate some progress with teaching styles.

In **Zambia**, teachers reported they used methods such as debates and quizzes to encourage active learning. Students said that group work was also used and in some cases group work was used to check whether they understood and sometimes they had to teach others what they had learnt in the lesson, encouraging active listening and repeating in their own words the taught topic.

### **Inadequate classroom infrastructure impacting roll out of active teaching methods**

A key barrier to integrating more participative teaching and learning methods was the physical space available in the classroom including the adequacy of the classroom furniture that would be needed to facilitate participatory learning sessions. Currently there are too few desks and chairs in particular and those that exist are ancient and in poor maintenance in a large majority of schools visited. There is little space between them and they are not in robust shape to be constantly moved into different configurations. Children frequently share chairs and desks and cannot sit comfortably to learn either by traditional or participative methods.

In **Tanzania**, from the schools visited there was a big difference in available space in some schools compared to others. For example, one school in Handeni had ample classrooms (but in this instance faced a barrier of a shortage of teachers, discussed below) and other schools, in Chalinze, there were reports of multiple streams in a classroom due to lack of space and classroom availability. Where teachers had limited classroom space, it was reported that the style of teaching became far more constrained. For School Committees the maintenance of classrooms and furniture was a key priority however, they were unable to source sufficient funding to buy new furniture and instead focused on renovating old furniture. In one school visited, there was a significant termite problem that preoccupied the Committee to the extent that they could not devote more attention to classroom furniture.

In Tanzania, the proportion of marginalised girls in intervention areas saying that there were not enough seats for students increased from 20% at baseline to 24% at midline. However, in the teachers' survey at midline, 63% of teachers said that there were more or better classrooms in their school over the past two years though a smaller proportion – 52% – said there were more or better desks or chairs over the past two years.



In **Zimbabwe**, of the 8 schools visited during the qualitative research only one school in Nyanga appeared to have reasonable classroom and school infrastructure. The rest of the schools visited had dilapidated classrooms and desks. Some of the classrooms did not have any doors and windows and the schools' furniture was of very poor standard, most of it old and in a state of disrepair. Efforts were being made to improve school infrastructure with one school purchasing new furniture by means of a grant from a donor, which would provide 90% of learners with new chairs and tables.

In terms of student perceptions, marginalised girls in intervention areas in Zimbabwe were more positive about seating at midline than baseline, with 38% saying seating was inadequate at baseline compared with 32% at baseline. The same pattern was observed in Zambia, with the proportion saying that there were not enough seats reducing from 31% at baseline to 27% at midline.

Teachers in Zimbabwe were more positive about furnishings than classrooms at the midline, with 65% saying that there were more or better desks and chairs over the past two years while just 42% said there were more or better classrooms. In Zambia, teachers were less positive, with just 43% saying there were more or better classrooms and just 28% saying there were more or better desks and chairs over the past two years.

### Shortage of teachers

In **Tanzania** it was reported by teachers including TM, Heads of School, marginalised girls and boys in the three districts visited that there were either no science teachers, or a shortage of science teachers, particularly physics and maths.

*“Insufficiency of science teachers, especially the physics teacher. You may find there are one or two teachers in school so the teachers gets tired and misses the class sometimes. [Interviewer 2]: And how many students are you in school? [R2]: 600 students (Bursary Girl, Chalinze, Tanzania)*

Out of the eight schools visited by the qualitative research team in **Zimbabwe** during the midline evaluation only one; in Nyanga appeared not to have a serious shortage of teachers. As a result of the economic situation in Zimbabwe; it was reported by teachers that they believed schools are facing shortages of teachers particularly for Science, Mathematics, English and commercial subjects. The schools were still adapting to the new curriculum and have not always allocated trained teachers to the new subjects (Physical education, commercial subjects).

Student perceptions about the availability of teachers was very similar at midline and baseline. Almost 60% of marginalised girls in intervention districts in **Tanzania** (58%) said there were not enough teachers at baseline and 56% said this at midline. In **Zimbabwe**, a smaller but still significant proportion of marginalised girls in intervention districts – 46% – said there was insufficient teachers at both baseline and midline.

Teachers were also negative about the ratio of teachers to students, with just 44% of teachers in intervention districts in **Tanzania** and 46% in **Zimbabwe** saying the ratio of teachers to students had been better over the past two years. Teachers in **Zambia** were particularly negative, with only 21% saying that this had improved. In **Tanzania** and **Zambia**, teachers in intervention schools were more positive than in comparison schools, by 10 percentage points (34% of teachers in comparison areas in **Tanzania** and just 11% of those in **Zambia** said teacher ratios were better). In **Zimbabwe**, teachers in comparison areas gave views more similar to those in intervention areas, with 43% saying teacher to student ratios had improved (compared with 46% in intervention areas).

### Teacher Training and implementation

While government-provided pre-service education for teachers is critical for enabling teachers to use effective teaching and learning strategies in the classroom, it is important that teachers have the opportunity to continually learn and reflect on their practice in order to improve.

In their policy and planning frameworks **Zambia** has identified the need for continuing professional development of teachers and has developed a school-based CPD system supported by workshops at district

level Teacher Resource Centres. The school based CPD is supported by the printed SPRINT<sup>43</sup> programme and school, zone and district level coordinators. Thus, CAMFED CPD activities have a ready-made system which can support the in-service training they provide. Zambia is also piloting a series of school management guidelines developed with support from the Zambia Education Sector Support Technical Assistance (ZESSTA) programme 2016-2018 (DFID-funded) to support improved school management; CAMFED can also make use of these materials to enhance the management of their supported schools. In Zambia, a number of teachers had attended training and CAMFED made use of existing structures to provide this training. In Zambia, teachers in Shiwa N'gandu, in line with the SPRINT approach, said that they held peer group meetings for colleagues to share best practices and approaches to improve their professional development. These meetings also provided a forum to review the syllabus and materials that needed to be taught.

In a similar fashion, Learner Guides in Zambia were reported to have a WhatsApp group to facilitate communication amongst them and they also have review meetings with the CAMFED district officials, district staff and each other. Every quarter they come together to discuss good practices or challenges they are facing.

The vast majority of teachers in Zambia (88%) said that they had adopted new teaching methods or activities over the last two years. This was the same between intervention and comparison districts. The majority of parents of marginalised girls in intervention districts (80%) and comparison districts (76%) said the quality of teaching had improved in the last year. Given the similarity in perceptions between intervention and comparison areas, it is difficult to attribute improvements to the intervention.

In **Tanzania** there is no current system of school based CPD, however, the MoEST has developed a framework and modules which are currently being piloted with support from UNICEF. By following the implementation of this system in their supported schools, CAMFED will enhance the provision of CPD for teachers and ensure that there are sustainable benefits from the training they provide. MoEST have also developed materials to support school management and these can be used as a starting point to provide mentoring support to head teachers to improve the performance of their school. Teachers in CAMFED supported schools attended the training provided by CAMFED and in many cases this was the first training provided since they had qualified. The new school based CPD approach will be an important aspect for CAMFED to monitor and strengthen through the CDC to ensure that improvement takes place. What took place in Rufiji, is a good example of how CAMFED's approach fits with that of the MoEST. Teachers attended a CAMFED-sponsored workshop that focussed on competency based learning. The teacher who attended the government facilitated workshop spoke to the EE animatedly about the lessons they learnt. Their learning was taken back to the school. The teacher reported a sense of responsibility to share their new knowledge with their colleagues. The Senior Academic Master of that particular school confirmed that from the shared learning, they had made changes and had implemented participatory practice, where possible, in the timetable to ensure more diverse practice in the classroom. The new CPD approach will strengthen this by asking teachers to meet regularly in school to share their good practice and challenges.

In **Zimbabwe** the MoPSE Education Sector Strategic Plan (ESSP) 2016 - 2020 has been working to improve the quality of school governance by carrying out training for SDCs in developing and managing school development plans. It also plans to strengthen the assessment and support provided for Teachers based on the professional development needs expressed by individual Teachers and the Teacher professional standards. CAMFED, through the CDC, can promote support for the key areas required for successful transition of girls. The teachers highlighted that with the arrival of the new curriculum from MoPSE they felt they had not received sufficient training or support to deliver the new curriculum whose focus is on learner-centred and competency based approaches. In Mudzi the teachers mentioned that 'teachers are now facilitators, they no longer dictate the pace, it's the learners that dictate the pace now'. However, the

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<sup>43</sup> School In-Service Training for the Term

ESSP does not specifically refer to CPD for teachers to enable them to implement the new curriculum, therefore, it is possible that the only training they have received is from CAMFED.

In **Tanzania**, 83% of teachers in comparison areas said they had adopted new teaching methods or activities in the past two years, compared with 70% of teachers in the comparison group. However, there was less difference in parental perceptions between the intervention and comparison group, with 80% of parents in intervention districts and 76% in comparison districts saying the quality of teaching had improved.

In **Zimbabwe**, 79% of teachers in intervention districts and 72% in comparison districts said they had adopted new teaching methods or activities in the past two years, while 80% of parents in intervention districts and 76% in comparison districts said teaching quality had improved.

### **Term time constraints Vs Syllabus material and impact on teaching practices**

It was reported on multiple accounts by teachers in **Tanzania** and **Zambia** that the introduction of the Revised National Curriculum presented great challenges to delivering and covering all topic areas in the allocated term timetable. This had a knock on effect on several aspects of the school day. First of all, in order to get through the material, Teachers from Rufiji said it was a trade-off decision between more participative approaches to learning and not cover all topics adequately, or to deliver lecture style lessons with some integrated time for discussion and question and answer. Teachers in this particular school took the decision to maximise coverage of the syllabus but at the expense of active teaching styles where time did not allow.

Some schools have demonstrated ways in which they overcome the challenge of constrained time spent on subject topics by setting up study groups and remedial classes. This was prominent in **Tanzania** and **Zambia** and is discussed below.

Packed school timetables meant that there was little time to dedicate to extracurricular activities, and where there was little buy-in for these activities, they often found themselves pushed out of the school timetable and competing for time in the afternoon which presents issues for those who go home after school. Elements that found themselves competing to stay in the school timetable were My Better World and sports activities. This was reported in Hurungwe, **Zimbabwe** and confirmed by Learner Guides:

*“When we started we were teaching it formally in the classroom but now since the new curriculum it is tough, you can maybe informally teach them during sports time then you talk about play and ask questions at the end they might not even see it as a lesson sometimes.”*

*“So far there isn’t (allocation in the timetable) so we just do it after lunch but the challenge is some don’t come back to school or they will just be playing”*

### **Supplementary classes**

Extra classes (often called remedial classes) delivered by teachers were offered in most schools across the three country contexts, particularly for Form 2 and Form 4 students (**Tanzania** and **Zimbabwe**) and Grades 7 and 9 (**Zambia**). In some schools (notably in **Tanzania**) it was explained that the extra classes were not contractual obligations of the teacher but extra-curricular to supplement and combat the time constraints faced on a day-to-day basis.

In **Tanzania**, around half of the schools visited in the qualitative research offered remedial classes in the morning before the start of school. It was recognised that this presented a challenge and potentially an exclusion to those who were not staying in hostels at school. Additionally, having these classes first thing in the day, at 06.30 or 0700 hours meant that those who went to the classes often went without breakfast which has its own negative implications. In the other schools the extra sessions were held after school with implications for walking home later or hunger for children who had not paid for school lunches. These implications are discussed further in Chapter 6.1.2.

In **Zimbabwe**, Teacher Mentors also mentioned that they also provide extra academic support to help girls who might need supporting academically. This support is offered to all girls and not just the CAMFED supported girls.

### **Study groups**

Compared to baseline, study groups were reported to be thriving in some areas. At the present time there are differing provisions in the policies of Tanzania, Zambia and Zimbabwe, depending on the country context with regards to out of school study groups. In **Zambia**, the government has emphasised the importance of study groups and schools must provide space and provision for study groups.

It was observed that Learner Guides were leading Study Groups in Mpika, **Zambia** and these were inclusive of boys. The Mpika CDC discussed the importance of study circles in supporting learning and the need to have them in all schools. The CDC was aware of the role of the TM and Learner Guides in supporting students to set up study circles. One group of students in Zambia explained how they would meet to discuss things and help one another to understand. If none of them understood they would call a teacher to come and help them. There was no mention of payment for joining the study circle. However in the other districts visited in the qualitative research in Zambia, LGs did not explicitly state that they had set up the study groups, but students were organising them between themselves and studying at break.

Interestingly, regarding schools in districts where there are no CAMFED partners schools, the representative interviewed from the MoGE in Zambia, described the challenge of having ‘control’ (comparison) schools in relation to those supported by CAMFED or other projects. She explained that when teachers and district officers meet to share their progress and ideas, they hear about what is happening in CAMFED schools (and with other projects), they then decide to try these things out in their own districts and schools. She believed that it was hard to confine good practice and for CAMFED initiatives to be described as such by the Central Ministry, shows the influence CAMFED exerts in country (see Section 5.3 for further discussion of CAMFED’s influencing role).

In relation to study groups, it was reported in Mt Darwin, **Zimbabwe**, that Learner Guides were also leading study groups for additional assistance to discuss and work through topical problems together. However, the **Tanzanian** qualitative research did not reveal any LG led study groups but students talked readily about studying after school if they lived in hostels.

### **School Infrastructure including availability of WASH facilities**

Adequate and appropriate school infrastructure is critical for ensuring a holistic and safe learning experience and environment for students. There were numerous accounts from schools in all three countries that where there was a lack in school facilities and infrastructure it impacted on students’ attendance and ability to learn. For example, a resounding theme that emerged from the data from the three countries was the lack of provision of safe water and sanitation facilities. The findings about school infrastructure do not produce a picture of change from baseline to midline. The situation was poor and not improving.

The issue of water was discussed in multiple ways: water source was far away or the water source that supplied the school was not functioning.

Having water sources that were a distance away from the school negatively impacted students because they would have to fetch water before class and sometimes affecting their time spent in class whether it was they arrived late or they were too tired to concentrate in class.

A minority of the qualitative research schools visited reported cases of water sources no longer in use due to broken pumps, especially those that were powered by electricity. This would mean that alternative sources of water had to be used; nearby rivers or streams, or the next available borehole. In some cases they were far from the school thus further exemplifying the impact of having to travel long distances to carry water.

Not having safe drinking water available during the day was an issue for students as they felt that they could not concentrate properly in their lessons and in the extreme cases affecting student health (contraction of urinary tract infection). This was the case in one school in Chalinze, **Tanzania**. See Box 2 below. It was discussed that the water from the well was unpotable and would often make students ill with stomach problems. The pump bringing fresh water from the river was dependent on electricity which was not always available. Students from one particular school reported that due to the price and scarcity of electricity, the pump was minded and controlled by school staff, who would lock the mechanisms so students would not over use the pump, therefore restricting all access to fresh water. A solution sought by students in this instance was to bring water from their homes; however it was discouraged by teaching staff, in the same way that food and snacks from home was also prohibited. The case study presented in Box 2 is the bursary girls' point of view about the issues. All but one of the girls interviewed was living in a hostel and was presenting the 'popular' view of their perception about water and food availability in school. These views do not necessarily align with school policies, which are to not allow food substitutes in order to preserve equality amongst food intake between students, so are presented as their perception. Nonetheless they present an alternative view to that of the Head of school.

It should be noted that the head of school at this particular school verified that there were indeed two sources of water but implied that one of them was a reserve in case of failure for the other. There was no indication during the interview that he was aware of the accounts given by students.

*“Interviewer: Tell us what about the lavatory and toilet facility are they satisfactory? And do you have clean water especially for girls? Respondent: Yes. I have enough toilets and there is also fresh running water. We have 2 sources of water at my school. We have water from the “X” River and we also have tap water. We had a donor who helped us to have our own water well. So, whenever we are in short of water supply, we reserve on this water well” (Interview with educator, Tanzania)*

#### **Box 2: Water issues in Chalinze school: perspective from a Bursary Girl**

Insufficient water, here in school we have two types of water: fresh water from the river (X) which can be pumped and salt water from the well. The river supply is often cut off and the well uses electricity to pump. So if the money to pay for the electricity is finished it is difficult for us to have water at all. The fresh water from the river is mostly used by teachers.

**Interviewer 2:** So what do you?

**R5:** We go an area called “Y” dam; it is very far.

**Interviewer 2:** So do you close the school if there is lack of water?

**R8, 7, 3, 5:** No, and sometimes one bucket is divided among six people and there are flush toilets. For example today there is no water. Sometimes you may find there's water in school but teachers are just minding themselves. They fetch school water, fill the tanks and lock the cock with a padlock. Yesterday the teachers took their buckets and locked. But if there's no water they are locking the taps. And we are not allowed to bring water from home. So then we eat without having any water to drink. Even yesterday there was a visiting day, they didn't allow parents to bring us anything to eat while the porridge is full of water and less sugar, and they do not allow us to bring sugar at school. Everything is refused.

**Interviewer 2:** Why are you not allowed?

**R 7, 3, 5:** Teachers tell us that we will be sick from diarrhoea.

**Interviewer 2:** Okay, so yesterday parents didn't bring anything?

**R1:** Yes nothing, it has been started since April, and worse enough, Teachers came to the dormitories for inspection. They took Blue Bands [a brand of margarine], peanut butter and they told us they are going to burn them. But it's not true, they took them for their families if they were new. They even ate in front of us.

**Interviewer 2:** So you can stay the whole day without drinking water?

**R3:** Yes, that's why we get sick. When we go to hospital we are found with U.T.I.

**R4:** Electricity, we had a transformer burst so we had no electricity for two months, but later it was okay. Now a problem is that teachers do buy a small amount of electricity units like 2,000/= which lasts for only few hours, so this is the barrier in studying.

Furthermore, the lack of sanitation facilities was widely reported by schools in Tanzania, Zambia and Zimbabwe.

*"R2: I think in this concept of the facilities, we cannot say they are not adequate, but they are not there...we don't have water, we don't have bathrooms, and there are no facilities..." (Teacher, Binga, Zimbabwe)*

Almost all of the different stakeholders interviewed in the qualitative research reported that there were inadequate and insufficient toilet facilities and washing facilities, especially with regards to girls' ability to manage their menstrual hygiene. It was reported that not having appropriate toilets ensuring privacy, girls were more likely to stay at home and not attend school. (See also section 6.3.3 on the impact upon self-efficacy, self-confidence and self-esteem of the lack of menstrual hygiene facilities).

*"The toilets are very few and they are not built in a way to accommodate girls who are attending their periods because there is no privacy" (Community Leader, Chumbu Zambia)*

The girls that were most likely to stay off from school were marginalised girls that had no access to sanitary pads and in lieu of pads, would use a cloth that does not provide the comfort or assurance that a sanitary pad is more likely to.

Girls thought that facilities were inadequate when there were no private washing facilities in the case of menstrual blood spoiling their clothes. For those who resided at school in hostels, it meant that where water and privacy were insufficient, personal hygiene was more likely to be neglected.

*"Interviewer: Returning to the issue of water, do you think it is because the school does not have enough toilets and water that students are actually prevented from coming to school? Or is it something that they just have to live with?"*

*R1: Exactly. Mostly for the girls it makes them not come to school or stay uncomfortable in school. Sometimes boys can go through a week without washing, but not girls. But those who are staying away from school just don't come." (Teacher, Chalinze, Tanzania)*

*"The problems that girls without access to sanitary pads face are many as there is no water at the school, or even a place to get rid of used sanitary pads. Especially girls without bursaries have problems during their periods." (LG, TG, CAMA, Morogoro, Tanzania)*

*"Interviewer: Is the CAMFED pad programme beneficial to the girls? R. Yes, some girls would not come to school when they were having their period but now girls come to school without having to worry about to handle themselves during their period days. Interviewer: What about using cotton or cloth? R.1 The cloth cannot sustain you for more than 2 hours and in school it is difficult to find a place to wash the cloth so you end up throwing it away. R.2 Girls can easily mess themselves up if they use cotton or cloth" (CAMA Member, Shurugwi, Zimbabwe)*

It should be highlighted that some schools in **Tanzania** (Chalinze and Handeni) and **Zambia** (Mpika) reported having received international support through NGO interventions for provision of water and sanitation facilities which were having a satisfactory impact on basic hygiene practices.

*"Interviewer: Okay well what about your toilets? What do you want to tell me about your toilets? Respondent: We have new toilets which don't clog the things we throw in, they go straight down [Blair toilets]. Interviewer: How do you wash yourself then if you don't have water, how do you wash after visiting the toilet? Respondent: We don't have water in the toilets, but we have the borehole closer to us so we can easily go, pump the water and wash ourselves." (Marginalised Girl, Mpika, Zambia)*

## Information Technology

In **Zimbabwe**, all the Teacher Mentors and teachers interviewed expressed the importance of information technology in terms of enhancing the learning experience and allowing both learners and teachers to research on the internet. However most of the schools visited do not have enough computers for the learners, if any. Those that have computers were not using them because there is no regular electricity to run the computers. One school in Umzingwane had not had electricity for more than a year. Seven of the eight schools visited did not have any Wi-Fi that was working, because the cost is too high and they cannot afford it.

In the teachers' survey fewer than one in five teachers reported having new computers or screens over the past two years, ranging from just 13% of teachers in intervention areas in **Tanzania** (9% comparison) to 18% of teachers in intervention areas in **Zimbabwe** (17% in comparison areas). In **Zambia**, 17% of teachers in intervention districts and 16% in comparison districts reported more computers or screens being available over the past two years.

Access to electricity also hampers the use of information technology, with just 34% of teachers in intervention districts and 22% of teachers in comparison districts in **Zambia** saying that there has been more regular access to electricity over the past two years. In **Zimbabwe**, 44% of teachers in intervention areas and 43% in comparison areas said this, while in **Tanzania** 53% in intervention districts and 58% in comparison districts did.

## Lack of Learning Resources

It was reported by students across all three countries that their learning experience is impacted by the availability of learning resources such as textbooks and revision guides.

In **Zimbabwe**, students said that often the Teacher would have a textbook and the students would either copy from the board or in some case share a textbook between multiple peers. This would present problems if work was to be completed out of school hours as homework especially for the next morning as the textbook could only go home with one peer.

In Hurungwe the Teachers said only 20% of the learners have scientific calculators and this is negatively affecting the quality of learning especially for those who do not have them. Teachers in all the schools acknowledged the green books, revision guides and stationery like bond paper they receive from CAMFED.

It was the view of many of the teachers that the revision guides had had a positive impact on the results of the schools. In Mudzi, a head teacher said that, without the bond paper they received from CAMFED, there is no way they would have been able to provide exam scripts for learners to sit their mid-year exams.

In **Tanzania** after a DFID e-reader pilot in Iringa showed that using e-readers supported literacy improvements particularly with English as the LoI, CAMFED has a number of partner schools engaged in an e-reader programme. Teachers report that the e-reader is very helpful in both participatory teaching styles as both group work and individual work can be given. However the Form 4s in all schools with e-readers, had not yet used them. This is because teachers (in one school) reported feeling uncomfortable to start using the new lesson plans on Form 4s who were to sit exams in the near future. The younger years had them for trial. Teachers did report that students enjoyed the learning styles and students (boys from younger years) readily agreed. However since the e-readers do not have all set texts on them and are insufficient for one each in the class sizes, they cannot be used to fully compensate for a physical lack of set texts in that school

Comparing the qualitative research to the quantitative research in **Zimbabwe** in the intervention districts the proportion of less marginalised girls having access to books and learning materials (73.3%) and adequacy of seats (77%) was significantly higher ( $P < 0.05$ ) than that of the marginalised girls (i.e. 62.7% and 66.9% respectively) in the intervention districts.

In **Tanzania** while in the intervention districts access to books and learning materials did not yield significant difference between marginalised girls and less marginalised girls, in the comparison districts, the

proportion of marginalised girls (63.4%) was significantly higher than that of less marginalised (63.1%),  $p=0.01$ <sup>44</sup>

According to the results of the student survey there is a direct link in how easy girls reported it was for them to learn. In **Zimbabwe**: While almost 30% of the girls in the intervention district (30.0% of the marginalised girls and 28.7% of the less marginalised girls) feel at ease following teachers' lessons in mathematics, 27% in the comparison districts felt the same. Whilst in **Zambia**, 59.1% girls in the intervention districts (59.8% marginalised girls and 54.5% less marginalised girls) felt it was very easy to follow Teachers lessons in Mathematics, while 48.8% in the comparison districts reported the same (22.5% in the intervention districts in comparison to 18.8% in the comparison districts). Of all three countries, **Tanzania** had the lowest proportion of girls (18.7%) that felt it was easy to follow teachers' lessons in Mathematics.

Across all three countries, teachers reported improvements in the availability of learning resources over the past two years. This was greatest in **Zambia**, where 73% of teachers in intervention districts and 60% in comparison districts said there were more or better learning materials over the past two years. In **Tanzania**, 64% of teachers in intervention districts reported this, while just 48% of teachers in comparison districts did. In **Zimbabwe**, 63% of teachers in intervention districts and 53% in comparison districts agreed. This suggests that, although access to learning resources still poses challenges, more improvement has been identified by teachers in intervention districts.

### **Teacher morale**

In **Zimbabwe**, there is a culture of in-service teacher education (INSETT) and a budget from the World Bank Global Partnership for Education to train teachers in the new competence based curriculum. It is a training of trainers and cluster model to enable it to reach all the teachers.

However, teachers in school are not always qualified for the subject, particularly with the updated curriculum. In some areas, particularly rural, they do not have the new Physical Education or Technical teachers. It was reported by CAMFED Zimbabwe that these are new areas in the curriculum and there are not yet sufficient qualified teachers in these subjects. There is also a shortage of maths teachers therefore, they tend to be employed by the best schools which are usually found in town.

In the qualitative field research meetings, due to this and the prevailing and changing economic situation in Zimbabwe teacher morale appeared to be very low. Some of the teachers who are TMs e.g. in Mwenezi, suggested that they should perhaps receive support with things like phone credit, so that they can follow up their work more easily. In Shurugwi, for example, the TM mentioned that she does not receive enough support from her colleagues, who seem not to have accepted her role as a TM. She also mentioned that there was some underlying conflict between her role and that of the 'Senior Teacher', such as requesting information from other teachers on absenteeism; this seems to indicate that she may feel pulled in two directions by the wish to understand children's' needs and the requisite reporting of (and disciplining) due to unauthorised absence. This reportedly affected morale in this case.

### **Corporal punishment and welcoming and safe environments.**

The extent to which environments are perceived to be safe by students has a meaningful impact on their ability to study and derive learning outcomes. Perceptions around safety for both girls and boys appear to have sharpened at midline as compared with baseline, according to qualitative research. The considerable deleterious experiences come out strongly from students and are dealt with in detail in section 6 of the report, in particular in section 6.5 and also in 6.1 where this impacts upon attendance and in section 6.4 where this has an impact on the learning environment.

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<sup>44</sup> Using student survey Q49 & Q64 & Q81



## 4 Transition Outcome

### 4.1 Transition sample sizes, rates and pathways

The main objective for Outcome 2: Transition is to ensure that girls from marginalised rural communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood.

For the GECT 5101 project, a sufficiently powered sample (to ensure 80% power) was selected from the younger cohort in each country. The sample sizes for these transition cohorts for marginalised girls are presented in Table 38:

**Table 38: Transition sample sizes and attrition rates<sup>45</sup>.**

District type	Tanzania			Zambia			Zimbabwe		
	Baseline	Midline	Attrition %	Baseline	Midline	Attrition %	Baseline	Midline	Attrition %
	Count	Count	Attrition %	Count	Count	Attrition %	Count	Count	Attrition %
Intervention	927	883	5%	850	716	16%	944	788	17%
Comparison	807	752	7%	855	737	14%	741	601	19%

Data for the transition cohort was collected from the household survey which was conducted alongside the school survey. Attrition in the cohort has been calculated as the percentage of households who were not successfully reached at midline. It is important to note that the students who were not successfully tracked at midline will remain part of the cohort, and attempts to reach them will be made at the endline. Attrition rates (the percentage of cohort members who left the cohort for various reasons<sup>46</sup>) were smallest in **Tanzania** (5% for intervention, 7% for comparison). In **Zambia** they were 16% intervention, 14% comparison; and in **Zimbabwe**; 17% intervention, 19% comparison. Cohort members who could not be reached at midline will remain part of the cohort and attempts will be made to reach them at the endline. The data has, therefore, been analysed without any weights applied.

<sup>45</sup> The sample sizes for baseline have been adjusted to include some girls who are part of the cohort but had been skipped at baseline due to an error in skip patterns used on the survey tools.

<sup>46</sup> Attrition for the transition sample excludes students who drop out of school, as these remain part of the cohort if they can be tracked through the household survey.

**Table 39: Possible GECT 5101 transition pathways**

	Baseline point	Successful Transition	Unsuccessful Transition
<b>Zambia</b>	<b>Enrolled in Grade 5</b>	In-school progression Moves into lower secondary school	Drops out of school and stays at home Repeats Grade Moves into work, but is below legal age
<b>Zambia</b>	<b>Enrolled in Grade 7</b>	In-school progression	Drops out of school Repeats Grade Enrols in technical and vocational education and training (TVET) Moves into gainful employment, (and paid below minimum wage)
<b>Out of school</b>	<b>Dropped out</b>	Re-enrol in appropriate Grade level in basic education	Remains out of school
	Baseline point	Successful Transition	Unsuccessful Transition
<b>Tanzania and Zimbabwe</b>	<b>Enrolled in Form 2</b>	In-school progression	Drops out of school and stays at home Repeats Grade Enrols in technical and vocational education and training (TVET) Moves into gainful employment, (and paid below minimum wage)
<b>Tanzania and Zimbabwe</b>	<b>Enrolled in Form 4</b>	In-school progression	Drops out of school Repeats Grade Enrols in technical and vocational education and training (TVET) Moves into gainful employment, (and paid below minimum wage)
<b>Tanzania and Zimbabwe Out of school</b>	<b>Dropped out</b>	Re-enrol in appropriate Grade level in basic education	Remains out of school

The household survey collected data to establish transition pathways followed by the cohort. At baseline, such pathways were defined, and are presented in Table 39. For the transition cohort, a girl remained part of the cohort even if she dropped out of school. Their transition pathway continued to be followed. Those in school at midline were either successfully transitioned from the previous grade or were repeating. The full map of pathways defined at baseline remained relevant at midline, and there were no changes made at midline to transition pathways for students in school. In all three countries transition for the younger cohort was treated as successful if the girl was able to proceed with their education without repeating (in-school progression); if the girl was not in school the previous year but now in school; and if they were in upper primary school and moved to secondary. For the cohorts in all three countries, the expectation for successful transition at midline was that girls remained in school progressing, that is, moving from Form 2 to Form 4 (Tanzania and Zimbabwe) or Grade 5 to Grade 7 (Zambia). If a girl dropped out of school, even if she took up gainful employment, this was treated as an unsuccessful transition. At endline, the definition of successful or unsuccessful transition will change, as all tracked cohort girls in Tanzania and Zimbabwe will have reached the end of lower secondary school, and other pathways for transition become relevant.

To assess the effect of the GECT 5101 intervention on transition, transition rates were collected from intervention and comparison cohorts, and difference-in-difference analysis was conducted to ascertain the effect of the intervention. Results from the survey are summarised in Table 40 and 41. In **Tanzania**, in intervention districts, successful transition rates moved from 82.9% to 85.9%; while in comparison districts, there was a drop from 91.4% to 80.4%; resulting in a net effect between intervention and comparison of 14.0pp. Its significance was verified using difference-in-difference analysis.

**Table 40: Transition rates in all countries**

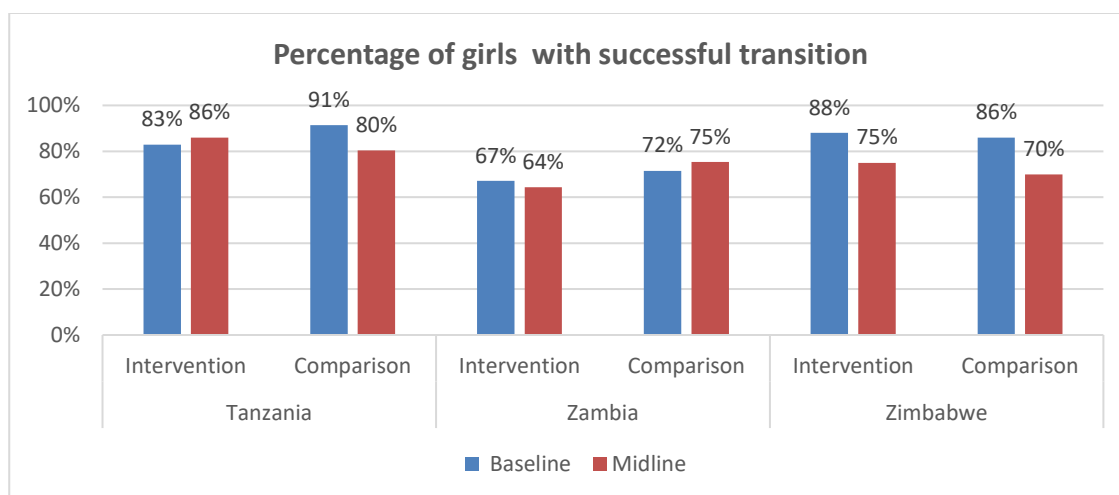
District Type	Survey	Tanzania				Zambia				Zimbabwe			
		Failure	Success	Success Rate	Unknown	Failure	Success	Success Rate	Unknown	Failure	Success	Success Rate	Unknown
		Count	Count	%	Count	Count	Count	%	Count	Count	Count	%	Count
Intervention	Baseline	158	764	82.9%	5	247	504	67.1%	99	107	832	88.6%	5
	Midline	124	758	85.9%	1	220	476	68.4%	20	196	588	75.0%	4
Comparison	Baseline	69	738	91.4%	0	237	596	71.5%	22	102	632	86.1%	7
	Midline	147	604	80.4%	1	177	543	75.4%	17	181	420	69.9%	0

In **Zambia**, in the intervention cohort, transition rates stayed fairly static (67% at baseline, 68% at midline); while in comparison districts they improved from 72% at baseline to 75% at midline, resulting in a net effect or DiD of -2.6pp. In **Zimbabwe**, there was a negative movement of -13pp in intervention districts; from a transition success rate of 89% at baseline to 75% at midline; compared to a decline of -16.2 in comparison districts, from 86% at baseline to 70% at midline. The net effect, or DiD, was 2.6pp. Table 41 shows the results against targets, and shows that in **Tanzania**, the project exceeded set targets, while in **Zambia**, there was no evidence of progress towards the set target. Progress was positive in **Zimbabwe**, and the net 2.6pp DiD equated to 22% of the set target achieved.

**Table 41: Transition rates against targets in all countries**

Group name (e.g. In school girls etc. – refer to OSS)	Intervention transition rate (Baseline)	Comparison transition rate	Intervention transition rate (Midline)	Comparison transition rate	Difference in difference	Target	% of target achieved
<b>Tanzania</b>	82.9%	91.4%	85.9%	80.4%	14.00pp	3.6pp	389%
<b>Zambia</b>	67.1%	71.5%	68.4%	75.4%	-2.61pp	2.7pp	0% (-97%)
<b>Zimbabwe</b>	88.6%	86.1%	75.0%	69.9%	2.60pp	11.9pp	22%

Figure 11 shows the variation of successful transition across the three project countries. The biggest jump can be seen in intervention schools in **Tanzania**, while **Zimbabwe** managed to keep the high rates from baseline intact.



**Figure 11: Percentage of students with successful transition**

#### 4.1.1 Difference in difference analysis

Difference-in-difference analysis was used to estimate the size of the intervention effect. For **Tanzania**, the general linear model showed a significant effect ( $p=0.00$ ) with observed power of 100% and estimated beta value of 0.141 (14.1pp). This result shows that the intervention had an effect of increasing transition success by 14 percentage points in intervention compared to comparison schools.

The results for **Zambia** showed a beta value of -0.026 (2.6pp pointing towards comparison); with observed power of 49.9% and p-value of 0.437. The result was therefore inconclusive ( $p > 0.05$ ; observed power of 49.9%); meaning that it was not statistically possible to conclude that the intervention was having a negative or positive effect.

For **Zimbabwe**, difference-in-difference analysis showed a beta value of 0.026 with a p-value of 0.356 (not sufficient to conclude that there was net positive effect); and observed power of 39.5%; also not high (the probability that we will reject a false null hypothesis of no effect from intervention is just 39.5%). This also indicates that the effect from the intervention, although estimated as positive, was not large enough to conclude as significant.

### **Transition from Primary to Junior Secondary in Zambia**

**Zambia** achieves the best learning outcomes, yet the worst transition outcome. Further explanation is given in the following paragraphs as to why transition is so poor at least between the grade 7 (baseline) and grade 9 (midline) students. Since the baseline evaluation, some members of the cohort group in Zambia in both the comparison and intervention communities have transitioned from primary (Grade 7) to lower secondary (Grade 9). Although there is a leaving exam at the end of the primary phase, the government policy is for automatic promotion from primary to junior secondary. However, the process of transition is different depending on the type of school students attend; this is likely to have an impact on the rate of their transition.

If students attend a primary school (Grade 1–7), they must move to another school if they wish to progress to Grade 8 and 9. If they attend an ‘all-through’ school (Grade 1-9) they can remain in the same school for the transition from primary to junior secondary or can choose to move to a secondary school. In Zambia, students pay fees for secondary education; the need to move school between primary and lower secondary is an additional financial barrier. In more rural areas, the move often requires student to find local boarding, it also removes the student from the home environment where they contribute their labour

Although there is automatic promotion from primary to secondary, a number of teachers said that if a student’s Grade 7 exam result is very low, they may persuade the parents to allow the student to repeat Grade 7. This was stated by teachers in a Grade 1 to 9 school, and it is a means to enable parents to have an additional year of fee-free education to enable their child to progress to a level more able to cope with secondary school. In terms of the GECT project this would then be seen as an unsuccessful transition, however contextually within Zambia teachers and students (and parents) do not see this as unsuccessful as the increasing maturity of a child repeating year 7, would enable them to get better learning outcomes overall.

A focus group discussion with out of school girls who had previously attended a very remote primary school (Grade 1-7) in northern Zambia, found that all had transitioned to junior secondary but had dropped out during or at the end of Grade 8. In all cases it was because parents could not pay the fees, none of the girls were married or had had a child, they all remained very motivated to continue their education were they provided with an opportunity to do so.

The two schools which are closest to this primary school are a junior secondary which is a CAMFED supported school and a junior and senior secondary combined (Grade 8 to 12). Local boarding is required for both as it is too far to walk or cycle on a daily basis and there is no local public transport. One of the girls explained that she had been accepted at the combined school which is seen as the ‘better’ school by the teachers and the community. Her parents were able to pay the fees for the first term, but could not afford the second term. The secondary school advised her that as she had attended a CAMFED supported primary school she should transfer to the junior secondary school as it was also a CAMFED supported school and she may get a bursary. The girl moved school but arrived after all the decisions regarding bursaries had been made. She could not pay the fees at the junior secondary school and had to drop out. This is given as an example of the importance of good advice needed in CAMFED supported primary schools. None of the students interviewed had been given any advice by their teachers regarding the benefit of attending a CAMFED supported school. The marginality status of the girl is not known and it may

be that the girl would not have received a bursary; but she would at least have had a chance of receiving one if she had transitioned to the supported school

## Transition Pathways

At baseline, transition cohorts were selected from the younger cohort grade and included marginalised girls already in school. Therefore the transition pathways followed by these students at baseline were just two; that is, in school progressing or in school repeating a grade. For **Tanzania**, in intervention schools, 37 out of 883 (4%) of the students were in school repeating a grade (compared to 6% in comparison schools). The respective figures for repeating a grade in **Zambia** and **Zimbabwe** were **Zambia**: 30% in intervention districts and 20% in comparison districts and; **Zimbabwe**: 5% intervention districts and 11.6% comparison districts.

At midline Table 42a-c show the transition pathways, where a number of students have transitioned to other pathways which include vocational training, employment, domestic activity or moving away from their households. At midline, all these options are deemed unsuccessful because the expectation was that these students should still be in school progressing.

**Table 42 Transition pathway followed by students at midline**

**Table 42a: Tanzania transition pathways at midline**

Age	Unknown	In school progressing	In School repeating a Grade	Vocational Training	Employment	Domestic activity	Other	Moved away from HH	Total	% Successful
<b>Intervention</b>										
13	0	5	1	0	0	0	0	0	6	83%
14	0	86	5	0	0	0	1	0	92	93%
15	0	288	6	1	0	5	17	2	319	90%
16	0	237	17	0	0	6	15	7	282	84%
17	1	110	7	0	0	1	20	6	145	76%
18	0	27	0	0	0	1	3	0	31	87%
19	0	5	1	0	0	0	1	0	7	71%
20	0	0	0	0	0	0	0	0	0	0%
21	0	0	0	0	0	1	0	0	1	0%
22	0	0	0	0	0	0	0	0	0	0%
23	0	0	0	0	0	0	0	0	0	0%
<b>Total</b>	<b>1</b>	<b>758</b>	<b>37</b>	<b>1</b>	<b>0</b>	<b>14</b>	<b>57</b>	<b>15</b>	<b>883</b>	<b>86%</b>
<b>Comparison</b>										
13	0	5	2	0	0	0	1	0	8	63%
14	0	58	9	0	0	0	4	1	72	81%
15	0	238	13	3	1	3	11	5	274	87%
16	1	191	13	2	0	4	30	9	250	77%
17	0	93	8	0	1	2	10	9	123	76%
18	0	16	2	0	0	0	2	0	20	80%
19	0	1	0	0	0	0	1	0	2	50%
20	0	1	0	0	0	0	0	1	2	50%
21	0	0	0	0	0	0	0	0	0	0%
22	0	0	0	0	0	0	0	0	0	0%
23	0	1	0	0	0	0	0	0	1	100%
<b>Total</b>	<b>1</b>	<b>604</b>	<b>47</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>59</b>	<b>25</b>	<b>752</b>	<b>80%</b>

**Table 42b: Zambia Transition pathways at midline**

Age	Unknown	In school progressing	In School repeating a Grade	Vocational Training	Employment	Domestic activity	Other	Moved away from HH	Total	% Successful
<b>Intervention</b>										
8	0	2	1	0	0	0	0	0	3	67%
9	1	9	3	0	0	0	0	0	13	69%
10	0	29	14	0	0	0	0	1	44	66%
11	4	123	40	0	0	0	0	0	167	74%
12	3	155	70	0	0	0	0	0	228	68%
13	4	93	45	0	0	0	3	0	145	64%
14	7	35	28	0	0	1	0	1	72	49%
15	1	21	9	0	0	0	1	0	32	66%
16	0	3	1	0	0	0	0	0	4	75%
17	0	6	2	0	0	0	0	0	8	75%
<b>Total</b>	<b>20</b>	<b>476</b>	<b>213</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>716</b>	<b>67%</b>
<b>Comparison</b>										
8	0	2	1	0	0	0	0	0	3	67%
9	0	5	0	0	0	0	0	0	5	100%
10	0	39	9	0	0	0	0	0	48	81%
11	2	135	31	0	0	1	1	2	172	78%
12	2	171	47	0	0	0	3	3	226	76%
13	3	122	41	0	0	4	4	3	177	69%
14	7	51	11	0	0	1	0	2	72	71%
15	2	10	6	0	0	1	2	0	21	48%
16	1	6	2	0	0	1	0	0	10	60%
17	0	2	1	0	0	0	0	0	3	67%
<b>Total</b>	<b>17</b>	<b>543</b>	<b>149</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>737</b>	<b>74%</b>

**Table 42c: Zimbabwe: Transition pathways at midline**

Age	Unknown	In school progressing	In School repeating a Grade	Vocational Training	Employment	Domestic activity	Other	Moved away from HH	Total	% Successful
<b>Intervention</b>										
12	0	1	1	0	0	0	0	0	2	50%
13	0	10	5	0	0	1	0	2	18	56%
14	2	137	5	0	2	8	9	3	166	83%
15	0	268	16	0	4	12	28	19	347	77%
16	2	123	10	0	3	11	27	10	186	66%
17	0	43	0	0	1	6	3	5	58	74%
18	0	4	1	0	0	0	2	2	9	44%
19	0	1	0	0	0	0	0	0	1	100%
20	0	1	0	0	0	0	0	0	1	100%
21	0	0	0	0	0	0	0	0	0	0%
<b>Total</b>	<b>4</b>	<b>588</b>	<b>38</b>	<b>0</b>	<b>10</b>	<b>38</b>	<b>69</b>	<b>41</b>	<b>788</b>	<b>75%</b>
<b>Comparison</b>										
12	0	0	0	0	0	0	0	0	0	0%
13	0	7	2	0	0	0	1	0	10	70%
14	0	99	19	0	0	5	3	4	130	76%
15	0	199	28	1	0	10	28	16	282	71%
16	0	92	14	0	1	7	15	11	140	66%
17	0	21	4	0	0	3	5	3	36	58%
18	0	1	0	0	0	0	1	0	2	50%
19	0	1	0	0	0	0	0	0	1	100%
20	0	0	0	0	0	0	0	0	0	0%
21	0	0	0	0	0	0	0	0	0	0%
<b>Total</b>	<b>0</b>	<b>420</b>	<b>67</b>	<b>1</b>	<b>1</b>	<b>25</b>	<b>53</b>	<b>34</b>	<b>601</b>	<b>70%</b>

At midline, unsuccessful transition is still associated with repeating a grade, although there are many other reasons why successful transition might not occur. For example all the three countries under review show that unsuccessful transition is associated with repeating a grade in both intervention and comparison groups. However, in **Tanzania** and **Zimbabwe**, the other prevalent contributing factors, mainly in the intervention groups were higher mobility with girls moving away from their household and prevalence of domestic activities done at home. In **Zimbabwe** in particular, the impact of drought and floods has led to whole family migration to seek food and shelter. In **Zambia**, qualitative evidence shows that successful transition was reduced between baseline grade 7 and midline grade 9 children due to needing to move from a primary to a lower secondary school, where fees are payable. This could be represented by the column “other” in table 42b for the older children.

## 4.2 Sub-group analysis of the transition outcome

Table 43 shows the barriers and characteristics, and how they compare in intervention and comparison districts for marginalised girls who have made successful and unsuccessful transitions.

The findings indicate that students in the intervention schools in **Tanzania**, who self-report a disability or sickness problem have a greater likelihood of a successful transition than students with the same challenges in the comparison schools. In general, students in intervention schools who report a range of challenges are more resilient to those challenges with regard to their transition than students in comparison schools.

In **Tanzania**, underlining the gains for students of being in an intervention school, it would appear that students in the comparison schools who identify a range of barriers to their education are less resilient to those barriers and are more likely to be repeating their school year. The three barriers which have the greatest negative impact on the likelihood of a successful transition in comparison schools compared to intervention schools are where teachers are reported as often absent from school; students do not feel they receive adequate support from their teachers and schools where students say they do not have adequate seats.

Some barriers have a slightly stronger impact on the likelihood of students having an unsuccessful transition in both groups, i.e. students who find difficulty with the Lol; students who have difficulty learning English, students who attend school less than 85% of the time and students who cannot make decisions about when they play with friends. This confirms the need for an emphasis on activities to improve the level of English of students as well as activities to improve attendance.

In a Chalinze school, a CAMFED supported girl who had a tailored financial package and used some of the money to buy Asthma medicine had to drop out of school. She explained the circumstances to the interviewers:

*“I dropped out of school while I was in form II. The reason that I dropped school was because I was suffering from asthma. The situation was worse especially during the cold weather to the point that I could not focus on my studies. After I dropped out of school my brothers promised me that they would have provided something better for me. But they failed to do it. I ended up doing farming works on cassava and it is what I use it for to pay the bills. My brothers promised to fund the training but they couldn't. But I have managed it on my own farming activities I'm doing. But the idea of being a Tailor only came after I have already started doing family activities on cassava. My brothers came up with idea but not money or the fund...Interviewer: Do you think anything would have kept you in school? Respondent: If it wasn't for that disease. I would have been in a school” (dropped out bursary girl, Chalinze)*

Although the girl had to drop out of school she is going to college and learning tailoring and had sewn the dress she wore to the interview. This shows that she has made a transition to a livelihood with a chance of some security.



**Table 43: Subgroup analysis of the transition outcome**

**Table 43a: Tanzania subgroup analysis of the transition outcome (marginalised girls only)**

Tanzania	Intervention						Comparison						Differences (pp)		
	Baseline			Midline			Baseline			Midline			Intervention Difference in Successful transition (pp)	Comparison Difference in Successful transition (pp)	Difference in Difference (successful transition) (pp)
	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful			
Transition: Barriers and Characteristics	Count	N %	N %	Count	N %	N %	Count	N %	N %	Count	N %	N %			
<b>BARRIERS</b>															
Teachers often absent from school	45	27%	73%	83	13%	87%	31	3%	97%	93	22%	79%	13.4%	-18%	32%
Student does not receive adequate support to stay in school and do well	171	19%	81%	176	8%	92%	119	3%	97%	135	19%	82%	11.3%	-15%	27%
Students who DO NOT have adequate seats at school	191	15%	85%	194	11%	89%	126	8%	92%	143	22%	78%	3.4%	-14%	17%
Teachers treat boys differently to girls	365	17%	83%	380	9%	91%	279	9%	91%	299	12%	88%	7.8%	-3%	10%
Have difficulties learning in English	249	17%	83%	285	15%	85%	204	10%	90%	255	16%	84%	2.2%	-6%	8%
Does not decide when to play with friends	76	21%	79%	52	21%	79%	50	7%	93%	41	15%	85%	-0.1%	-7%	7%
Students who attend school for less than 85% of the time	557	17%	83%	231	14%	86%	400	10%	90%	202	17%	83%	1.7%	-14%	16%
Students who attend school for less than 85% of the time – excluding out of school	557	17%	83%	209	5%	95%	400	10%	90%	176	7%	93%	-12%	-3%	-8%
Students who DO NOT feel safe at school	44	11%	89%	30	3%	97%	40	11%	89%	42	10%	91%	8.1%	2%	6%
Not enough teachers for the number of students	514	16%	84%	502	12%	88%	424	8%	92%	427	17%	83%	4.1%	-8%	12%
Student has high chore burden and spends most free time on chores	461	16%	84%	444	15%	85%	389	6%	94%	388	19%	81%	1.2%	-13%	15%
Teachers DO NOT make students feel welcome in the classroom	132	14%	86%	9	0%	100%	140	9%	91%	15	7%	93%	13.6%	2%	11%
Students with difficulties with LoI	90	17%	83%	123	15%	85%	78	10%	90%	132	14%	86%	2.1%	-4%	6%
Student DOES NOT feel safe traveling to or from school	94	16%	84%	145	10%	90%	57	15%	85%	141	11%	89%	5.7%	4%	1%

Tanzania	Intervention						Comparison						Differences (pp)		
	Baseline			Midline			Baseline			Midline			Intervention Difference in Successful transition (pp)	Comparison Difference in Successful transition (pp)	Difference in Difference (successful transition) (pp)
	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful			
Transition: Barriers and Characteristics	Count	N %	N %	Count	N %	N %	Count	N %	N %	Count	N %	N %			
<b>CHARACTERISTICS</b>															
Sight related disability	100	16%	84%	5	0%	100%	56	11%	89%	10	30%	70%	16.0%	-19%	35%
Memory or cognitive disability	58	22%	78%	9	0%	100%	55	7%	93%	9	22%	78%	22.4%	-15%	38%
Students with one or more forms of disability	220	20%	80%	30	3%	97%	148	9%	91%	48	19%	81%	16.7%	-10%	26%
Self-care related disability	45	20%	80%	9	11%	89%	17	11%	90%	14	21%	79%	8.9%	-11%	20%
Students with sickness problem	71	23%	78%	111	8%	92%	70	11%	89%	111	7%	93%	14.4%	4%	10%
Single Orphan	200	18%	83%	188	14%	86%	125	6%	94%	125	21%	79%	3.1%	-15%	18%
Head of household is not literate	71	25%	75%	68	18%	82%	44	2%	98%	43	26%	74%	7.8%	-23%	31%
Communication related disability	41	22%	78%	6	0%	100%	28	3%	97%	5	0%	100%	22.0%	3%	19%
Female headed household	295	17%	83%	309	13%	87%	197	6%	94%	216	19%	82%	4.4%	-13%	17%
Household has skipped meals on some days	576	18%	82%	554	16%	84%	314	9%	92%	323	22%	78%	2.0%	-14%	16%
Household house material depicts poverty i.e. mud grass leaves etc.	443	20%	80%	420	16%	85%	248	9%	91%	253	24%	76%	4.8%	-15%	20%
Household house wall material depicts poverty i.e. earth and wood	730	18%	82%	699	15%	85%	523	8%	92%	532	23%	77%	3.1%	-15%	18%
Not living with both parents	537	19%	81%	511	14%	86%	363	9%	91%	365	22%	78%	4.7%	-13%	18%
Household does not have regular income	673	17%	83%	648	14%	86%	433	8%	92%	435	21%	79%	2.8%	-13%	16%
Hearing related disability	67	21%	79%	2	0%	100%	36	12%	88%	3	0%	100%	20.9%	12%	9%
Parents have difficulty with paying fees or child has been sent away more than once	253	19%	81%	244	14%	86%	194	9%	91%	200	19%	82%	5.1%	-9%	14%
Double Orphan	37	16%	84%	36	6%	94%	28	3%	97%	26	15%	85%	10.6%	-12%	23%
Walking related disability	72	24%	76%	6	17%	83%	38	10%	91%	16	6%	94%	6.9%	3%	4%

It is important to note that marginalised girls in intervention districts in **Zambia** had a far higher rate of grade repetition, which resulted in 34% of all girls not transitioning. This compared to a lower rate among comparison districts, with 26% of girls not transitioning. Girls repeating in **Zambia** (as well as in **Tanzania**) tended to be aged 11, 12 or 13, so repeating grades prior to their final exams. In **Zimbabwe**, the marginalised girls who were repeating a grade were older, more typically aged 15 or 16 years.

The high level of grade repetition in **Zambia** is interesting and should be explored more fully at end-line. At the moment, grade repetition is an unsuccessful transition but in Zambia at least may be being used as a strategy to enable younger girls in secondary school to remain in school and to achieve better longer-term learning outcomes.

There are three barriers identified by students which are more common among students with an unsuccessful transition in intervention schools than among students in the comparison schools, these are: students do not feel safe at school, students do not decide when to play with friends and teachers do not make students feel welcome in the classroom. In general, it would seem that students from the intervention schools are slightly less resilient to the most common barriers they identify than those in the comparison schools. (Table 43b).

Students in intervention schools who self-reported a sickness problem were more likely to have a successful transition than students who reported these challenges in comparison schools. However, a higher percentage of students who self-reported a disability related to hearing, memory or cognition, sight or walking were more likely to have a successful transition in a comparison school. Other characteristics identified during the household survey do not appear to have had as great an impact on whether students from the comparison or intervention groups, transition successfully; however, a higher proportion of students from households with challenging characteristics were more likely to transition in comparison schools than in intervention schools.

Students in **Zimbabwe** in the comparison schools who report poor teacher behaviour, i.e. that teachers do not make them feel welcome in class, are often absent from school or treat boys differently to girls; or who report they do not feel safe at school have a higher likelihood of an unsuccessful transition than students who report these barriers in the intervention schools.

Students in both the intervention and comparison schools who report that they have not received adequate support from parents or teachers to stay in school and do well or who attend less than 85% of the time appear to have a higher risk of an unsuccessful transition than those who attend school more than 85% of the time.

There appears to be a higher level of successful transition for students in intervention schools than in comparison schools for students who self-report a disability or sickness problem. For almost all the characteristics which create a challenge for students, those in the intervention schools have a very slightly higher level of successful transition.

From these findings it would appear that the intervention schools are slightly more successful in enabling students with self-reported disabilities to transition successfully. (Table 43c)

**Table 43b Zambia subgroup analysis of the transition outcome by success and failure (marginalised girls only)**

Zambia	Intervention						Comparison						Differences (pp)		
	Baseline			Midline			Baseline			Midline			Intervention Difference in Successful transition (pp)	Comparison Difference in Successful transition (pp)	Difference in Difference (successful transition) (pp)
	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful			
Transition: Barriers and Characteristics	Count	N %	N %	Count	N %	N %	Count	N %	N %	Count	N %	N %			
<b>BARRIERS</b>															
Teachers often absent from school	556	33%	67%	301	25%	75%	302	28%	72%	252	24%	76%	7.9%	5%	3%
Student does not receive adequate support to stay in school and do well	124	32%	69%	131	28%	72%	76	38%	62%	127	24%	76%	3.3%	13%	-10%
Students who DO NOT have adequate seats at school	211	37%	63%	160	30%	70%	104	35%	65%	167	22%	78%	7.0%	13%	-6%
Teachers treat boys differently to girls	594	34%	67%	499	29%	71%	299	30%	70%	385	22%	78%	4.6%	8%	-3%
Have difficulties learning in English	194	39%	61%	123	37%	63%	128	30%	70%	162	30%	70%	2.1%	0%	2%
Does not decide when to play with friends	68	37%	63%	135	36%	64%	35	41%	59%	132	23%	77%	1.2%	18%	-17%
Students who attend school for less than 85% of the time	199	34%	66%	18	39%	61%	149	35%	65%	128	24%	76%	-4.7%	10%	-15%
Students who attend school for less than 85% of the time – excluding out of school	199	34%	66%	15	33%	67%	228	35%	65%	107	19%	81%	-1%	-16	15%
Students who DO NOT feel safe at school	164	33%	67%	75	41%	59%	119	32%	68%	101	26%	74%	-8.4%	7%	-15%
Not enough teachers for the number of students	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0.0%	0%	0%
Student has high chore burden and spends most free time on chores	375	34%	66%	347	32%	68%	297	29%	71%	366	25%	75%	2.1%	4%	-2%
Teachers DO NOT make students feel welcome in the classroom	86	26%	74%	44	39%	61%	49	37%	63%	64	19%	81%	-13.0%	19%	-32%
Students with difficulties with LoI	105	40%	60%	53	30%	70%	70	31%	69%	74	31%	69%	9.8%	0%	10%
Student DOES NOT feel safe traveling to or from school	48	31%	69%	27	30%	70%	39	34%	66%	25	32%	68%	1.6%	2%	0%

Zambia	Intervention						Comparison						Differences (pp)		
	Baseline			Midline			Baseline			Midline			Intervention Difference in Successful transition (pp)	Comparison Difference in Successful transition (pp)	Difference in Difference (successful transition) (pp)
	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful			
Transition: Barriers and Characteristics	Count	N %	N %	Count	N %	N %	Count	N %	N %	Count	N %	N %			
<b>CHARACTERISTICS</b>															
Sight related disability	4	0%	100%	69	35%	65%	5	17%	83%	63	32%	68%	-34.8%	-15%	-20%
Memory or cognitive disability	7	43%	57%	79	37%	63%	1	50%	50%	86	27%	73%	6.2%	23%	-17%
Students with one or more forms of disability	29	48%	52%	190	35%	65%	14	33%	67%	211	23%	77%	13.6%	10%	4%
Self-care related disability	11	73%	27%	88	40%	60%	1	0%	100%	92	27%	73%	32.9%	-27%	60%
Students with sickness problem	23	39%	61%	232	33%	67%	16	20%	80%	195	28%	72%	6.3%	-8%	15%
Single Orphan	137	32%	68%	129	36%	64%	101	28%	72%	122	31%	69%	-3.6%	-3%	-1%
Head of household is not literate	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0.0%	0%	0%
Communication related disability	4	75%	25%	65	31%	69%	2	50%	50%	72	26%	74%	44.2%	24%	21%
Female headed household	187	33%	67%	202	30%	70%	157	28%	72%	241	25%	75%	2.9%	3%	-1%
Household has skipped meals on some days	359	35%	65%	329	32%	68%	302	27%	73%	359	24%	76%	2.6%	3%	-1%
Household house material depicts poverty i.e. mud grass leaves etc.	319	29%	71%	296	31%	69%	252	28%	72%	316	26%	74%	-1.9%	3%	-5%
Household house wall material depicts poverty i.e. earth and wood	464	32%	69%	436	33%	67%	387	27%	73%	459	24%	76%	-1.5%	3%	-5%
Not living with both parents	427	34%	66%	388	32%	68%	316	28%	72%	373	26%	75%	2.2%	2%	0%
Household does not have regular income	208	36%	64%	185	32%	68%	188	30%	70%	219	25%	75%	3.7%	5%	-1%
Hearing related disability	3	33%	67%	73	40%	60%	4	33%	67%	73	27%	73%	-6.4%	6%	-12%
Parents have difficulty with paying fees or child has been sent away more than once	222	36%	64%	191	31%	69%	192	28%	73%	221	24%	76%	4.6%	4%	1%
Double Orphan	37	30%	70%	32	25%	75%	18	44%	56%	25	52%	48%	4.7%	-8%	13%
Walking related disability	6	33%	67%	81	33%	67%	2	50%	50%	75	32%	68%	0.0%	18%	-18%

**Table 43c: Zimbabwe subgroup analysis of the transition outcome (Marginalised girls only)**

Zimbabwe	Intervention						Comparison						Differences (pp)		
	Baseline			Midline			Baseline			Midline					
	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	Intervention Difference in Successful transition (pp)	Comparison Difference in Successful transition (pp)	Difference in Difference (successful transition) (pp)
Transition: Barriers and Characteristics	Count	N %	N %	Count	N %	N %	Count	N %	N %	Count	N %	N %			
<b>BARRIERS</b>															
Teachers often absent from school	116	10%	90%	107	13%	87%	92	16%	84%	120	23%	77%	-3%	-7%	4%
Student does not receive adequate support to stay in school and do well	273	11%	89%	180	18%	82%	148	15%	85%	147	23%	77%	-7%	-8%	1%
Students who DO NOT have adequate seats at school	373	12%	88%	191	16%	84%	271	12%	88%	155	19%	81%	-4%	-8%	4%
Teachers treat boys differently to girls	347	12%	88%	210	12%	88%	235	12%	88%	197	20%	80%	1%	-8%	9%
Have difficulties learning in English	325	13%	87%	204	13%	87%	194	14%	86%	151	19%	82%	0%	-5%	4%
Does not decide when to play with friends	154	12%	88%	73	18%	82%	98	15%	85%	72	18%	82%	-6%	-3%	-3%
Students who attend school for less than 85% of the time	181	12%	88%	151	42%	58%	143	13%	87%	150	45%	55%	-40%	-35%	-5%
Students who attend school for less than 85% of the time – excluding out of school	181	12%	88%	96	9%	91%	143	13%	87%	91	13%	87%	-3%	0%	-3
Students who DO NOT feel safe at school	76	7%	93%	34	3%	97%	87	10%	90%	39	21%	80%	4%	-10%	14%
Not enough teachers for the number of students	424	12%	88%	341	28%	72%	265	12%	88%	253	30%	70%	-16%	-19%	3%
Student has high chore burden and spends most free time on chores	564	12%	88%	465	25%	75%	373	14%	86%	361	29%	72%	-13%	-14%	2%
Teachers DO NOT make students feel welcome in the classroom	71	13%	87%	28	11%	89%	57	5%	95%	30	23%	77%	2%	-18%	20%
Students with difficulties with LoI	91	11%	89%	45	18%	82%	57	11%	89%	30	13%	87%	-7%	-2%	-4%
Student DOES NOT feel safe traveling to or from school	218	9%	91%	152	12%	88%	114	15%	85%	142	17%	83%	-3%	-2%	-1%

Zimbabwe	Intervention						Comparison						Differences (pp)		
	Baseline			Midline			Baseline			Midline			Intervention Difference in Successful transition (pp)	Comparison Difference in Successful transition (pp)	Difference in Difference (successful transition) (pp)
	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful	N	Un-successful	Successful			
Transition: Barriers and Characteristics	Count	N %	N %	Count	N %	N %	Count	N %	N %	Count	N %	N %			
<b>CHARACTERISTICS</b>															
Sight related disability	75	12%	88%	24	0%	100%	60	10%	90%	22	9%	91%	12%	1%	11%
Memory or cognitive disability	83	7%	93%	36	3%	97%	62	13%	87%	34	18%	82%	4%	-5%	9%
Students with one or more forms of disability	225	11%	89%	77	4%	96%	175	13%	88%	65	15%	85%	7%	-3%	10%
Self-care related disability	58	14%	86%	23	0%	100%	55	4%	97%	13	8%	92%	14%	-4%	18%
Students with sickness problem	108	16%	84%	180	13%	87%	71	12%	88%	161	17%	83%	3%	-5%	7%
Single Orphan	291	11%	89%	236	22%	78%	181	17%	83%	179	31%	69%	-11%	-13%	2%
Head of household is not literate	121	12%	88%	104	26%	74%	53	19%	82%	51	26%	75%	-14%	-7%	-7%
Communication related disability	49	4%	96%	9	11%	89%	48	9%	91%	10	20%	80%	-7%	-11%	4%
Female headed household	398	13%	87%	271	23%	77%	278	15%	85%	222	29%	71%	-10%	-14%	4%
Household has skipped meals on some days	625	12%	88%	523	23%	77%	443	15%	85%	434	32%	68%	-11%	-17%	6%
Household house material depicts poverty i.e. mud grass leaves etc.	638	12%	88%	524	26%	74%	377	16%	84%	372	31%	69%	-14%	-15%	1%
Household house wall material depicts poverty i.e. earth and wood	688	12%	89%	572	26%	74%	444	15%	85%	427	30%	70%	-15%	-15%	1%
Not living with both parents	649	12%	88%	527	24%	76%	416	14%	86%	396	32%	68%	-12%	-18%	6%
Household does not have regular income	628	11%	90%	534	25%	75%	377	17%	83%	381	33%	68%	-15%	-16%	1%
Hearing related disability	56	5%	95%	19	0%	100%	55	15%	85%	12	8%	92%	5%	7%	-2%
Parents have difficulty with paying fees or child has been sent away more than once	684	12%	89%	571	24%	76%	480	14%	86%	459	30%	70%	-13%	-15%	2%
Double Orphan	117	9%	91%	93	27%	73%	68	12%	88%	64	39%	61%	-18%	-27%	10%
Walking related disability	78	6%	94%	25	4%	96%	55	15%	85%	18	11%	89%	2%	4%	-2%

## Key messages on what influences better transition rates are emerging.

In **Tanzania** in comparison districts teachers being absent, students not feeling they had support from their teachers and not having adequate seats adversely impacted on transition. In response to this, CAMFED activities focused on easing teaching pressure – e.g. providing Learner Guides and Teacher Mentors, supporting teacher training, may ease pressure **but** staffing is dependent on government policy.

Barriers that affected student transition in both intervention and comparison groups in **Tanzania** were having language difficulties, attending school less than 85% of the time and where students cannot make decisions about when they play with friends. **This confirms the need for an emphasis on activities to improve the level of English of students as well as activities to improve attendance.**

In **Zambia** unsuccessful transition in intervention schools was associated with students not feeling safe at school, students not deciding when to play with friends and teachers not making students feel welcome in the classroom. Working on the **enabling environment** is, therefore, critical in Zambia. Successful transition has been associated with self-reported ill-health in intervention areas, though, suggesting that some targeting is taking place. However, comparison areas have more successful transitions for students with disabilities and had a greater proportion of students with challenging household characteristics, so **GESI work appears to be more widely delivered** beyond the intervention districts.

**From these findings it would appear that the intervention schools are slightly more successful in enabling students with self-reported disabilities to transition successfully.**

Transition is worse in **Zimbabwe** in the comparison schools where teachers do not make students feel welcome in class, are often absent from school or treat boys differently to girls; or who do not feel safe at school. This is less the case in intervention areas, with the hope that these are delivering more positive enabling environments.

Support from parents or teachers to stay in school and do well and attendance are key to successful transition in **Zimbabwe**. Supporting attendance through financial support and hostel provision is critical, alongside work to influence attitudes among parents and teachers. There is evidence of better success in transition for young people in intervention areas with disabilities and other challenges.

## 4.3 The CAMFED post-school Transition Programme

*The previous sections of Chapter 4 focused on transition within school. For the GECT 5101 at midline, several cohorts of marginalised girls have already transitioned out of school and at the endline all girls in the sample will have moved beyond Lower Secondary School in Tanzania and Zimbabwe. Therefore, it is important to also focus on marginalised girls in their post school transition. For this purpose, CAMFED undertook a piece of research with Transitees of GECT 5101 and the EE undertook qualitative research with Transition Guides. The salient points of both are presented and discussed in this section.*

### The CAMFED Transition Programme Content

The aim of the CAMFED Transition Programme (TP) component is to assist girls who have just left school to make informed and safe choices about their future and prepare them for life after school. CAMFED's literature states that the TP: **"...addresses challenges that girls face during their transition from secondary education and meaningfully engage them at the same time focussing their attention on what is beneficial to their further progression and wellbeing. The Transition Programme seek to address the "what next" questions by school leavers which include lack of knowledge on opportunities that are available for secondary school graduates after completing secondary school, in the context of a dearth of employment opportunities and the challenges arising from immense pressure to marry early-especially for girls from poor rural families- and also pressure to start contributing to family income leading to school leavers leaving home for urban centres.**



*The programme encompasses a holistic package which assists the transition learner to consider a pathway to follow which speaks to their capacity and capability in a friendly peer to peer sharing atmosphere. The curriculum includes:*

- *Introduction to the CAMA network to help the young women understand more about CAMA, get to know why it is important to belong to the CAMA network and to motivate them,*
- *Wellbeing skills designed to help them cope with the challenges of life after school and to give them skills to reach their full potential,*
- *Financial education - to give them skills to grow and manage their money more effectively, they will learn about how to earn an income, saving, borrowing, budgeting and banking,*
- *Business skills to give them skills to set up small viable businesses;*
- *Sexual and reproductive health – to help them learn about the consequences of early unwanted pregnancies, STIs, HIV and AIDS and how they can protect themselves as well as information of how they can remain safe.,*
- *Career pathways – to help them map the future,*
- *Ploughing back – to assist their communities and at the same time gain personal development skills as they interact”*

(CAMFED literature)

### **Roles, responsibilities and recruitment of Transition Guides**

Transition Guides are an integral part of the Transition Programme. They deliver the six month programme and further support and advice to link school leavers to sources of finance, further training and entrepreneurial opportunities.<sup>47</sup>

The Transition Programme is facilitated by a school graduate who was CAMFED-supported and trained as a Transition Guide (TG). One TG described her role thus:

*“Our role is to help those that would have finished school so that they know the importance of education and help them as they transit from being students to adulthood, some we help them start projects and educate them on how they are run”.*

(Hurungwe TG, Zimbabwe)

TGs usually deliver the programme in a school. The whole Transition Programme takes 3 hours a week for the six months immediately after girls have left school.

In **Tanzania and Zimbabwe** CAMFED advertises for TGs through a number of channels such as through CAMA groups and leaders, through TMs, Heads of School and other modes. Prospective TGs much apply in writing for the post which in itself is good practice for job-seeking in their future careers. There is a selection process whereby they are interviewed by the CDC or a CAMA committee. Common criteria for the job include: at least 3 O level subjects, ability to communicate in English (reading, writing and speaking), commitment to deliver the training and remain in the post and location, aptitude for and knowledge regarding the subjects to be tackled, understanding and observance of CAMA values and commitment to ploughing back and support children, ability to engage and motivate with a range of audiences, good project management skills to manage time and responsibilities of the role, an appreciation of group and cultural dynamics, effective communication critical to be able to balance between students, Teachers, school administration, community and the CAMFED staff and participation in ongoing professional development and self-evaluation and application of constructive feedback

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<sup>47</sup> Good, Diana (2019). CAMA: A powerful new force for development: Linklaters

Once selected Transition Guides undergo an initial five day training.

Transition Guides that were interviewed described aspects of their role:

- Running discussion sessions with Transitees, and opening these up to other young women
- Mobilising CAMA members, including Transitees, for economic empowerment projects.
- Mentoring Transitees and other CAMA members
- Supporting Transitees to engage in voluntary activities linked to CAMA membership

The TGs themselves were very dedicated to their role and went to some lengths to ensure that they could reach their cohort of learners, even repeating the programme in different parts of the ward. The EE understands that due to distances covered a new recruitment strategy allows for more TGs in a geographical area.

TGs stated that responding to the interests of participants was the most important part of their work. For instance, in Rufiji, Tanzania, the TG said that both the SRH and the economic empowerment modules were well liked and that she herself wanted more training on both so as to be able to go into more depth on the issues, particularly personal finance and mother and child health.

TGs, themselves experienced CAMA members prior to taking on these additional responsibilities, reported that their contracts varied in length between one year and eighteen months. CAMFED asks TGs to sign an agreement which spells out their role and period and nature of engagement including what CAMFED is committed to doing. Colloquially this is called a contract. Around half said they had a verbal rather than written contract, or when given written contracts, they were often not signed. One TG felt this gave a level of uncertainty regarding the length of their appointment as there was an undetermined period of service.

*“Interviewer: how long have you been a Transition Guide? TG: three years, this is the third year.*

*Interviewer: I heard that they give contracts for it, how long is the contract? TG: we have not signed any contract we were just told there’s a continuation” (TG, Rufiji, Tanzania)*

Such agreement arrangements need to be clarified with TGs in these circumstances so that they are clear about the expectations upon them and their rights.

TGs did not, for the most part, comment on their own skills. One from Mwenezi, **Zimbabwe**, said of her training:

*“It was clear and I understood it all well” (TG: Mwenezi, Zimbabwe)*

Although another said in response to a question about the sufficiency of the initial training:

*“...we got trainings but it was not sufficient since the book contained a lot of topics but we were just given a few hints” (TG, Rufiji, Tanzania)*

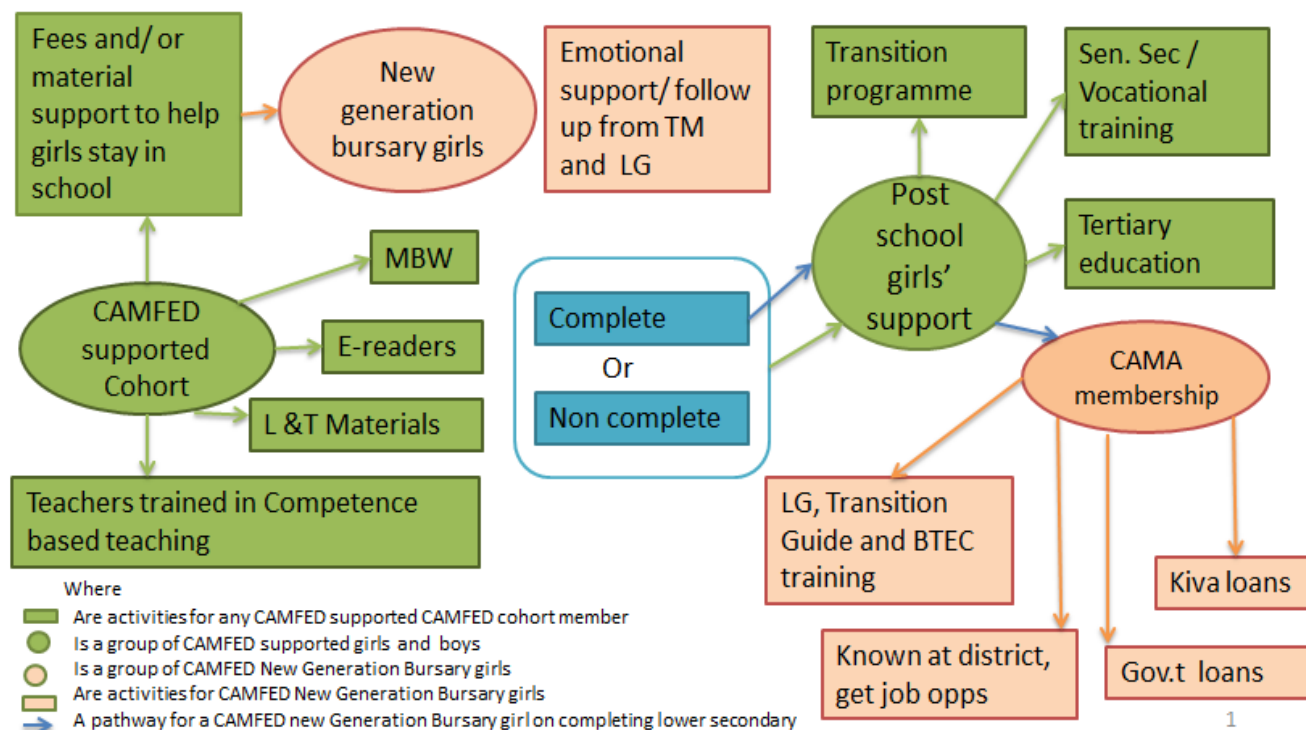
This theme was picked up by respondents in the CAMFED Transitee survey, which showed that 17% of respondents requested that TGs should be better prepared (Zimbabwe) but did not find anything else negative to say about the motivation and experience of TGs. This may point to a comparatively discerning sample of TP participants. Meanwhile, in Tanzania although 95% of the sample agreed that the TG was always well prepared for sessions, 21% also said that a more experienced or more motivating TG would have improved the programme. However, the response to the TGs by TP participants was overwhelmingly positive, in both countries.

The qualitative research found that all TGs interviewed reported they had strong social networks with community members that were built on trust and respect.

*“They trust me and sometimes other people come and see for counselling for me. ...even in the community (TG, Rufiji, Tanzania)*

## Girls who have left school and participate on the CAMFED Transition Programme

Figure 12 shows the range of post-school support.



**Figure 12: CAMFED supported girls' assistance through school and transition from school (Tanzania and Zimbabwe)**

Eligibility to participate in the Transition Programme is slightly different depending on country programme. This is shown in box 3 below:

### Box 3: Transition Programme Eligibility

#### GEC-T Transition Programme Zimbabwe

In Zimbabwe, due to the size of the GEC-T Form 4 cohort, the Transition Programme approach was adapted to ensure that reach was maximised within the project period and girls did not leave school unsupported. The full Transition Programme is in general offered to Form 4 graduates who were identified as especially marginalised and supported with CAMFED's Step Up Fund while in school, and who have joined CAMA upon graduation. The entire cohort is offered, through the structure of the Transition Programme, Financial Literacy training and support by Transition Guide, as well as the associated peer support and networking.

#### GEC-T Transition Programme Tanzania

In Tanzania, due to the smaller size of the Form 4 cohort, the Transition Programme is available to those directly benefiting from and indirectly reached by the GEC-T project irrespective of CAMA membership. In 2019 CAMFED Tanzania has developed a brochure introducing the Transition Programme which is distributed during the orientation meetings. During these meetings, girls map out centres that they think will be suitable and convenient for their attendance and TGs identify the number of learners who will attend each centre. At school level all Form 4 who were once supported with MBW sessions are aware of the programme and their eligibility to the Transition Programme before they complete school.

Locally there were different interpretations of this by TGs, some of whom only invited those receiving targeted individualised financial and material support from CAMFED (bursaries) to join the programme, while others widened the programme to others. For instance in **Zimbabwe** these views were found:

*“so far on our programme we have only been helping those who were beneficiaries and other young mothers who are willing to join the programme” (TG Hurungwe)*

*“It is open to every girl who has completed her O’ level” (TG Mwenezi)*

In fact, CAMFED allows all girls to attend the TP and they are then eligible, subject to funding, to apply for support for their next level of education (for example vocational training, senior secondary, tertiary education) or to resit exams.

Marginalised girls who were supported with the bursary package of individualised financial and material support and who have completed lower secondary education (Form 4 in Tanzania and Zimbabwe) can progress to become CAMA members. Only CAMA Members, girls who received targeted support, and who participated in the Transition Programme are eligible for Financial Literacy Practice Grants. The wider GEC-T cohort (girls who attended MBW but didn’t receive bursary support) in view of their large number has access to financial literacy education provided by TGs. Kiva loans are available to only CAMA members who have completed the TP and go on to become TGs themselves. CAMFED has a detailed set of arrangements to support the channelling of girls who leave school into the TP. There is a welcome event in which the TMs and CDC members are involved as well as the District CAMA committee. In addition the CDC facilitates the introduction of the TG to traditional and local leadership so that they can advocate to parents to allow their daughters to attend. Interviews with TGs revealed that they felt much of the recruitment of girls who have transitioned through school to the programme was through the actions of the TG and the direct connections and links that the TG would develop with students and parents/guardians. There was little reported interaction within the secondary school although this has occurred as in the quote below. When asked how she organised the students to attend the TP, one TG responded:

*TG: “so I go to their parents, if the children have left school we talk to them and convince them to bring them back so that they can take these studies, but also even if I come across the student, I also convince her to join the programme and tell her the place where we meet for this study at the Mkongo Primary” (TG, Rufiji, Tanzania)*

*Interviewer: Are you the person who registers the people joining CAMA? Or do you encourage people to join? TG: I just encourage them while they are in school that there's a transition period and after that they will join colleges and any further studies. Interviewer: And do you have any different ways of encouraging those students to become CAMA members or participate in the transition activities? TG: I talk to them and encourage them to do different activities after finishing school, like small businesses. There's a saying that goes, "Don't be ashamed to work, be ashamed to beg" (TG, Handeni, Tz)*

From the CAMFED Transitee research, TP participants are between 16 and 28 years old with the mean age of 19.2 and a median of 19 years. In **Zimbabwe** the span is slightly greater, from 15 to 33 years old and with a mean of 18.2 and a median age of 18. In **Tanzania**, it was found that once a student had begun participating in the transition programme, there was a three in four chance she would complete it.<sup>48</sup> *However, in Zimbabwe, the proportion of completers was around two out of three. Of those who did not complete, a higher number in Tanzania cited family responsibilities, whereas the key reason in Zimbabwe was educational (re-sits or joining ‘A’ level).*

Overall in the CAMFED **Tanzania** programme, 90% of their CAMFED supported Transitees had completed Form 4 and of the 90% completing Form 4, 80% of them had not passed the leaving examinations. 97% of the CAMFED supported Transitees had joined their CAMA association.

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<sup>48</sup> Including those currently studying it.

## Delivery of the Transition Programme

There are a number of challenges to implementing a successful transition programme. According to interviews with TGs, in **Zimbabwe**, in some areas (for example in Mwenezi and Umzingwane), as soon as girls finish school, many of them leave the community. From the qualitative research in Zimbabwe another challenge for the success of the TP is the lack of communication platforms. In districts like Binga and Umzingwane, many of the CAMA members did not have mobile phones and dropped out of the programmes. A TG in Shurugwi reported that:

*“I do not even know what happens with the CAMAs in this area. Most of them when they get married or go to the city they cease to function. Last time all the 6 I started with disappeared”* (TG, Shurugwi).

Where migration and mobilisation was common, and individuals had limited ways to communicate with one another; this was reported to have an impact on the success of the TP because there were limited numbers involved in the programme and small business projects. This was not a finding of the Transitee survey however, since in Zimbabwe, the key reasons for drop out of the programme apart from studying for “A” levels were family responsibilities (6%), running a business (7%) or the programme being held at an inconvenient place or time (7%).

This last finding tallies with another qualitative research finding, that the distance girls have to travel can be quite far. In Mwenezi and Umzingwane, **Zimbabwe**, the TGs lived approximately 7 kms away from the school. In **Tanzania** it was observed that some of the schools had a large catchment area which incorporated several wards.

*“The whole ward from Mkongo includes four villages and for those who are very far away we tend to go to them if we have the (bus) fare”* (TG, Rufiji, Tanzania)

Thus for many girls distance makes it difficult to maintain contact and attend the transition and CAMA meetings and they may lose touch with each other. To overcome this, in **Zimbabwe**, CAMA leadership has recommended training two TGs per school. They then divide the TP participants between them based on proximity to home. In addition some TGs arrange for sessions to be run mainly in the community to further enhance proximity to learners. In addition there are plans for bicycles to be provided to TGs. In **Tanzania**, the strategy is now to map the estimated number of TP participants in each ward or village and ask the participants themselves where and when it would be convenient to meet in order to minimise travel. In addition more TGs have been recruited and trained. This will be applied in any upcoming recruitment in the remainder of the project.

The poor socio-economic environment, especially in **Zimbabwe**, is an obstacle to income generation and because of this, the girls are looking to move outside to seek opportunities after completing Form 4. This has a knock on effect on the TP because many girls have moved away.

Through CAMFED TGs are eligible to receive interest-free Kiva Loans. Some Transition Guides shared their experience of Kiva loans:

*TG1: Yes, I was given \$200 and started buying and selling fish, but when the prices hiked I stopped and bought 2 goats and a pig. I took the loan last year and I already have paid back all of it.*

*TG2: I took a loan of \$500 in 2016, I am still paying it back now, I have \$63 left to pay. The delay in paying back was because of Eco cash and those that would take things on credit and then delay paying. I was buying and selling clothes but for now I have stopped.”* (TGs, Hurungwe, Zimbabwe)

Whilst the Kiva Loans for TGs and CAMA are very motivating, the socio economic situation in Zimbabwe has become extreme, such that circumstances do not always enable the sustainability of business ventures. A TG in Shurugwi explained

*“At that time I was working with 6 students who had just finished school. At the time we received the grant, around March, some went for “A” level and the others disappeared. Three of us remained, then one of the girls had to stop coming because her grandmother did not allow her to be selling in*

*the shop anymore. After that it was difficult to continue running the shop because I had to walk 7kms to come to the shop everyday so we decided to share the stuff that was in the shop and we would sell from home. After that, one of the girls disappeared and we ran a loss” (TG Shurugwi).*

This shows a number of decisions that have had to be made by this TG and the group of TP participants in order to try and keep their business going. The complexity of the situation and the resulting strategic decisions the young women have made for the security of their livelihoods is a good proxy for the success of the TP.

TGs’ self-esteem was boosted due to involvement in the programme. The sessions that TGs share with Transition Programme girls often put into practice in their own lives: they describe themselves as living examples of how these lessons could improve one’s standard of life.

*I have come to know myself, I am confident and I can stand even in front of others and express myself. (TG, Rufiji, Tanzania)*

*It has developed me to be a better person in life. I am now independent, can sustain myself and I am now a presentable person to others (TG Shurugwi, Zimbabwe)*

### **Outcomes and Impacts of the Transition Programme**

The outcomes and impacts of the CAMFED Transition Programme are reported on below. In the Transitee survey, in **Zimbabwe** 100% of the CAMFED supported Transitees are now members of the CAMA association and of the 90% who had finished Form 4, 53% had passed the Form 4 exams. However, only 14% of the Zimbabwe sample were studying for or had achieved a tertiary qualification whereas in **Tanzania** a higher proportion, around 21% of CAMFED supported Form 4 leavers, had or were studying at TVET, which is explained by the comparative costs of TVET/Tertiary education and available grants and safety nets in the respective countries. In addition, the age profile of Tanzanian Transitees in TVET and tertiary education was older than that of Zimbabwe which could have been relevant here. The majority of TVET studies were in tailoring, which is a popular local profession in Tanzania and provides a fairly secure livelihood.

*In both Tanzania and Zimbabwe, the Transitees who had completed a further level of study after school, had been supported by CAMFED. Although no comparison district research was conducted, it does seem safe to say that few supported Transitees would have gained their certificates without CAMFED assistance because only a fifth of Transitees in Zimbabwe and a third in Tanzania were supported by themselves or their family.*

Figures 13 and 14 below, from the Transitee Survey show the overall impacts of the Transition Programme on girls in Tanzania and Zimbabwe, who have transited through school to safer, more secure livelihoods. The overall picture from the Transitee survey shows that the vast majority of girls say they are significantly more confident about making safe transitions (84% Tanzania and 89% Zimbabwe) and safer choices (88% and 89% respectively).

A TG from Mwenezi in **Zimbabwe** explained that her strategy for achieving these gains was to:

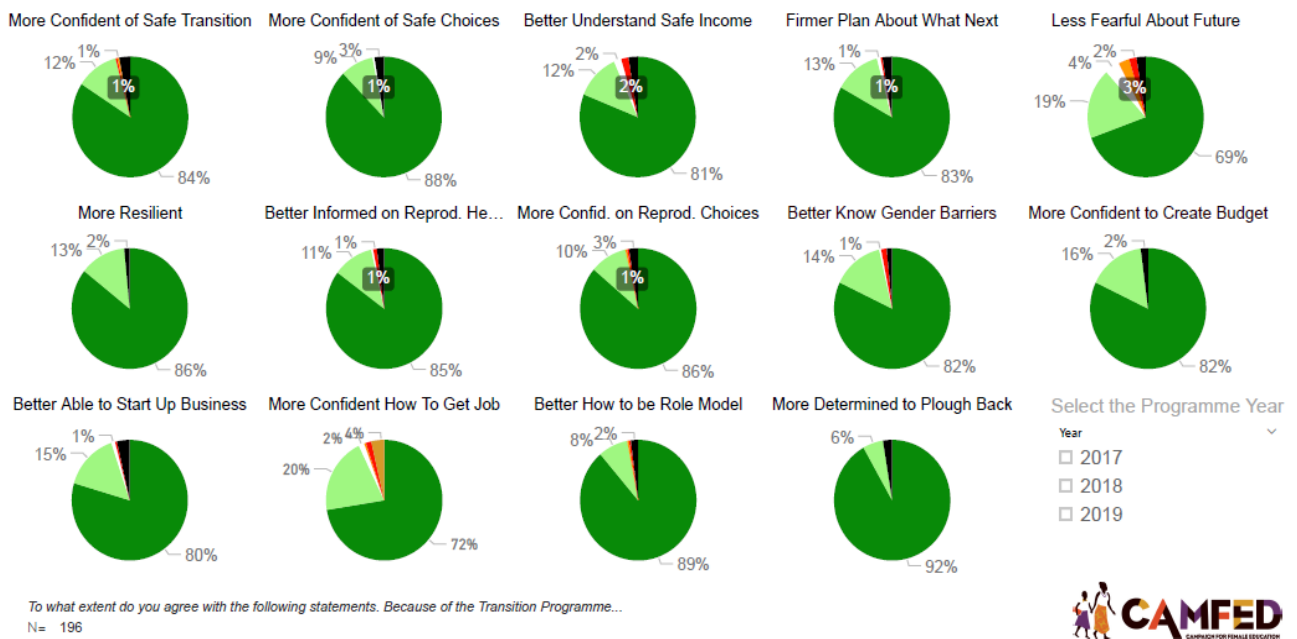
*“...encourage them to be better and also use role models who have made it in life so that they aspire to be like them” (TG Mwenezi, Zimbabwe).*

And also that the gains also applied to herself:

*“It has developed me to be a better person in life. I am now independent, can sustain myself and I am now a presentable person to others” (TG Mwenezi, Zimbabwe)*

The key learning here is that although TGs are facilitating others, they are also actors in gaining their own secure livelihoods, and becoming the role models they seek to introduce to transiting girls.

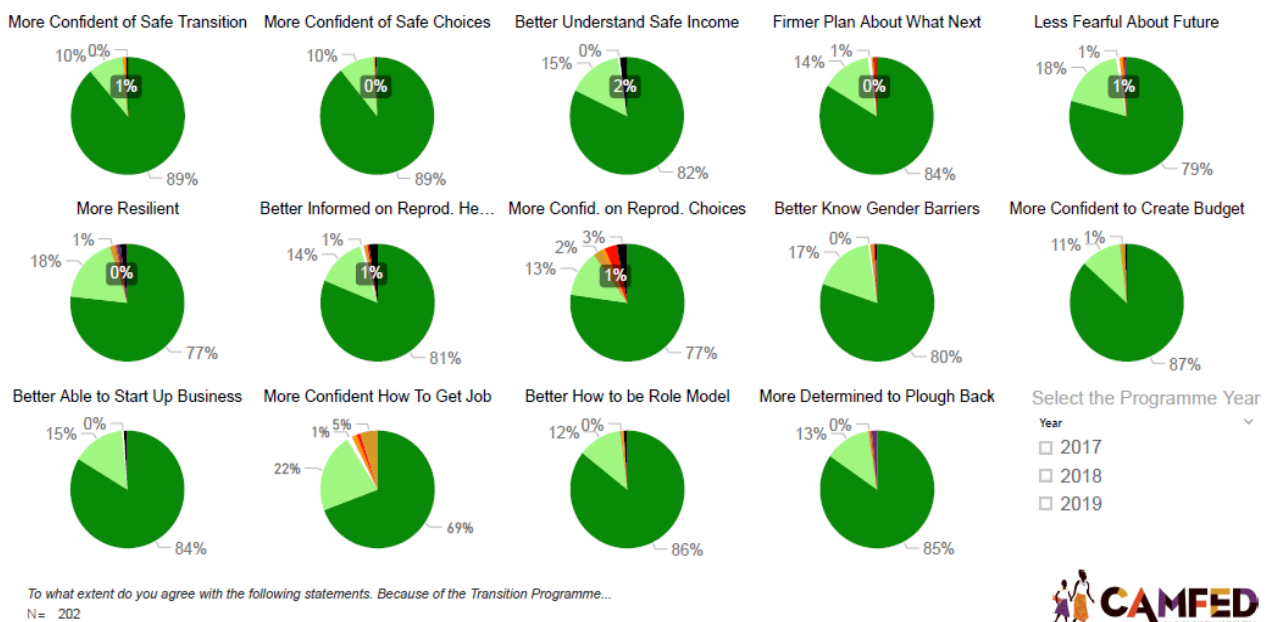
## Outcomes of the Transition Programme: overall picture



Source: CAMFED Transitee Survey, August 2019

Figure 13: Outcomes of the Transition Programme in Tanzania,

## Outcomes of the Transition Programme: overall picture



Source: CAMFED Transitee Survey, August 2019

Figure 14: Outcomes of the Transition Programme in Zimbabwe

There is good evidence that the CAMFED TP is helping develop conscientious individuals who see opportunities through CAMFED initiatives to drive change in social attitudes and to give back to the community and support others for an improved standard of education and life.

*Interviewer: What made you want to be a transition guide? Respondent: I saw that the girls were suffering and they did not see the value of education, all they thought about was marriage. It also helped me to focus on something and not just rush to get married, but to build a future for myself. I realized that most of the parents in the community are the ones that look down upon girls, thinking that once they start secondary school they are ready for marriage. So I wanted to prove a point and also teach my fellow women that there is more that we can do in the community.*

*Respondent 1: since the start of the program it has changed my life, I now know how to run a project and budget. Interviewer: is there any change that the program has brought to the community? Respondent 1: there is a difference, the children attending the program are well kept and none of them has dropped out of school to go get married. (TG, Hurungwe, Zimbabwe)*

This is also important because the 85% (Tanzania) and 92% (Zimbabwe) who are determined to plough back into the community will have been influenced by the same ethos that has moved the TGs to volunteer. This is an important aspect of the sustainability of the CAMA and TP that is discussed further in section 5.

82% and 87% of the Transitee Survey sample in Tanzania and Zimbabwe said that they are more able to create a budget and 81% and 82% say they understand safe income. 80% and 84% feel more able to start a business, in respective countries. Given that most of the market opportunities that are open to rural school leavers are still in the informal sector or self-employment, the confidence achieved is important. In this environment, it is not surprising that slightly lower figures, (72% and 69%) were more confident to get a job.

In **Zimbabwe** the qualitative research found that involvement in the TP and even as a TG, small business projects have enabled some participants to provide support to their families and alleviate some of the financial hardships that are experienced by some households (for instance because of multiple siblings in education).

*“From the business I was doing, I managed to take my 2 younger brothers to school and I still pay for their fees. They are still in primary school. Generally things have changed for the better because now I can afford basics at home”. (TG, Hurungwe, Zimbabwe)*

They reported that the support can also be extended to younger students and other CAMA members to help them achieve their potential. Section 5.2.3 gives some further examples of CAMA members who had started businesses after attending the TP.

## RECOMMENDATION

The CAMFED Transitee survey was very useful in order to understand how Transitees felt about the TP, which is an integral part of the CAMFED intervention. The EE recommends that CAMFED could consider repeating the research for endline and widening the research for transition to the comparison districts at the endline in order to find out what marginalised girls are doing after leaving school, particularly in Tanzania and Zimbabwe where the entire cohort is expected to have left school by then.



## 4.4 Target setting for the transition outcome

The targets set at baseline are presented in Table 44. For Tanzania, an achievement of +14pp against a target of +3.6pp was observed, and the target set for endline of +10pp is suggested as realistic and will relate to the transition to further education, training or employment. Zambia achieved a negative transition achievement of -2.6 pp. In the prevailing environment the target set is not realistic. The younger cohort will transition from upper primary to lower secondary school, and dropouts will inevitably occur. Therefore, the immediate interest is to halt unsuccessful transition. A target of +2.7pp is proposed for the endline. For Zimbabwe, the achievement at midline was lower than expected, with 2.6pp above comparison groups against the target of 11.9pp. The target set for the endline should be lower and will relate to the transition to further education, training or employment. The target has therefore been set at +5pp.

**Table 44: Targets for the transition outcome**

Target Percentage Improvement above Comparison Group		Evaluation point 3 target (midline)	Achievement at midline	Evaluation point 3 (endline)
	Tanzania	+3.6pp	14.0pp	+10pp
	Zambia Grade 5-7 (midline), 7-9 (Endline)	+2.7pp	-2.6 pp	+2.7pp
	Zimbabwe	+11.9pp	2.6pp	+5pp

### RECOMMENDATION

Given the achieved transition outcomes in Zambia and Zimbabwe, it is recommended to reduce the endline transition outcome targets to +2.7pp and +5pp respectively. For Tanzania the recommendation is to increase the target by a factor of three over the midline target, to a target of +10pp.

## 5 Sustainability Outcome

### 5.1 Introduction

The outcome statement for Outcome Three in GECT is that “projects can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable (measured using performance against a comprehensive sustainability scorecard (Score 1-4))”.

Beyond the immediate project activities, a key pillar of the all GEC projects is the ability to bring about changes to systems and attitudes that are far-reaching and long-lasting. Sustainability is not simply the continuation of projects, but how projects can demonstrate good practice, and motivate the implementation of successful ways of delivering education and a different pathway for girls.

This can happen in distinctive ways in the community, in schools and more broadly within systems and in policy. The EE has assessed the extent to which the project is achieving its sustainability indicators for *Community, School* and *Systems* levels at baseline and midline (and will do so at endline).

Each sustainability indicator is scored on a scale of 1 to 4 in which:

0= Negligible (change);

1= Latent (Changes in attitude);

2= Emergent (Changes in behaviour)

3= Becoming established (A critical mass of stakeholders change behaviour);

4= Established (Changes are institutionalised).

At baseline, sustainability indicators measured at 2 (Emergent) for each individual sustainability indicator and overall at 2 (Emergent). This is a relatively high score for a (pre-intervention) baseline but reflects that the majority of GEC-T schools had been supported by the first phase of the GEC between 2012-2017 and so many of the sustainability structures were already in place.

In Table 45 the summary scores for the sustainability indicators at the three tiers of community, school and system at both baseline and midline are given. Following this is a more detailed examination of the evidence at indicator level for each of the three tiers.

**Table 45: Sustainability indicators**

	Community	School	System
<b>Baseline Sustainability Score (0-4)</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Overall Sustainability Score (0-4, average of the three level scores)</b>	<b>2</b>		
<b>Indicator 1</b>	<p>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. Disaggregated by district.</p> <p><b>Baseline Score 2</b> <b>Midline Score 3</b> Tanzania 3 Zambia 3 Zimbabwe 2</p>	<p>Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children.</p> <p><b>Baseline Score 2</b> <b>Midline Score 2</b> Tanzania: 3 Zambia: 1 Zimbabwe:1</p>	<p>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.</p> <p><b>Baseline Score 1</b> <b>Midline score 3</b> Tanzania:3 Zambia: 3 Zimbabwe: 3</p>
<b>Indicator 2</b>	<p>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</p> <p><b>Baseline Score 2</b> <b>Midline Score 3</b> Tanzania: 3 Zambia 3 Zimbabwe 3</p>	<p>Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable</p> <p><b>Baseline Score 2</b> <b>Midline Score 3</b> Tanzania: 3 Zambia: 3 Zimbabwe: 2</p>	<p>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</p> <p><b>Baseline Score 3</b> <b>Midline score 3</b> Tanzania:3 Zambia: 3 Zimbabwe: 3</p>
<b>Indicator 3</b>	<p>Number of additional girls benefitting through community &amp; CAMA initiatives to attend school (such as providing money, food, toiletries, clothes, shoes or school supplies to children so they could attend school). Other activities included advising students in school on health, studies or careers; providing mentoring or counselling to students and referring need children for support and encouraging children to return to school</p> <p><b>Baseline Score 2</b> <b>Midline Score 3</b> <b>Tanzania 2:</b> <b>Zambia: 3</b> <b>Zimbabwe: 3</b></p>	<p>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</p> <p><b>Baseline Score 1</b> <b>Midline Score 3</b> Tanzania: 3 Zambia: 3 Zimbabwe: 2</p>	<p>National governments reduce school-going costs or provide targeted support for the most marginalised children. (FINANCIAL)</p> <p><b>Baseline Score 0</b> <b>Midline Score 3</b> Tanzania:3 Zambia: 3 Zimbabwe: 3</p>
<b>Midline Sustainability Target (0-4)</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Midline sustainability score (0-4) by country</b>	Tanzania 3 Zambia 3 Zimbabwe 3	Tanzania 3 Zambia 3 Zimbabwe 2	Tanzania 3 Zambia 3 Zimbabwe 3

## 5.2 Sustainability of GECT 5101 at Community Level

The indicators in this section test the extent to which communities are involved in supporting and maintaining the progress achieved by the GECT programme. There are three community level indicators: two which rely on quantitative data collected by CAMFED during monitoring or in special studies; and one qualitative indicator which is informed by data collected by the EE. These findings are discussed under the tables and under community indicator 2.

In the case of project GECT 5101, where wider CAMFED projects are long established in partner schools and predate even the GEC programme, sustainability structures and gains have built up over a long time span.

### 5.2.1 Visibility of Learner Guides

A key agent of change in the CAMFED model working in communities and schools are the Learner Guides (LGs). These are young women who are usually selected from the pool of CAMA members and work in schools with girls supporting their study and emotional wellbeing.

LGs also work in communities and have a presence in local committees to advocate on the importance of girls' education and against the physical (infrastructure, financial and geographical) and attitudinal barriers that may block young girls' educational path. LGs occupy an important component of a sustainable social fabric that supports girls' transition in education, especially when they are visible to and/or well-positioned in decision-making bodies in communities that are served by a school (school communities). Thus, visibility of learner guides is an indicator of sustainability of the project.

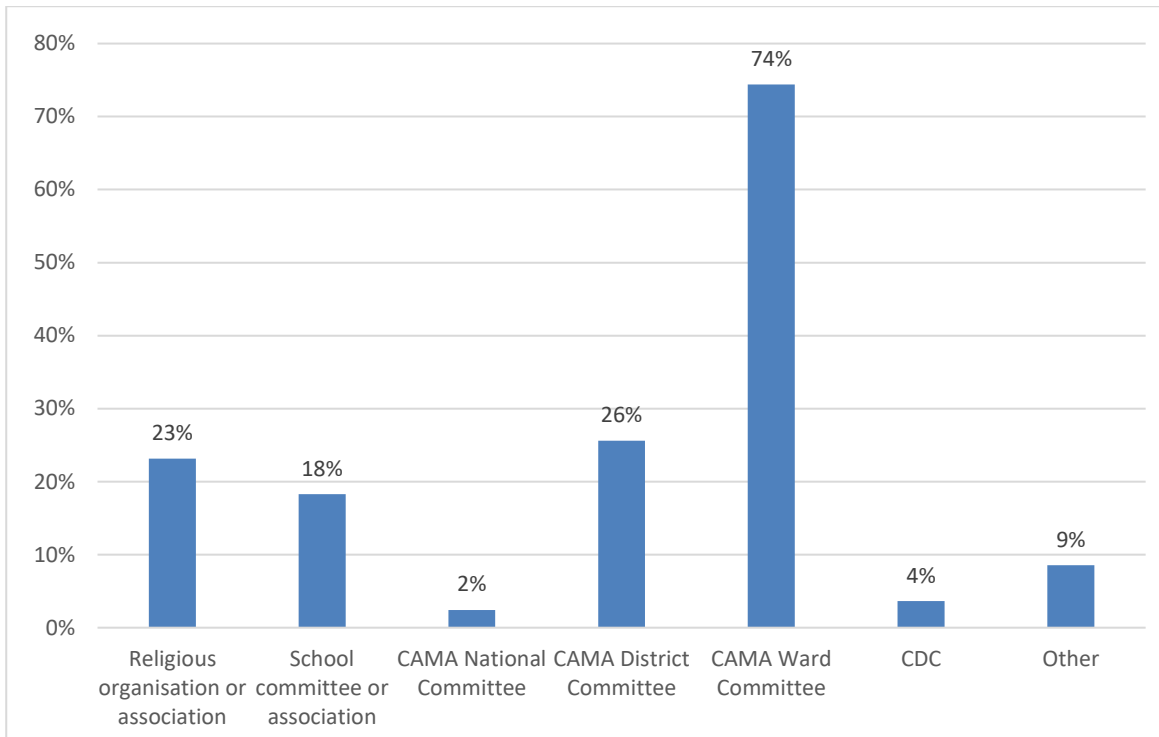
According to the quantitative research undertaken by CAMFED, the targets for LG visibility have been reached in two of the three countries (Tanzania and Zambia). In **Zambia**, whilst learner guides are relatively new, the target of 50% has been exceeded reaching 70%. In **Tanzania** visibility of LGs rose from 74% at baseline to 82% at midline. In **Zimbabwe**, the proportion of LGs achieving visibility dropped from 71% to 56% (Table 46).

**Table 46: Proportion of Learner Guides who are visible leaders**

Indicator No. 3.1 Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision making bodies and SMCs to be able to influence support provided to marginalised girls		Evaluation point 1 (Baseline) (N/A)	Evaluation point 2 (Midline)	Target at Midline	Actual Result against target
	<b>Tanzania</b>	74%	82%	75%	<b>+7pp</b>
	<b>Zambia</b>	N/A	70%	50%	<b>+20pp</b>
	<b>Zimbabwe</b>	71%	56%	73%	<b>-17pp</b>

Source: Learner Guide Survey, CAMFED

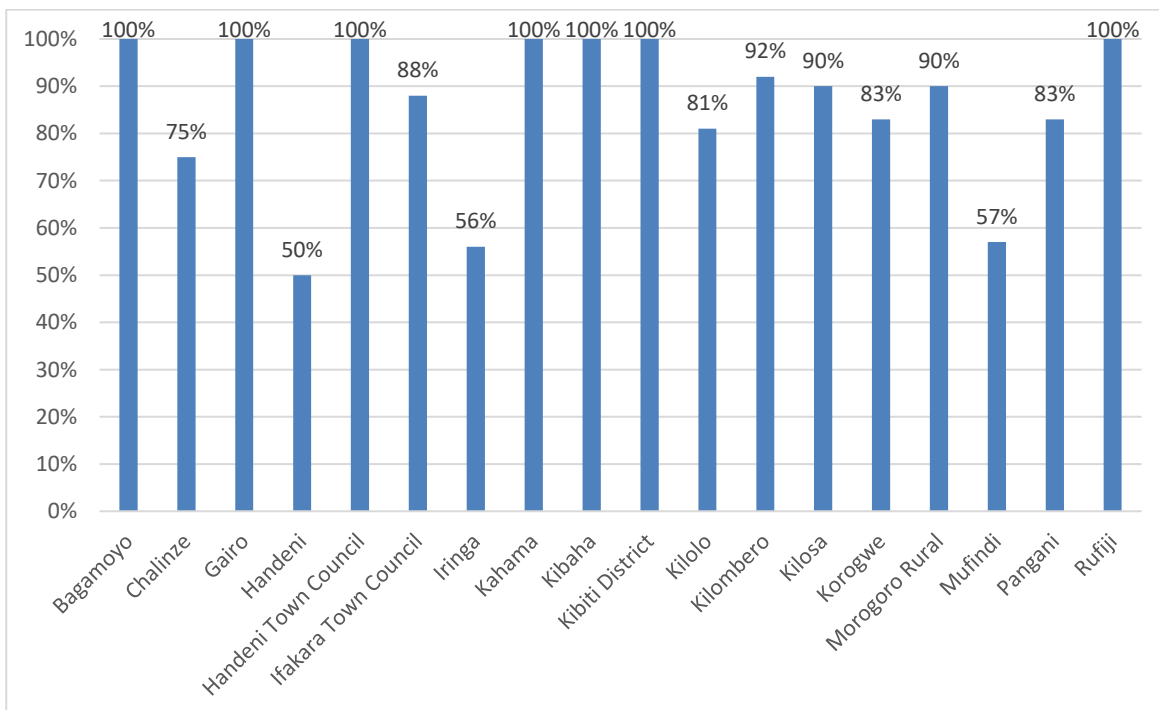
The qualitative work identifies responses made by both LGs and others that in part reflect some of the results found above and help to identify options of CAMFED increasing the sustainability of the 5101 project in the final two years of the project. The qualitative research in **Tanzania**, and **Zimbabwe** found that few LGs were visible on a number of community decision making bodies such as School Boards, Village Executives but they were locally visible and appreciated within the community and represented on CDCs which are district level bodies coordinated by government and including community organisations. With CDCs counted as community organisations then the indicator is well covered. To further explore the issues, CAMFED carried out its own survey of LGs across **Tanzania**.



**Figure 15 Positions held by Learner Guides – Tanzania**

Source: Learner Guide survey: CAMFED (n= 121)

As shown in Figure 16, in **Tanzania**, the LG survey shows that the majority of LGs held positions in the CAMA Ward Committee followed by the District Committee and then a religious organisation or association. There was less representation in schools, CDCs or the CAMA National Committee.



Source LG survey :N=147

**Figure 16: Tanzania LG Membership of organisations by District**

In Figure 16, for seven of the eighteen districts surveyed, 100% of LGs were members of an association or local structure. This contrasts to three of the districts (Handeni, Iringa and Mufindi), where just over half the LGs were in groups or identified as members of a committee or organisation.

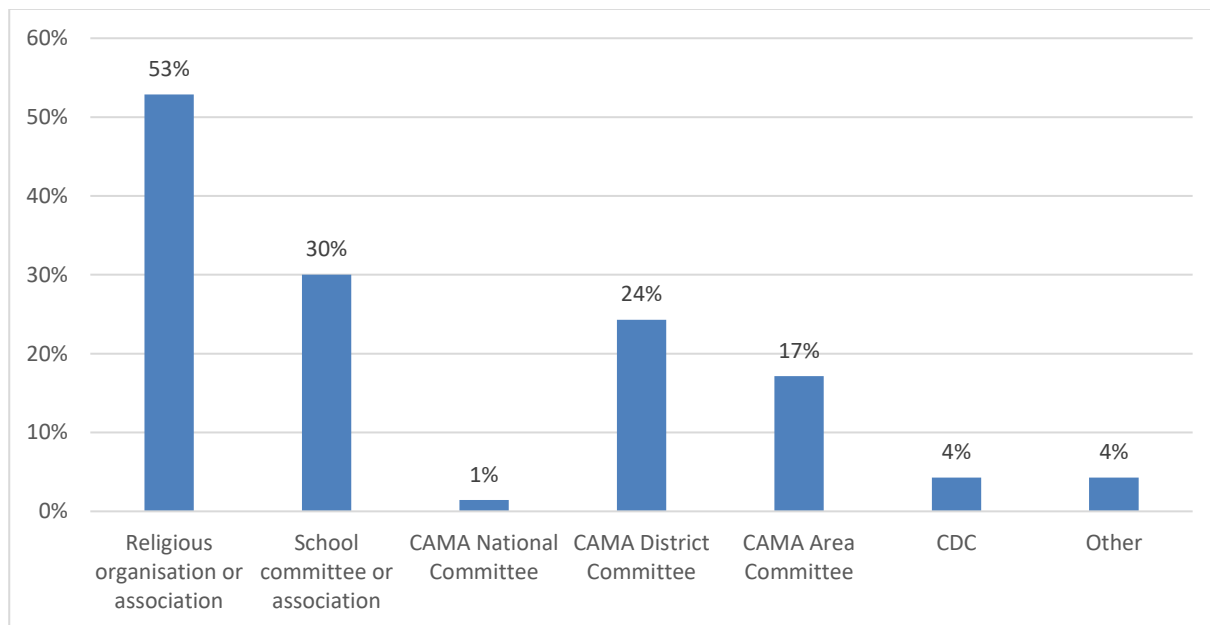
In the qualitative research, LGs made a variety of comments about their visibility in the community. In Handeni and Chalinze, LGs stated their work was largely determined by the community (non-specific members of) to support resolving issues surrounding girls in the community.

*“...for instance if there's any misintervention [something done wrong to/] for girls in [the] community they call us and we can advise as the CAMA members.” (LG Handeni)*

*“They do respect us because through the CAMA network we do educate the society on CAMFED and our roles as CAMA members. Community members see us coming to school and even students meet us in the street, when they call us madam they bring respect to us. [Expressed as “who us? Madam? Smilingly] we are also participating in ward meetings” (LG Chalinze)*

In Wasa, Iringa, an LG described how she is a member of the CDC and a PSG group. In Handeni they explained how they called LGs to help organise these groups because they perceived LGs to have received lots of training on group administration.

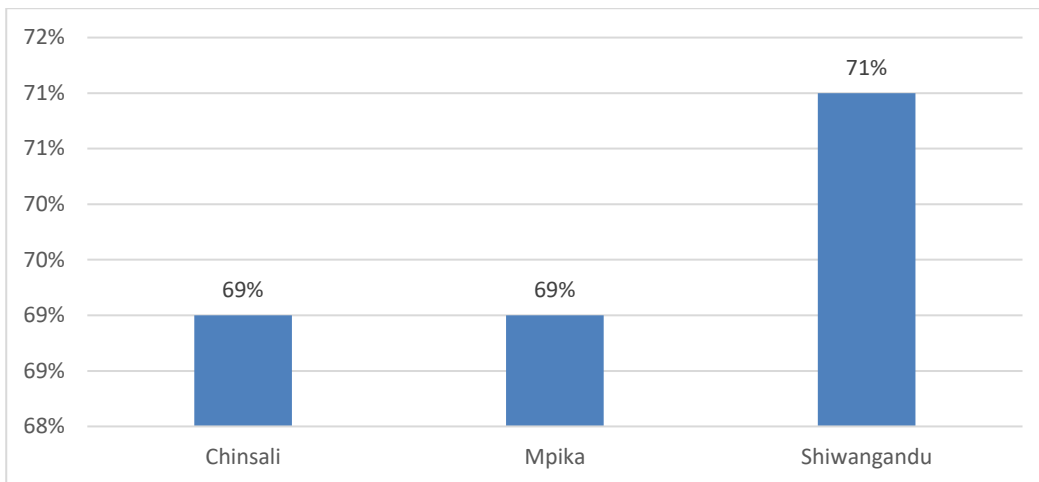
In Handeni, **Tanzania** one PSG committee said they would welcome such support in the community. This particular community fell into one of the areas where the LG contract had ended and not yet been renewed.



Source: Learner Guide survey: CAMFED (n=71)

**Figure 17: Leadership Positions held by Learner Guides – Zambia**

In **Zambia**, Figure 17 shows over half (53%) of LGs had leadership roles or were part of local associations in prominent in religious organisations or associations followed by school committees (30%) and third the CAMA District Committee (24%) where the LG programme is only two years old, there are lower expectations of visibility compared to Tanzania and Zimbabwe. In fact Zambian LGs have achieved early success with targets being exceeded. Again there were fewer LGs in CDCs or the CAMA National Committee. Levels of LG membership were similar across the three districts ranging from 71% in Shiwa N’gandu to 69% in both Chinsali and Mpika.



Source: Learner Guide survey: CAMFED N=102

**Figure 18: LG Membership of organisations by District**

In some cases LGs are considered role models by other girls, and this boosts their visibility. One LG reports,

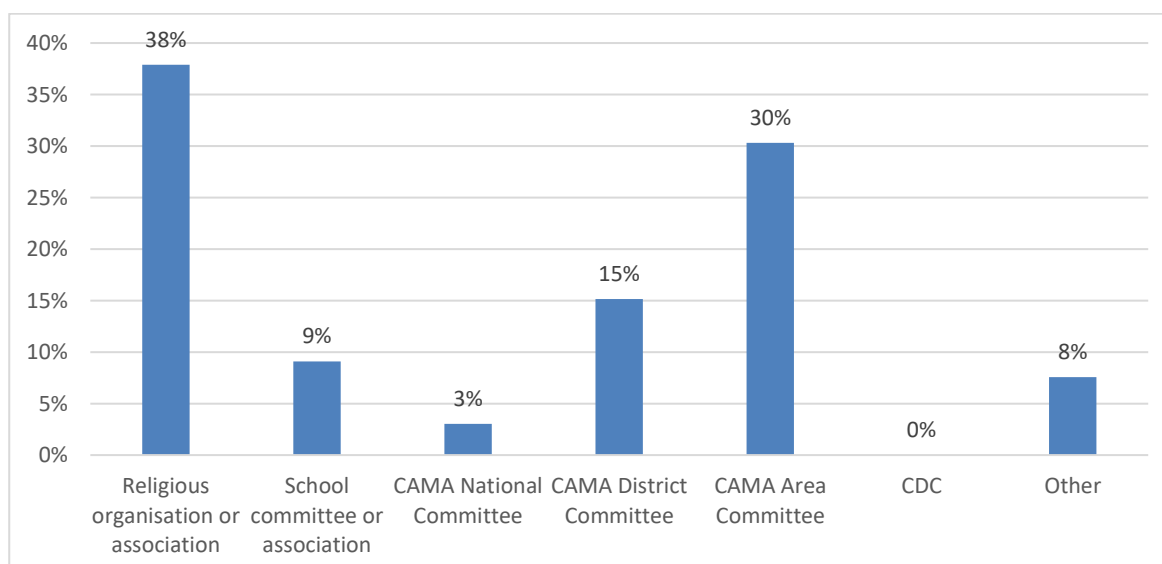
*“...the girls were like, “Wow! Some of us we want to be like you” while some of them were like “we want to be like madam xxx”*

In Mpika, LGs reported that teachers were very happy that they are able to follow up with girls who have not been attending school and encourage them to return to school. Further testimony from LGs concurred that they aim to set a good example within their home communities;:

*“As CAMA, we help elderly people who are not able to do lifting heavy things, even at home washing their clothes, cleaning. We also sensitise them, I am an LG at Chilufya, where I stay, I have to sensitize my community, even those that I don’t teach from my LG programme. We do home community sensitisation*

*R2: To explain to them, the importance of education, yes.”*

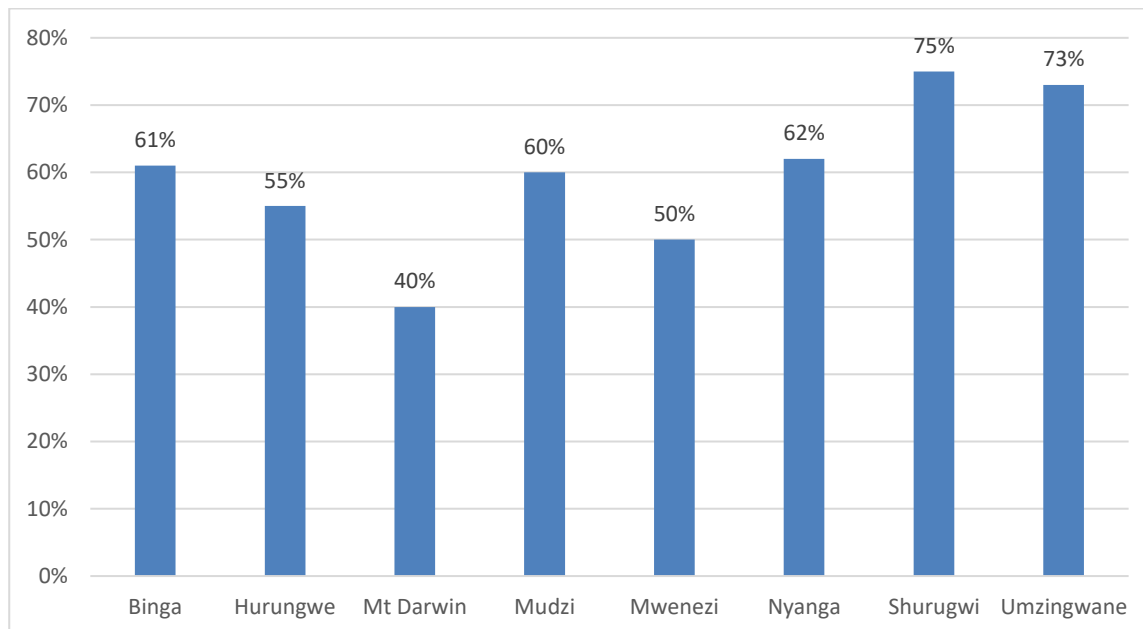
The examples from Mpika suggest that the hard work done by LGs in supporting the community generally, may be translating into increased visibility and acknowledgement of their role in the community. It remains to be seen how well that visibility can be translated into effective advocating for girls’ education in community structures.



Source: Learner Guide survey: CAMFED (n=332 )

**Figure 19: Leadership Positions held by Learner Guides – Zimbabwe**

In **Zimbabwe** the numbers of LGs in membership positions varied widely from 75% of LGs being a member in an organisation in Shurugwi to 40% in Mt. Darwin. LGs joined religious organisations (38%) and CAMA Area Committees (30%). There was less representation at District, and school level organisation and no membership in CDCs.



Source: Learner Guide survey: CAMFED (n= 282 )

**Figure 20: LG Membership of organisations by District**

Part of the role of LGs in **Zimbabwe** is to carry out home visits when a child is absent from school. News of girls absent from school can be shared with CAMA members for them to follow up. Even so, CAMA members usually ask the LG to take charge of this, recognising that the LGs have additional roles and responsibility above the normal CAMA membership.

In **Zimbabwe** during an FGD with community leaders in Hurungwe the following discussion took place, showing the leadership role LGs play in communities and their knowledge and understanding about LGs:

*“Interviewer: Have you heard about Learner Guides?”*

*Respondent 2: Yes, we have and from my understanding, they are those children who were CAMFED beneficiaries but have completed school. They were given the task to teach others about the importance of school and encourage them to continue with school.*

*Respondent 3: We have seen them move around in our villages. They even monitor projects being done by others and report back” (community leaders, Hurungwe, Zimbabwe)*

But elsewhere, in Community leadership FGDs in Shurugwi and Mudzi when asked specifically about LGs, community leaders could not recognise them:

*“Interviewer: have you heard of Learner Guides and Transition Guides?”*

*Respondents 1 and 2: No” (Community Leaders, Zimbabwe)*

*“Interviewer: Have you ever heard about Learner Guides? Do you know them?”*

*Respondent 1: No I don’t know or maybe the English word which I don’t understand” (Community leader, Zimbabwe).*

*“Interviewer: Okay, Do you know about Learner Guides? Have you ever heard about them?”*

*Respondent 1: mmmmm No. I can’t lie” (Community leader Zimbabwe)*



The ability of LGs to retrieve children from home or intervene in home situations preventing girls from attending school is similar in all three project countries. It suggests that LGs are accepted in the school communities even if they are not always widely known by or included in community structures. While the activities of LGs in Mpika, Zambia and Zimbabwe are strikingly similar, the visibility indicators are markedly different. Our interpretation is that the challenging environment in Zimbabwe means that LGs are likely to be competing to advocate for girls' education amidst a large set of issues that communities are facing (nutrition, health, drought, livelihoods, etc.). This may go some way to explaining the different results between Zambia, Tanzania and Zimbabwe.

### 5.2.2 School Communities implementing a cost-share approach to support Marginalised Girls to attend school

For school communities a measure of good governance embedded into school business is to implement a cost-share approach. Building a system that can support the associated wraparound needs for the most marginalised girls to be able to attend school requires a collaborative, coordinated and more strategic approach. For school communities to implement a cost-share approach to meet associated wraparound needs for the most marginalised girls to attend school requires groups with skills in fundraising, financial management as well as the skills for working with and potentially managing groups of people.

The targets for the second indicator under the community sustainability outcome measures the number of school communities implementing a cost share approach. This has been exceeded across all three countries. The survey question (asked of head teachers/heads of school) has a broad set of criteria to assess whether a school could be considered to be implementing a cost sharing approach. Cost sharing is captured in the head teacher/head of school survey as community involvement in **any** of the following activities:

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

**Table 47: Number of school communities implementing a cost–share approach to meet the associated wraparound for most marginalised girls to attend school including community financing models**

Indicator No. 3.2 Number of School Communities implementing a cost – share approach		Evaluation point 1 (Baseline) (N/A)	Evaluation point 2 (Midline) <sup>49</sup>	Target at Midline	Actual Result against target
	<b>Tanzania</b>	0	173 (75.0%)	92	<b>+ 81</b>
	<b>Zambia</b>	0	185 (60.6%)	37	<b>+148</b>
	<b>Zimbabwe</b>	0	652 (76.3%)	337	<b>+315</b>

Source: Survey of head teachers.

The quantitative indicator allows a snapshot assessment of how many schools have some cost-sharing at midline but does not allow for assessment of the depth and breadth of cost-sharing, nor how collaborative, coordinated or strategic it is. The qualitative evidence provides some analysis, drawing primarily on evidence from CAMA members and members of Parent Support Groups (Tanzania) and Mother Support Groups (MSGs) in Zambia and Zimbabwe (Box 4).

<sup>49</sup> <https://www.wfp.org/publications/impact-school-feeding-programmes> (2019); ZANEC, 2016, *The Stunting Child Of Today Means A Stunted Economy Of Tomorrow* ; <https://www.lusakatimes.com/2017/12/16/government-embark-school-feeding-programme-50-districts-across-zambia/> (accessed October 11<sup>th</sup>, 2019)

#### **Box 4: PSGs, Handeni, Tanzania**

In one Handeni school, five separate PSGs exist. Three groups were led by women and each group had fifteen members, meeting quarterly. The stated goal of the groups was “to seek for [sources of] income in the community so that later and we can help in the schools which have children in need”. Four of the groups had received a start-up loan from CAMFED but one group had not received such funding. They said that this was due to an administrative error. They had all tried to undertake projects and had plans for this year, though not all were fulfilled. One group filled holes in roads; another was making bricks to build teachers’ housing (a key need expressed by teachers and parents alike). One is a project helping students with food in the school; and helping to provide uniforms, exercise books and books for those students in need. The groups were not only linked to the CAMFED partner school but said that each group supported one primary school as well as the secondary school, thereby covering all the schools in the ward.

#### **Parent Support Groups (PSGs) provision of wrap around or financial support**

The EE found that PSGs provided a range of support for schools and for students, especially female students. For example the qualitative interviews provided some insight into the largely positive quantitative results.

CDC members in Kilombero, **Tanzania** noted that PSGs had alerted communities to their responsibility in making sure girls went to school. In Chinsonto in Zambia, PSGs were reminded by the head teacher that they should not “sit idly” at home but to check on learning in school and to check on those who abscond from school. There is evidence that a PSG in Mudzi, Zimbabwe is planning for the third term “hungry season” by preparing food for students. So, in individual cases, there is evidence of the positive interventions by PSGs.

Well-structured, CAMFED-funded PSGs are found in a number of places (see Box 3). For example in Kilombero, the PSG has different groups in different villages who grow vegetables and cook on a voluntary basis for the school once per month and provide sanitary pads and exercise books to those learners who need them. They educate the parents about environmental issues and early pregnancies. The PSG members were all trained by CAMFED. Elsewhere, such as one school in Rufiji, the PSG consisted of one person, who needed support to revive the organisation since members had drifted to Dar Es Salaam to work or had lost interest once their child had left school.

The driving force behind some PSGs’ existence in **Tanzania** appeared to be CAMFED funding. Considering the responses from the group members it seemed as though they were using CAMFED support to help sustain their own businesses; sometimes as a means to an end to generate income for wrap around costs at the school. This limited the more strategic use of business income for the school

The expectations at community level were modest, recognising that PSGs were community organisations that depended on the spare time of community members and so, wherever they existed they were much appreciated by school staff, marginalised girls and other community members such primary carers and community leaders.

#### **RECOMMENDATION**

Some PSGs are motivated and working well several years from formation but others have ceased to work so well. Although parents with children at school may be initially well motivated, this may change as children grow up and leave school, and personal circumstances of PSG members may change. Therefore the EE recommends that an element of succession planning is built into the structure of PSGs (e.g. terms of service) and that CAMFED district staff regularly check on the extent to which this is working, to intervene as and when needed.

## Mother support groups (MSGs) provision of financial or wrap around support

The provision of community “wrap around” support was not always through Parent Support Groups. In this section the contribution of Mother Support Groups (MSGs) is examined. In **Zambia** and **Zimbabwe**, where MSGs are common, there is evidence that many existing MSGs were very effective in providing food and support to marginalised girls. Like PSGs, they were dependent on voluntary contributions (of time and other resources), but members were highly motivated and organised. They appeared to researchers to offer a more sustainable system than the majority of the PSGs met in Tanzania. In **Zimbabwe**, MSGs and CAMA are in close communication regarding marginalised girls, particularly those who are heads of household, in order to coordinate support.

In Shiwa N’gandu, **Zambia**, mothers cook food for the children twice a week, and have started a small production unit (smallholding) to grow food. The school head teacher recognised the strategic importance of this and he said it encouraged the students’ attendance, and reduced both absenteeism and early marriage. This finding aligns with other research demonstrating the impact of school feeding programmes.<sup>50</sup>

The findings suggest that the MSGs in **Zimbabwe** may be a comparatively untapped resource that could do more, but the current socio-economic situation in Zimbabwe (especially constrained education and community development budgets) is hampering progress. The majority of the MSGs interviewed are engaged in supporting marginalised girls and boys in several ways such as sewing and providing school uniforms; providing school meals; providing stationery to marginalised learners; giving guidance and counselling, including following up girls who are missing school. That said, these efforts are at a very low level in the sense that they are not systematic or recorded. During the midline evaluation, eight MSGs were interviewed. None of them indicated that they had received any form of support or training from CAMFED over the past years. CAMFED do not provide such support from within GECT 5101, but with targeted support and facilitation to overcome the constrained resourcing environment in **Zimbabwe**, it seems MSGs have the potential to contribute significantly in terms of cost sharing.

There are a number of other elements beyond wrap-around support that were evidenced in the qualitative research. For instance, in **Zambia**, apart from providing food, MSGs take the protection of girls seriously and in one case, saw themselves as protecting the girls from the harassment of boys, taking it upon themselves to interact with boys to discourage them from harassing girls in school. This was to some extent also evident in **Zimbabwe**.

Overall, the qualitative evidence suggests that due to the availability of financial or in-kind resources being hard to depend on, community support for marginalised girls is likely to be irregular and dependent upon resources available at the time, rather than predictable, systematic, planned, coordinated and sustained. The community structures involved, even if formalised through the registering of organisations, largely replicate community norms and display eagerness to gain new skills. This presents a challenge to CAMFED, as to how they further grow the skills to enable community action to become more robust, regular and sustained by the communities themselves. To become sustainable they will need constant motivation and recognition of their achievements, however modest.

### RECOMMENDATION

It is recommended that CAMFED provides more needs-based coaching and mentorship and a small amount of financial support for income generating programmes for MSGs and PSGs. Areas in which groups could further contribute could include topics such as girls’ leadership, financial management, and other locally identified technical skills relevant to the types of projects these groups run Training for succession planning here too. The head teacher survey questions at endline might be further refined to: discern where the groups and activities recorded are formalised and part of a regular set of activities taking place at or around schools; it can assess the contribution they make in terms of changed attendance, or other variables. This will allow a more robust assessment of whether changes in activities indicate sustainability is growing.

<sup>50</sup> Hakielimu; 2017; Impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania: A Qualitative Study

### 5.2.3 Number of additional girls benefitting through community & CAMA initiatives to attend school

The number of additional girls benefitting through community and CAMA initiatives to attend school has risen dramatically in **Zimbabwe** to 130,470 girls, significantly exceeding the target of 50,000 girls. **Zambia** also reached its target of 4,551 girls, exceeding its target by 3,751 girls. However **Tanzania** missed its target of 33,000 by 4,378 with 28,622 additional girls benefitting through CAMA and community initiatives.

**Table 48: Number of additional girls benefitting through community and CAMA initiatives to attend school**

Community Indicator 3.3 Number of additional girls benefitting through community and CAMA initiatives to attend school		Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual Result against target
	<b>Tanzania</b>	NA	28,622	33,000	<b>-4378</b>
	<b>Zambia</b>	NA	4,551	800	<b>+3751</b>
	<b>Zimbabwe</b>	NA	130,470	50,000	<b>+80,470</b>

Source: Survey of community members, including PSGs and CAMA members (collected by Project and passed to EE).

The type and level of support benefitting through community and CAMA initiatives is not the same for all girls. The extent of support for each “additional girl helped” does not automatically imply a similar level of support to the tailored, needs-based, financial support that GECT 5101 offers directly to girls, however it is tailored and needs based in the sense that marginalised girls make requests to the school when they are lacking something that they need to attend school. Whilst the support given may be as small as an exercise book or a pen it may make an important difference for individual marginalised girls not supported through a CAMFED bursary. Interestingly, CAMFED has shown that the multipliers that are used in their calculations are based on representative sample surveys of CAMA membership in each country, which have shown that new CAMA members are also active in their philanthropic support for children to go to school, rather than just more established CAMA members.

Mechanisms are in place for understanding what CAMA support is given to marginalised girls. CAMFED stated that a data collection form, designed by CAMFED, records the nature and level of giving by CAMA members individually and in groups. In terms of how the resources are used, CAMA either contributes to the central account where the national committee will then decide on how the resources are to be used, or they identify a need and then meet that specific need at community level.

CAMA members’ support for schools in **Tanzania** was found to be variable, dependent upon whether the CAMA association was active or had become more passive. The nature of the replenishment of the numbers of CAMA members through effective transition processes (Outcome 2) may be in play here. Further analysis of the impact of successful transition including leaving school, joining CAMA and undertaking the Transition Programme, is provided in Chapter 4.

In Handeni, the CAMA members met, sold buns to provide a little money to buy exercise books. Overall, this did not generate much money a year and would not be able to support girls outright. In Rufiji CAMA members met, contribute an amount of money every month and reported giving TSh30,000 to support the secondary school children in their Ward. They did not hand over the money directly to the children but to the school so they could not say how many children they helped, including whether they were all girls. However in Chalinze a CAMA group said the excess of their earnings provided small amounts of money both for children to go to school and other support, like ten bags of cement to each of two primary school building programmes in the ward. In Kilombero, members of one CAMA association are involved in making charcoal, growing rice and selling vegetables. They are eager to go for vocational training as they find life quite hard; similar to other groups they meet once a month at a primary school to plan their activities.

Overall, these activities appear smaller in scope and scale compared to the baseline. These experiences to some extent support the quantitative data showing that the prevalence of CAMA activities in **Tanzania** has underperformed, with an impact on how many girls are supported. Whilst the qualitative research showed a distinct slowdown in the growth of capacity to provide support to marginalised girls, the quantitative data showed that 87% of the target had been reached. The reasons for the slight underperformance are not yet clear but may be related to the cycle of renewal of CAMA membership in Tanzania in the districts visited.

## RECOMMENDATION

It will be most important for CAMFED Tanzania to invest in understanding the drivers of the comparative slow-down in CAMA activities and put in place a strategy to revitalise CAMA in order to meet their endline targets and ensure sustainability after the end of the GECT 5101 project.

Meanwhile, qualitative researchers in **Zambia** were told that in some areas CAMA supported more girls to stay in school than direct CAMFED grants themselves. Whilst this is borne out by the quantitative data, as noted above, there is no precise financial equivalent per girl for the number of girls supported. However, CAMA when offering this support are helping to ensure that marginalised girls continue in school.

In **Zimbabwe** there was evidence of the key support provided by CAMA:

*“Response: as members, we help some of ours that have nothing, have lost parents by giving them even inside clothes (pants). Those that do not have anyone to support. We will be giving them all that we can from what we will be getting. Also food to see that they are not hungry”*

In Hurungwe, CAMA members told researchers that last year they helped 52 children from the school. This year they have helped 25 both boys and girls through giving books and pens, meaning their support is depleted.

In Mt Darwin, CAMA members have encouraged one girl to supplement her ‘O’ levels and she now has 5 through attempted retakes, instead of her original 2. She is now working on her English exam and may increase her qualifications by another one soon. Another CAMA member is now the librarian at the school so has gained work herself and is able to use the position to positively influence other girls and boys to use the resources that are available.

However, not all CAMA members feel able to be effective. Some are disillusioned because they had high expectations but “nothing much is happening” (CAMA member, Umzingwane). In this case the EE felt this attitude was due to the challenging economic environment and competitive and overcrowded small business markets, so that despite having acquired business skills themselves during their TP, they had not been able to assist others.

In conclusion, in **Tanzania** two of three of the community sustainability targets (LG visibility in the community and CAMA support to marginalised girls) have been met, with some divergence of qualitative compared with quantitative evidence, suggesting that LGs are visible in the community but not always in community structures (compared with the LG and CAMFED quantitative evidence suggesting they are visible in community structures). There was some alignment between quantitative and qualitative evidence on the third indicator showing that in **Tanzania** the results expected from CAMA support of marginalised girls had not achieved the target although over 28,000 girls were supported by CAMA and community members. Despite the reasons given, i.e. that the LG had moved or married or that new LGs had not been recruited this is concerning for Tanzania, which has a well-established programme. Thus, further research is needed to establish whether this is a snapshot of the CAMA programme in transition between cohorts of active volunteers, or whether there is a reduction in interest in CAMA membership and leadership in the project districts.

The **Zambia** programme has met all its community sustainability targets for midline and in some cases substantially exceeded them. The implication of this is that the support to marginalised girls in Zambia should be substantial, which should mean the possibility of greater motivation of supported girls to continue learning, succeed, and then move into CAMA themselves.

**Zimbabwe** hit two of three targets, falling short on LG visibility in community structures. This result could be a consequence of the implementation of a new curriculum that limits LGs in optimising their school support and limits them engaging with the community. It is possible that the current economic situation in Zimbabwe has also impacted on the situation. For the third indicator (CAMA support) the target is so far exceeded as to perhaps show the critical importance of CAMA in the economic circumstances.

## RECOMMENDATION

Qualitative research provides evidence of the vibrancy of the CAMA programme and the loyalty and public spirited ethos held by the CAMA members. It would also be useful to explore the extent to which CAMA members feel the burden of their responsibility, in order to put in place suitable strategies to support them. The CAMA targets were exceeded in Zambia and CAMFED could examine more about the dynamics of success in Zambia. Some of the issues related to the strength of involvement of CAMA in community leadership structures and the extent to which the CAMA activities are tied into school-based initiatives may come into play here, as explored in Chapter 4 Transition. CAMFED may wish to learn lessons about these successes and potentially apply them to the other countries in GECT 5101.

## 5.3 School driven sustainability of GECT 5101 results

The CAMFED GECT 5101 project is measured by three indicators of school-driven sustainability.

### 5.3.1 Proportion of Schools with an enabling learning environment

This indicator is constructed by observing a number of criteria set by the EE. Data was collected using the student questionnaire and is used to identify for each sampled marginalised girl whether all the conditions listed below are present in her school; the girls had to provide the following responses to the questions:

- if there is a child protection policy in her school? (Response: yes)
- if she feels safe in school? (Response: yes)
- if her teacher encourages her to participate in class by often or sometimes using any 4 of the 7 participatory methods (answering questions; doing group work, working in pairs, discussing topics, acting/role play, problem solving, or project work)
- if her teacher makes her feel comfortable in the classroom (Response - Agree a lot or agree a little)
- if there is a Learner Guide in her school? (Response: yes); and
- if there is a Teacher Mentor in her school? (Response: yes)

**Table 49: Proportion of schools with an enabling learning environment**

School Indicator 3.1 Proportion of Schools with an enabling learning environment		Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual Result against target
	<b>Tanzania</b>	9.0%	20.5%	15%	11.5pp
	<b>Zambia</b>	2.9%	1.4%	10%	-8.6pppp
	<b>Zimbabwe</b>	3.8%	1.3%	10%	-8.7pppp

Source: Student questionnaire

For each school, the EE identified the percentage of marginalised girls in that school who responded and satisfied all these conditions. If the school had a percentage of 65% or above (the threshold chosen by the EE), then the school was deemed to have an 'enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children'. The indicator is, therefore, the proportion of intervention schools that are deemed to have an enabling learning environment.



Chapter 3 and the IO sections in chapter 6 provide detail about the key issues that affect an enabling learning environment and there are examples that link this Outcome to all IOs whether it is that they are working to support the improvement of the environment or whether they have not overcome some of the continuing barriers.

CAMFED works in government schools to provide an improved learning environment. While CAMFED is not able to support all aspects of an enabling learning environment, it is important to understand some of the key features, as these might explain the students' responses to the situations in their schools. Other key aspects of an enabling learning environment, apart from those measured in the indicator, are schools which have:

- Sufficient and well maintained physical infrastructure such as classrooms, desks and chairs; blackboards; toilets; access to water; storage facilities and if they are present, boarding facilities for students (see discussion in Section 2)
- Sufficient and appropriately qualified and trained teachers who are motivated and viewed by students as doing a good job (Section 3)
- Sufficient and appropriate teaching and learning materials for all subjects and every class. This includes the provision of study materials such as e-readers in some schools in Tanzania, to increase access to resources; use of the My Better World Programme that supports self-awareness, self-esteem and study skills; CAMFED supported girls' access to notebooks and pens through their targeted financial support (see discussion under IO4);
- Effective measures for behaviour management that do not include corporal punishment or the singling out of children, particularly marginalised girls for unfair treatment (IO5);
- Access to guidance and counselling that is trusted and used by students, Improved feelings of safety and security within the school environment (IO5);
- Support for students to develop themselves in readiness for life after they leave school (O2, IO3 and IO2).

### **Progress towards an enabling environment**

There were many elements of GECT 5101's contributions to an enabling environment that were observed by the EE in visited schools in addition to the points mentioned above.

In Tanzania in particular, students told the EE of access to school-provided hostel accommodation to facilitate more time for learning, less demand on them for household chores or income generation and less danger on the journey to and from school for CAMFED supported girls (IO1 and IO2).

In terms of supporting the development of the individual and their self-esteem and confidence, there was the development of study groups and support of them by LGs (**Zambia** and **Zimbabwe**) (IO1, IO3 and IO4) and access for CAMFED supported marginalised girls to TMs in all countries (IO4).

A culture and practice of in-service teacher training (INSETT) was discussed in some interviews with teachers. A number of respondents felt that INSETT leads to the implementation of child centred teaching and learning methods in the classroom including practicals in Science subjects. Teachers in **Tanzania** who had undergone the competency based teaching training sponsored by CAMFED reported their interest in using these methods had risen and in **Zambia** there is a culture where every quarter teachers meet together on in-service training, as directed by MoGE.

There was evidence that School Management Boards with a community element in the School Board Committees and School Development Committees had been constituted to oversee improvements in school maintenance and adherence to safety and security.

Despite these many instances of good practice and clear benefit, it is difficult to confirm that the learning environment has conclusively progressed from the baseline scenario. This is not because CAMFED is doing the wrong thing. But it is perhaps because some other pernicious contextual barriers are continuing to obscure and obstruct the desired benefits from the GEC-T 5101.

This situation may exist because alone the GEC-T 5101 cannot change the enabling environment through its current programme. In all three countries this is subject to under-resourcing and needs all the combined skills of the hierarchy of management at school, district and central government levels to make decisions and manage the constrained resources available and embedded norms including gendered and cultured norms in relation to improving the learning environment for all children.

### **Enduring barriers to sustainability of learning improvements**

Contrasting with the above good practice, key and persistent barriers to providing an adequate learning environment were observed by the EE and an exploration of these issues also formed part of the student, head teacher and teacher surveys as well as the qualitative research and was presented in section 3.11.

Class size: Despite the Government of Tanzania aiming for classes of fewer than 50 students, many classes observed in **Tanzania** were closer to 100 in size and were also large in **Zambia** and **Zimbabwe**. In such crowded classrooms it is hard to put in place participatory teaching methods and hard for children to concentrate. Schools with six streams were found to have classrooms for four streams only, leading to overcrowding. This is discussed further in IO4.

Lack of physical infrastructure to support learning such as insufficient classrooms, desks and chairs. Many children shared one chair and desk between at least two children. Lack of either natural light or electric light in the classroom could mean those towards the back and away from the windows find it very hard to see the board. This is further discussed in IO4.

Poor management and maintenance of infrastructure, furniture and fittings. Although the outside environments of schools were generally very inviting in Tanzania, Zambia and Zimbabwe, this belied the state of classrooms, broken desks, chairs and inhospitable hostel environments in almost all the visited schools. This suggests that SBCs are not able to leverage the support needed to keep what is there well maintained.

Lack of teaching and learning resources. In all countries there was still a notable lack of textbooks, such that there may only be one book shared among five students meaning that some students cannot follow what is in the book. Students cannot take the books home with them as they are often used for multiple classes. In **Tanzania** where e-readers have been provided by CAMFED, they are generally shared by three or four learners in very crowded classrooms. The provision of CAMFED study guides in **Zambia** and **Zimbabwe** means that some students have a book that they can take home and use for their revision; in many cases it is the only book the students have regular access to. Other teaching and learning resources such as chalk, paper and card are also in short supply. Students in **Tanzania** are often unable to access the school library where one exists. In one school in Chalinze, Tanzania, boys and girls interviewed explained that the library was the domain of the teachers, and only the teachers had access to the few computers.

Traditional teaching practices and lack of culture of in-service education: There is a prevailing situation regarding teaching practice throughout the three CAMFED GECT 5101 countries, where teachers have limited practical understanding of how to use participatory methodology, particularly with large groups and with the few teaching and learning resources they have access to. Additionally, they may not possess the morale and skills to overturn the 'chalk and talk' method that is predominantly used. Due to the lack of resources they are practically unable to change their teaching and learning methodology and must continue to use the chalkboard for all notes for children to copy. In **Zimbabwe** teachers are very demotivated by two situations; the national currency situation and the new curriculum to implement. In **Tanzania** teachers are also fairly demotivated; one CDC member said it was because secondary school teachers thought they should be paid more than primary school teachers but were not. Another reason could be the increase in class sizes, without extra resources, linked to the removal of secondary school fees.



Furthermore, in **Zambia** and **Zimbabwe** there is a culture of in-service training but in **Tanzania** there is not. In all countries there is no consistent updating and training; some teachers have some understanding of participatory or competence based methods but do not adopt them universally.

National Curriculums that create very full school timetables in **Tanzania** and **Zimbabwe**. Although the LG programme is included in the school timetable, they often take place after school classes along with other 'extra' classes. Many marginalised children miss out on these if they do not have school lunches or if fees are payable for the lessons. One marginalised girl said:

*"...The form two and form four they do remain. Though most of the students are coming from the poor families where they have no good private studies and enough time to study, so they remain in school for the private study"* (marginalised girl Handeni, Tanzania)

Lack of teachers, although this is not within CAMFED's mandate, the lack of teachers, particularly Sciences (e.g. Physics teachers in **Tanzania**), commercial subjects (**Zimbabwe**) and general understaffing, affects many schools. Where specialist teachers exist, they often cannot teach all the classes they are meant to, or unqualified teachers step in to support. In the midline evaluation there was little evidence to suggest existing funds or skills could cover these gaps. Overcrowding and understaffing in **Tanzania** were said to be related to the 2016 start of fee-free secondary schooling which caused an immediate upsurge – an increase of over 44% of enrolments in government schools throughout the country.<sup>51</sup> At the same time, according to some Heads of School, the ending of fees but non-replacement of the total incomes from fees by the government, has meant that the capitation grant cannot afford to pay for the numbers of teachers now required. Thus parents have been asked to pay for some temporary teachers to cover the subjects, such as Science and Maths, where staffing is low.

Poorly maintained WASH facilities were observed in all schools and were considered the norm but some schools had very difficult situations regarding **water availability**. Some toilets for girls had **little privacy**. Many facilities were particularly unsuitable for girls during menstruation (Chapter 2).

**Attitudinal barriers** that relate to deeply held beliefs, often unchallenged, of the educational potential of girls are also significant and raised below.

Attitudes of teachers regarding the need for corporal punishment were predominant in **Tanzania** and **Zimbabwe** and are part of the constellation of SGBV that girls are subjected to (further details in section 6.5). It appears from the qualitative findings that they are not sufficiently challenged by CDC, head teachers or community leaders. Changing attitudes of teachers, and arguably that of CDC, head teachers and community leaders towards these practices is a priority in order to improve gender transformity in the GECT 5101 project. Heavy manual task punishments (like pulling out tree roots) were referred to by many girls and boys (see IO1 and IO5). These punishments also included illegal corporal punishments including for minor misdemeanours, often as result of something the marginalised girl is unable to change, such as incomplete uniforms, being late as a result of distance, being sleepy as a result of hunger, not being able to pay for extra lessons or teachers (**Tanzania**). They were designed to humiliate or demean the girls, who felt that they were made to feel ashamed for these situations outside their control.

In **Tanzania** sometimes girls were made fun of by other pupils for period staining (not picked up by teachers and stopped) or by teachers. They may also be treated with scorn by teachers. Examples include a teacher removing food from a student and either eating it in front of them or throwing it away (Chalinze, **Tanzania**). In some schools marginalised girls told researchers that telling a teacher (not a Teacher Mentor) their

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<sup>51</sup> This figure is based on % of intervention schools – pro-rata to number of partner/intervention schools.

Two questions in HT survey:

\*Label: (1359) Key stakeholders accountable for distributing resources to needy children.

\*Label: (1360) Allocation of resources to children is ranked according to greatest need.

problem “doubles it rather than helps it go away” In contrast, telling the Teacher Mentor, if a marginalised girl receiving a bursary, would not have this result (Handeni, **Tanzania**) (IO5).

In some schools in Handeni and Chalinze in **Tanzania** there was a noticeable prevailing “me first” attitude of teachers towards access to water while students have to do without. In some cases the lack of water causes girls, including marginalised girls, to miss school, especially during menstruation (see section 6.1.2) as a result of the inequitable division of available water. Furthermore, girls may miss school because they have to clean the teachers’ house/do chores, during lesson time as reported in Fig 39 in chapter 6. These examples appear to show a prevalent expectation that children will help their superiors, but the deleterious effects of this seem to be focused most strongly on the girl. It also shows that the school environment is so lacking in basic needs that this kind of choice has to be made by teachers; to put their own comfort first to the detriment of their students, sometimes on a daily basis.

### RECOMMENDATION

It is with changes in societal and education professionals’ attitudes, that CAMFED can potentially affect the deepest and lasting differences. However, changes will only take root if widespread contact and motivational sessions are undertaken with teachers in post. The current sessions are too few and reserved mostly for core subject teachers at the present time. CAMFED should therefore increase the number of teachers participating in its training in competence based teaching and include mentorship in professional ethics, gender, GBV and SGBV in all partner schools, possibly working with a specially trained mentor and coach in this area.

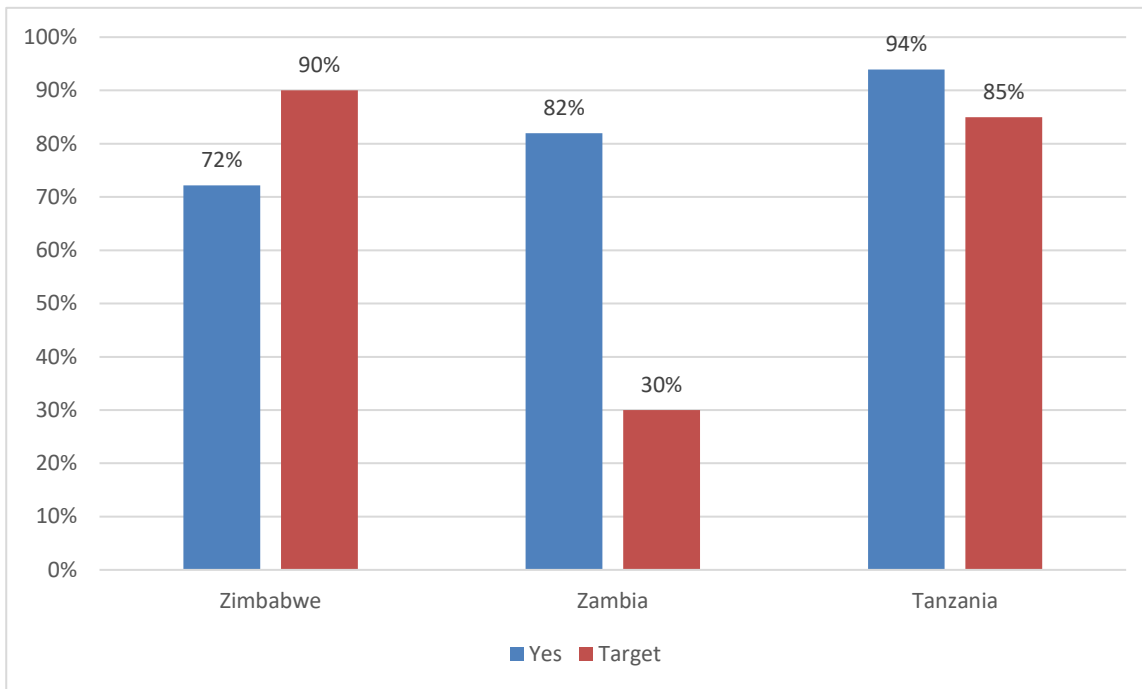
### 5.3.2 Proportion of schools where the Learner Guide sessions are integrated into the school timetable

For this indicator of the proportion of schools where the LG sessions are formally integrated into the school timetable, two of the three countries have met their target at midline. Notably although **Zambia** has only recently adopted Learner Guide sessions, it seems that they have had an early positive impact as they are integrated in 82% of the curriculum in schools, according to the head teachers. Good results were also seen in **Tanzania**, but **Zimbabwe** (where the programme is longest established) missed its target by 18 percentage points. It has only been integrated into the curriculum in 72% of the schools according to head teachers. This is consistent with an early result where LGs in **Zimbabwe** missed their target of growing visibility in the community. The context for the situation in Zimbabwe is likely to be the revised curriculum in which there is little space for non-curriculum activities.

**Table 50: Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable**

Indicator 3.2 Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable		Evaluation point 1 (Baseline) tbc	Evaluation point 2 (Midline)	Target at Midline	Percentage Points difference against target Actual Result against target
	<b>Tanzania</b>	%	94%	85%	<b>+9pp</b>
	<b>Zambia</b>	%	82%	30%	<b>+52pp</b>
	<b>Zimbabwe</b>	%	72%	90%	<b>-18pp</b>

Source: Survey of head teacher numbers



Source: Survey of head teachers

**Figure 21: Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable**

LGs reported that they did undertake MBW sessions within the school curriculum in **Tanzania** and **Zambia**. However in **Tanzania** the key hindrances to this were both that LG 18 month “contracts” had finished in some districts and not been replaced or that the LG had moved on and that there was difficulty in scheduling MBW during Form 4. In these eventualities the reason given by teachers was that it was close to the national exams and that during the afternoon hours, when the MBW class would normally be held, there were revision sessions instead. Where this was the situation the MBW sessions were carried out with earlier years. Whilst this is good in the sense that secondary school children could be applying their learning throughout their school years, it seems from feedback, that older children had forgotten much of the detail about MBW by the time they reached Form 4.

Where previously MBW had been integrated into the school curriculum, the revised secondary curriculum is very crowded and in many cases the space into which the MBW programme fitted has now had to be taken by mandatory subjects.

To improve MBW results further in Tanzania elements of MBW could be reinserted into the curriculum after Form 4 exams and reiterated in order to derive impactful learning just prior to or after leaving junior secondary school.

In **Zimbabwe** the LG programme is very well received yet currently experiencing some difficulties associated with a new national curriculum and close inspection by authorities to ensure what is being taught in schools matches government priorities. One LG in Hurungwe told the researcher:

*“LG 1: at this school our target class is form 3 and they have 2 classes so when they have a free period we go, but because of the new curriculum it has become very difficult to have those so sometimes we just use one class and we take turns and topics to teach.*

*Interviewer: so in the school timetable you don’t have a specified time?*

*LG 1: so far there isn’t so we just do it after lunch “*

Another said it needed to be taught during sports lessons so that there was a clash of timetables, since the new, very full curriculum.

In **Zambia**, schools have really taken to the idea of the MBW programme. One head teacher in Shiwa N’gandu said:

*“The book (My Better World) is very useful and it has helped a good number of the girls to just focus, to look at where they are coming from, where they are and how they can change that way of life that they are living and to picture a world they can live in tomorrow.”*

A Teacher Mentor (TM) in the same district corroborated this saying it was a mandatory part of the school programme. Given this response it is not surprising that the LG programme has been prioritised and formally integrated into the curriculum and exceeded the targets set.

### 5.3.3 Number of schools that integrate a needs based financing mechanism

Indicator 3.3 under the school sustainability outcome measures two parameters of change at school level and is calculated as a proportion of those schools that achieve both measures. First is the effective and accountable management of resources, and secondly the allocation of resources to those in greatest need. Whilst a majority of schools may be operating to achieve one parameter or the other, a much smaller number are doing both. That said, according to the head teacher survey results shown in Table 51, all countries achieved a 50% or more target against this indicator and only **Zimbabwe** failed to achieve its target of 337 schools, falling 160 schools short of this target.

**Table 51: Number of schools that integrate a targeted, needs-based financing mechanism through which resources are managed effectively and accountably, identify and meet the needs of the most marginalised children**

School Indicator 3.3 Number of schools that integrate a targeted needs based financing mechanism through which resources are managed effectively and accountably identify and meet the needs of most marginalised children		Evaluation point 1 (Baseline) tbc	Evaluation point 2 (Midline) <sup>52</sup>	Target at Midline	Actual Result against target
	<b>Tanzania</b>	0	115 (50.0% agree accountable *and* needs based) (73.0% needs based, 88.4% accountable)	92	<b>+23</b>
	<b>Zambia</b>	0	153 (50.0% agree accountable *and* needs based) (73.1% needs based, 71.2% accountable)	37	<b>+116</b>
	<b>Zimbabwe</b>	0	177 (52.6% agree accountable *and* needs based) (65.3% needs based, 68.1% accountable)	337	<b>-160</b>

Source: Survey of head teachers

Although the quantitative evidence shows that head teachers in many cases answered positively on integrating a targeted needs based financing mechanism there was very little evidence of this in the schools visited in the qualitative research in **Tanzania**. In these schools Heads of Schools explained that they may provide lunch for one or two very poor children or coordinate with the PSG and/or CAMA for support for them. But there was no example given of how the school ensured places for students. There were however, some examples of where teachers and/or the Teacher Mentor, had opened their homes for marginalised girls and boys who could not afford to travel the distance to school.

<sup>52</sup> <https://www.girlsnotbrides.org/child-marriage/tanzania/> accessed 15/10/2019

In **Zambia**, the government has promulgated the procedure that school fees may be paid in instalments, and the qualitative research revealed this to be the case. It was also reported that a head teacher did not remove students who could not pay. In addition, in Mpika one head teacher reported:

*“since we have introduced the food scheme programme even though food is not cooked everyday by the Mother Support Group, pupils don’t want to go back to their homes, because they will be wanting to eat. Right now, if I take you where they will be cooking the nshima they will say to us we are not going, and you cannot chase them because we’re being paid per month [by the students’ families]. But when we look at them we feel pity, so that even when we give them the small things they will share the little. So we are going to have a meeting to say that if there are those who have maize at home they could help and bring it so that the school can even assist the feeding scheme by the Mother Support Group so as to increase the feeding intervals.”*

This example is typical of those arrangements in **Zambia**. It is a school and community linked initiative, though not systematic, and usually based on support from the MSGs/PSGs.

The school sustainability indicator is a large and complex indicator compared to the other smaller more specific indicators that follow. Findings for School indicator 3, regarding school provided needs-based financing for marginalised girls appear to be very positive for **Tanzania** and **Zambia**. Compared to them, the results for **Zimbabwe** seem very disappointing, it is a country which has all but lost its cash based system and is thus highly dependent upon cash from GECT 5101 for marginalised girls. However all government funded schools in **Tanzania** and **Zambia** as well as **Zimbabwe**, run on very small budgets. Therefore, in the EE’s view, there is limited potential for any of them to have a needs-based financing system. In addition, the lack of qualitative evidence to show that meaningful needs-based financing exists, suggests that this is perhaps not the best proxy indicator for the sustainability of the learning environment for marginalised girls.

## 5.4 System-driven sustainability of CAMFED GECT results

The three indicators for this outcome seek to give a measure of system driven sustainability of the GECT 5101 project. Each is introduced in turn and discussed. These relate both to national and local levels of systemic integration. In all three countries, CAMFED has established strong links at national, district and local levels. The activity of CAMFED programmes in all countries is driven by a Memorandum of Understanding (MoU) with the respective education ministry and in these countries there are supplementary MoUs that exist with other relevant ministries.

### 5.4.1 Learner Guide Programme recognised

**Table 52 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.**

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		Evaluation point 1 (Baseline)	Evaluation point 2 (Midline) <sup>53</sup>	Target at Midline	Actual Result against target
	<b>Tanzania</b>	1	Y	Y	<b>Positive</b>
	<b>Zambia</b>	1	Y	Y	<b>Positive</b>
	<b>Zimbabwe</b>	1	Y	Y	<b>Positive</b>

Source: Qualitative interviews with National Ministries and CAMFED country staff

<sup>53</sup> <https://www.girlsnotbrides.org/child-marriage/tanzania/> accessed 15/10/2019

In **Tanzania** the CAMFED BTEC level 3 award has won a range of national level support. According to the interview with the CAMFED national office, the interest area is not primarily about having LGs with a BTEC move into Teacher Training though this would be a possible outcome for interested young women. It is more related to how the voluntary work inherent in the LG programme can support vocational training and workforce development, particularly of youth. A number of agencies including CAMFED, the Ministries of Education, Labour, Youth and Employment and Community Development are working in partnership with the Brookings Centre for Education to look at the adaptability and scalability of using voluntary work experience to gain a BTEC qualification which would have equivalence with a pass at Form 6, and would include accessibility for disabled people. CAMFED is supporting the Government to look at what would be the incentives for young people to gain this qualification, if the programme is scaled up.

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

One of the main benefits of the BTEC to CAMFED is the opportunities brought by having the concerned actors sitting around the same table. For CAMFED it has meant not only a multiplicity of respected access to working groups and technical teams on youth volunteering, curriculum pathways, child protection, community engagement in education. It has promoted the National Director as a credible vice chair of the Tanzania Education Network, which is composed of 280 education related CSOs together, and the mutual learning this brings.

In **Zambia**, CAMFED has a memorandum of understanding (MoU), renewable each 5 years, with the Ministry of General Education (MoGE). This arrangement began in 2001 with the last renewal being in 2017. As part of the MoU, CAMFED is present in its own right at the highest national level on the Policy Implementation Technical Committee for secondary education and it is also represented on the Monitoring and Evaluation Technical Committee and the Project Coordination Committee. Through their membership of these groups, CAMFED is involved from an early stage in policy discussions, and in project monitoring and evaluation of donor interventions.

With regards to the Learner Guide (LG) programme although it is only two years old, a much younger programme than in some other CAMFED countries, it received an enthusiastic go-ahead from MoGE, according to the National Director. The MoGE has expressed some interest in the programme being rolled out to all provinces and although this is excellent influencing and should be revisited in the endline to see whether it has taken place, this is not a direct CAMFED target but one where the MoGE initiative can be shown to have been influenced by CAMFED. The Scaling Lab study (with The Brookings Institute) in Tanzania will be instructive/bring lessons in this regard, in discerning which aspects it is realistic and practical to take in, and what level of investment this would require from the MoGE.

Beyond the LG programme, the CAMFED Child Protection Policy has been adopted as a national policy in Zambia and rolled out across the country. The Child Protection Policy guidelines were presented in the Zambian parliament and signed off and afterwards presented at the United Nations.

CAMFED is also currently involved in supporting the revision of the gender and equity policy for education and related ministries, i.e. Gender, Youth and Sport, Community Development and Health and CAMA are involved in advocacy.

CAMFED is a valued collaborator with the Ministry of Primary and Secondary Education (MoPSE) in **Zimbabwe**. Under its longstanding MoU and through the National Advisory Committee, CAMFED is sharing its experiences with MoPSE and supporting the Government to develop its priorities regarding secondary education.

Informed by CAMFED's experience MoPSE is developing its Inclusive Education policy regarding all marginalised groups including girls and disabled students. They are also very interested in both the way CAMFED tracks and monitors students and in the Learner Guide Programme.

## 5.4.2 District implementation of cross sectoral approach to address girls' welfare

**Table 53: Number of districts implementing a cross-sectoral approach**

Indicator 3.2 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.		Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual Result against target
	Tanzania	0	12	5	+7
	Zambia	0	6	1	+5
	Zimbabwe	0	10	10	Met

Source: Interviews with CAMFED programme staff, interviews with CDC members, triangulated with evidence such as meeting minutes/reports.

### Governance of the CDC

CAMFED has set up a Community Development Committee (CDC) in each district where it works on GECT 5101. The CDC was set up originally in order to provide a means to provide a link between government and civil society and non-formal organisations, and is integrated within district education structures. This committee operates cross-sectorally and consists of government departments, community level local government, traditional leadership and community organisations as well as CAMA networks. Representatives are drawn from many agencies such as education, health, women and youth, social welfare, community development, employment and police (Victim Friendly Unit in Tanzania for example). Some of these ministries also have direct MoUs with CAMFED. Community leaders from each locality where CAMFED has partner schools sit on the committee as do representatives of head teachers and the Chair is from the district education office. In those CDCs visited, qualitative researchers found that the individuals on the committee are elected or appointed on a three year cycle. The CDC is the body which delivers the CAMFED project in each district.

### Oversight of marginalised girls' education by the CDC

In all the project countries, whilst the indicator asks for the number of active CDCs, the qualitative research found that there was a clear and positive influence of the CDC in carrying out the depth and breadth of their task. It was found that the CDC carries out strategic oversight, mobilising and coordinating reciprocal support from a range of line ministries. It also carries out the practical work of checking and confirming the status of girls to be directly supported by CAMFED. The CDC has set up systems to manage this support, this takes different forms depending on the context: in some countries it directly distributes project funds, in others it has district procurement systems in place to buy bursary and school items for distribution in schools, while in some cases procurement is delegated to schools. CDC members maintain relationships with teachers, head teachers, TMs, CAMA and the CAMFED district officers and make routine visits to the schools to undertake monitoring.

Qualitative research in all three countries showed that CDCs had a common understanding about barriers and solutions to marginalised girls' education. Barriers for them often started with poverty, the "ignorance of the parent" that is their attitude towards education and towards girls going to school and the difficulty of girls surviving in education if they were to become pregnant or undergo other hardships. In giving their evidence it was apparent that the CDCs were aware of the details of individual girls' circumstances and made efforts to follow up and solve individual case issues as well as keeping the programme moving. Further, they had a clear understanding that many problems could be solved with better communication between the schools and the families, and they realised that they were pivotal in helping those communications to take place.

CDCs saw their role as being to improve the attendance of marginalised girls and to improve their performance. They were there to ensure that guidance and counselling takes place and to ensure this is followed up where a child is found to be in danger of dropping out or is experiencing difficulties. In Hurungwe, Zimbabwe CDC members commented:

*“We have guidance and counselling lessons on our timetables, we have guidance and counselling committees both in primary and secondary school and we also have a school psychological department and a district remedial tutor who coordinates support,*

*[It is having an impact], because we are managing to identify some of the children who are being abused and we address the matter immediately. It is because some of them are being open to their Teacher Mentors that it is being handled this way. We find this during our monitoring or they actually call us, then we then go as CDC members to hold a case conference; we pick relevant departments e.g. social welfare, VFU (Victim Friendly Unit) but we go there as CDC members”*

Another example of cross-sectoral working can be found in Mpika, Zambia where the members of the CDC in Mpika, **Zambia** discussed their role with regard to ensuring child protection takes place within the school, the home and the community.

*“As a (Social Welfare) department, as well as a member of this committee, we have a child protection committee secretariat. This child protection committee has members from education, the judiciary and other organizations. We have centralised this structure with the village level child protection committees and with our colleagues for education who have emphasised the child protection policy in schools. We do not forget to do the monitoring to ensure that every school has a child protection policy in place, because a child must be protected against psychological abuse, physical abuse as well as sexual abuse. These are the areas we ensure protection is taken care of. So even as we talk about protection of children we have gone a step further by increasing awareness.” ... “And apart from that, we are working hand in hand with the Zambian police; they make sure the perpetrators of these violent offences are quickly taken by [the] police. So we are actually working as a team in a district and also working within our respective sectors to ensure that the welfare of children improves.”*

In terms of how embedded the CDCs are, there was unanimity that the CDC was a structure that would remain whether CAMFED was there funding it or not because the members have seen how useful it can be and how it aids cross organisation communication.

In acting to curb abuse, CDC members continue to assure themselves that the right children have the bursaries. They do this by confirming school and community choices and monitor to ensure girls can go to school

*“...without getting any challenge because those [supports] they really help now instead of a child going to school with no shoes or uniform. Their [CAMFED] funding has helped children to be in a safe environment also to concentrate in class” (CDC member Kilombero Tanzania)*

This was echoed by CDC members in Mpika, **Zambia**, who agreed that when they are actively supporting vulnerable children, they can help to reduce absenteeism at school.

CDC members were aware that CAMFED has made a big contribution to changing the views of the parents towards girls' schooling, especially through CAMA members, “because now they have confidence, self-awareness they take the education to the society: if she knows, the whole society knows.” (CDC member, Kilombero, **Tanzania**).

CDCs also recognise the parts that the SBC/SC/PSE and the PSGs play. In Iringa, **Tanzania** CDC members commented that it was the PSG, benefitting from CAMFED, that helped to change attitudes towards girls education and that the PSE was making the school (physical) environment more attractive to motivate children and teachers.

In Chalinze in Tanzania, the CDC member detailed the support given by the CDC to help set up CAMA projects that had been funded by CAMFED. They organised for security of equipment like sewing machines, and oversaw the training of CAMA members in business management until they were ready to become independent.



### 5.4.3 National government reduces school going costs for most marginalised children

This indicator measures CAMFED’s country organisations as a whole rather than results being attributable to solely the 5101 project. The degree of change in the two years since baseline is difficult to assess but the encouraging aspect is that all CAMFED national teams are involved in supporting their governments to improve the affordability of a secondary education. The evidence was mostly taken from meetings at national level with CAMFED staff and from ministries rather than being corroborated directly on the ground with CAMFED beneficiaries.

**Table 54: National governments reduce school-going costs or provide targeted support for the most marginalised children**

Indicator 3.3. National governments reduce school-going costs or provide targeted support for the most marginalised children.		Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual Result against target
	Tanzania	0	Y	Y	Y
	Zambia	0	Y	Y	Y
	Zimbabwe	0	Y	Y	Y

Source: Interviews with CAMFED programme staff, interviews with national government representatives; reports/policy papers

As can be seen by the table above, all three countries clearly met their target. The following paragraphs show how this has been done. There is no further measure of change between baseline and midline evaluation points.

CAMFED **Tanzania** has invested in its relationship with the Government. Government sits on its National Advisory Committee and there are a range of MoUs with different ministries in hand and in development

CAMFED Tanzania’s National Director explained that CAMFED aims to cover gaps, or provide complementary information support and guidance using their programme as the model For instance when the government is procuring items for schools, CAMFED is able to advise on which schools are the most needy for those items.

This close relationship has enabled CAMFED Tanzania to advocate on the issues of the cost of tertiary education, since primary and secondary are now “free”. Although there are government loans, these do not usually cover 100% of the fees. CAMFED has advocated for providing not less than 100% government loan for University students who apply. CAMFED also provides help for CAMA girls to apply online, through CAMA associations, helping them to gather all the needed certificates.

CAMFED in **Zambia** has supported the government’s desire to reduce school fees. This was done for the second school term in 2019 and thus represents a step forward for this project since baseline.

CAMFED Zambia’s National Director reports that though the ideal situation would be for fees to be abolished, currently the government budget for secondary education is too low to enable schools to function without some levy being payable by parents and guardians of school children. They report that they continue to push for action on the school budget.

In further pursuance of affordable secondary education for marginalised girls, CAMFED was consulted by the scoping team for the World Bank Girls Education and Women’s Empowerment Project (GEWEL) that supports girls to go to school through its social protection cash transfer scheme. CAMFED does not have a specific function under GEWEL but continues to be consulted as a stakeholder from time to time. Whilst not an especially strong indicator of implementation of change, it shows the influencing capacity of CAMFED Zambia.

In **Zimbabwe**, a combined initiative has sought to improve the affordability of a secondary education. The DFID Zimbabwe office funded a project to support the safeguarding of children who were in unsafe accommodation. This was not just for Step Up Fund (GECT 5101 supported girls) but was present in partner schools, where the distance to school was too long or the terrain was too tough or dangerous. Schools were supported to provide safer accommodation and low cost boarding. As a consequence of this, it raised

awareness of the challenge to the schools and the communities. This helped CAMFED to advocate with the ministry.

Beyond this it was observed by many head teachers in **Zimbabwe** that without CAMFED (or other donor) contributions to schools there would be no school budgets. The school funding situation in **Zimbabwe** remains precarious at this time.

Despite the support learnt and encouraged by CAMFED in **Zambia** and **Zimbabwe**, government initiatives do not suffice to bring down the cost of a secondary education and provide a good quality education for most marginalised children. The government in **Zambia** has reduced school going costs en masse and in **Tanzania** before GECT projects began the abolition of fees caused a surge in secondary school numbers. However, there is a lag time in terms of school infrastructure, Teacher training, and materials provision, to ensure that the standard of education improves and the safety of school children, particularly marginalised girls, is guaranteed.

## Conclusion

The three national programmes in GECT 5101 have pursued their own stakeholders in order to achieve national recognition of CAMFED programmes including the LG/BTEC programme but also the needs based financing and other aspects of the CAMFED “DNA”.

The CDC element of CAMFED’s GEC-T 5101 is a very successful aspect of the programme. It is the one key structure that has really taken off in a sustainable way in that all stakeholders who are members of it value it for the professional and strategic partnership at local level. However, there are some questions around the way that once set up a CAMFED is unable to provide a governance overview in the way it is working.

## 5.5 Changes needed for sustainability.

CAMFED GECT 5101 have completed the following table and section of the report

**Table 55: Changes needed for sustainability**

	Community	School	System
<b>Change: what change should happen by the end of the implementation period?</b>	<p><b>By end-line CAMFED anticipates that:</b></p> <p>698 school communities across the three countries will be actively implementing a cost-share approach to meet the associated wraparound costs to support the most marginalised girls to attend and complete school.</p> <p>40% of Learner Guides in Tanzania and Zambia, and 20% in Zimbabwe, have increased visibility in their communities in order to be able to influence the support provided to marginalised girls. This will be reflected in increased representation on local decision-making bodies and school management committees, for example.</p>	<p><b>By end-line CAMFED anticipates that:</b></p> <p>85% of schools reached by the project have a child protection policy that is embedded in operational good practice offering an enabling learning environment which is safe, female friendly and promotes active participation and learning among the most marginalised children.</p> <p>The Learner Guide Programme is formally integrated as part of the school timetables in all schools in all three project countries.</p> <p>Learner Guides are able to work in schools and enjoy a positive relationship with school staff.</p> <p>Active learning practices are transferable through a</p>	<p><b>By end-line CAMFED anticipates that:</b></p> <p>The district education office in all partner districts across the three countries mobilises and coordinates reciprocal support from other line ministries (e.g. health, social welfare) to address girls’ welfare.</p> <p>The Learner Guide Programme, or components of it, is officially recognised by Ministries at national and district levels</p> <p>Teacher training institutions and other Vocational training institutions in Tanzania, Zambia and Zimbabwe recognise the value of the Learner Guide Programme and accept the BTEC qualification for admission for example to formal teacher training and</p>

	<p>By the end of the project, a large number of marginalised girls and young women (113,100) are supported by GEC graduates and community initiatives to attend and complete school across the three countries.</p>	<p>facilitated peer-to-peer approach among school staff, with the involvement of Teacher Mentors.</p> <p>698 CAMFED Partner schools have integrated needs-based financing mechanisms through which resources are managed effectively and accountability to identify and meet the needs of the most marginalised children.</p> <p>School and community leaders have increased capacity to better target resources to meet girls' needs.</p>	<p>other vocational training courses.</p> <p>National Governments reduce school-going costs or provide targeted financing mechanisms for the most marginalised children</p>
<p><b>Activities: What activities are aimed at this change?</b></p>	<p><b>Activities aimed at achieving this change at community level are:</b></p> <p>School leaders, community and village leaders, community members and support groups, parent support groups, (including men), CAMA leaders and members, Learner Guides and Transition Guides and CAMFED national teams in all 3 countries.</p> <p>Active engagement by CAMA and CAMFED with Traditional, Ward, Village and community leaders working in synergy to raise awareness on the importance of education especially for girls and young women in their communities.</p> <p>Enlisting the support of key stakeholders to mobilise communities to seek opportunities for cost-sharing initiatives to meet the school costs of the most vulnerable and marginalised girl.</p> <p>Learner Guides work with Teacher Mentors, parents and guardians to support girls who have dropped out to return to schools.</p> <p>Learner Guides are trained on SRH, MBW curriculum and to use active teaching practices. They give advice and provide</p>	<p><b>Activities aimed at achieving this change at school level are:</b></p> <p>School Board Committees, and head teachers / Heads of School are supported to develop and implement school improvement action plans through a Whole School Approach.</p> <p>Learner Guides and Teacher Mentors are trained on SRH, MBW, child protection, guidance and counselling and participatory methodology.</p> <p>CAMA receive on-going capacity building through peer support, social media platforms, district and national level training and meetings.</p>	<p><b>Activities aimed at achieving this change at system level are:</b></p> <p>Establishment of National Advisory Committees (NAC) in each country which draws together senior representatives from government bodies.</p> <p>At district level, delivery of the project is positioned within existing government infrastructure. CDCs are chaired by District Education Office and include representation of other line ministries in order to embed a joined-up cross-sectoral approach to tackle the issues impeding the education of marginalised girls.</p> <p>Advocacy with National Governments to reduce school-going costs for the most marginalised children or to provide financing mechanisms for them.</p> <p>Advocacy to ensure Learner Guide Programme in schools is officially recognised at national and district levels.</p> <p>Advocacy to raise the profile of LGs in their communities.</p>

	<p>guidance to students in school on health, studies and careers guidance.</p> <p>CAMA activism and work to raise the profile of the work of LGs in their communities through their work and activism with key stakeholders including Traditional, village and ward leaders.</p> <p>School-going costs are met by CAMA and community members of identified marginalised girls.</p> <p>Capacity building of CAMA and community members by CAMFED to enable them to take leadership roles and start community initiatives that support girls' enrolment and attendance to school.</p>		<p>Negotiations with Teacher Training Institutions and other vocational training institutions to accept the Learner Guide BTEC qualification for admission to their courses.</p>
<p><b>Stakeholders: Who are the relevant stakeholders?</b></p>	<p>School leaders, community and village leaders, community members and support groups, parent support groups, (including men), CAMA leaders and members, Learner Guides and Transition Guides and CAMFED national teams in all 3 countries.</p>	<p>School Based Committees, head teachers and teachers, Teacher Mentors, Learner Guides, CAMA and Community development committees, parent support groups and CAMFED national teams in all 3 countries.</p>	<p>Ministry of Education at national and district level, other line ministries, Teacher training institutions officials, CAMA leaders, other civil society organisations and CAMFED national teams in all 3 countries.</p>
<p><b>Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.</b></p>	<p>One of the enabling factors that will support CAMFED to achieve the project changes at community level is their well-established governance and community structures, procedures and relationships with key stakeholders (especially the CDC) in each district across all three project countries.</p> <p>There is a possibility of cultural resistance to increasing access to education for girls. However, our mitigation strategy is to engage with Traditional, Ward and Village leaders and work in synergy with them to raise awareness in the importance of education</p>	<p>One of the enabling factors that will continue to support CAMFED to achieve the project changes at school level is that the GEC-T has built on the established school structures, procedures, policies and relationships with key stakeholders in each CAMFED partner school across all three project countries.</p> <p>Extreme poverty and hunger is a challenge, barrier and hindering factor in relation to access to education faced in each country and to which CAMFED is constantly trying to address in Programme implementation.</p>	<p>One of the enabling factors that will continue to support CAMFED to achieve the project changes at system level is that in each country there is a signed Memorandum of Understanding (MoU) between CAMFED and the Ministries of Education. CAMFED also has well-established relationships and collaboration with Ministries of Education, other relevant ministries, cooperating partners and CSOs etc. in each project country. Limited funding at National and district level may hinder adoption and integration of the Learner Guides programme in school. Teacher training institutions may be reluctant to ensure</p>

	<p>especially for girls and young women in the communities. Funding for education Programmes for Learner Guides is inadequate / not sufficient to raise their levels of performance in Literacy and Numeracy.</p> <p>Extreme poverty and hunger is a challenge, barrier and hindering factor to access to education faced in each country and to which CAMFED is constantly trying to address in programme implementation.</p>		<p>training pathways to Learner Guides and/or have limited training places to offer. Extreme poverty and hunger is a challenge, barrier and hindering factor to access to education faced in each country and to which CAMFED is constantly trying to address in programme implementation.</p>
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As a project we recognise that the sustainability indicators measured at baseline were relatively high 2 (Emergent) for each individual sustainability indicator with an overall score at 2 (Emergent). We agree with the midline evaluation finding that these scores reflect that the majority of community, school and system level sustainability structures were already in place from the first phase of the GEC from 2012 to 2017. During the first phase of the GEC program CAMFED established a robust delivery infrastructure and continued to strengthen relationships with Ministries of Education and key stakeholders at national, district and school level to support the most marginalised girls in Zimbabwe, Zambia and Tanzania to access a quality education.

CAMFED’s project is underpinned by an inclusive local partnership infrastructure through which all those constituencies that influence a girl’s life ensuring her right to education are brought together. These partnerships dovetail with existing government and community structures, which reinforces the capacity of these structures to respond to the needs of vulnerable children, and underpins a joined-up, multi-sectoral approach to tackle problems, one that is integrated with and complementary to other local programmes. CAMFED’s sustainable governance model and community structures ensures ‘buy in’ from all key stakeholders as duty bearers of the programme. This multi -dimensional approach encourages community involvement and engagement as part of a cost effective and sustainable approach that builds on and enhances existing systems, as opposed to duplicating efforts or structures.

The CAMA alumnae network including tens of thousands of GEC school graduates represents a unique constituency of young women from rural areas and they are demonstrating extraordinary levels of activism in supporting education for the younger generation; on average, each CAMA member is supporting two more children in her community to go to school, thus multiplying the returns of her own education.

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

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

social support and counselling from trained Learner Guides and Teacher Mentors, alongside additional engagement with girls' parents or guardians where needed. Learner Guides and Teacher Mentors also act as positive role models in the school and community to encourage girls to attend and complete school.

We carefully positioned and designed our GEC deliverables and outcomes to ensure that the broader 'revolution' and sustainability of the CAMA activities post GEC funding will continue. Our key focus under the GEC-T is to continue to:

1. Support the growth and leadership development of CAMA who are united in their passion to re-invest their education in their communities;
2. Provide a comprehensive program led by young women for young women (including financial literacy, sexual and reproductive health, career planning, and entrepreneurship) to girls' transition from secondary school to a secure livelihood;
3. Support young women who succeed academically to pursue further education including vocational and tertiary education programs;
4. Roll out structured volunteer programs (including the Learner Guide Program) that enable young women to acquire practical skills, experience and a recognised vocational qualification, while supporting education for marginalised children;
5. Train and encourage CAMA to take leadership positions in local government. The membership of CAMA on district, school and community committees is a catalyst for their involvement in the wider government arena and political influence;
6. Provide the opportunity for CAMA members to apply for loans such as the KIVA loan to enable them to utilise their entrepreneurship skills and establish their own businesses;
7. Seek solutions to make best use of communications technology to unlock the full potential of this pan-African network to support enterprise development and opportunity for young people in rural areas.
8. Encourage both technological platforms and forums for meetings to give CAMA the opportunity to share best practice and learning nationally and regionally and to act as inspirational role models to their peers, other girls and young women.

### **The Learner Guide programme**

The delivery and implementation of project activities are well-positioned within existing government systems through signed MoUs with each ministry of education. Our approach to the sustainability of this project identifies and builds on the changes that need to be sustained to ensure learning and transition outcomes continue in future for girls in the target schools, communities and beyond the completion of the project. Across all three countries there has been concrete engagement with government and key stakeholders towards incorporating certain project strategies, e.g. the Learner Guide Programme, into national practice.

The project has achieved recognition and endorsement at the highest levels across all three countries, with particular enthusiasm in Ministries for Education for uptake of the Learner Guide Programme, which was launched for the first time in Zambia in 2019. 200 young women school graduates have joined their Tanzanian and Zimbabwean counterparts in volunteering weekly in their local schools to deliver life skills and learning support to young people, and targeted mentoring to marginalised girls at risk of drop out.

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

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

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

The midline report highlights the impact on student learning and life-skills of the Learner Guide programme *'In relation to study groups, it was reported in Mt Darwin, Zimbabwe, that Learner Guides were also leading study groups for additional assistance to discuss and work through topical problems together''*

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

### **Midline sustainability indicator scoring**

The scoring against the midline sustainability indicators for community, system and school level of 3 in Tanzania and Zambia is very encouraging. Whilst Zimbabwe scored a 3 for community and system level indicators, we agree with the rationale given by the External Evaluator for the rating of 2 in the school level indicator for Zimbabwe. The challenges of the broader economic and environmental context and outlook in Zimbabwe mean that this remains a significant achievement. Capacity-building support to community structures has been critical to ensuring that responsiveness to the changing needs of the most marginalised children is embedded at all levels of activity.

### **Planning for School Excellence**

In Zimbabwe, Zambia and Tanzania, the Planning for School Excellence (PSE) programme has been implemented by the school authorities as a model of development that clearly outlines causes of poor attendance, retention, results and development in the school. The involvement of learners, school authorities and community stakeholders is particularly empowering for communities and the learners to influence the development of educational institutions and practice equally from their perspective. Planning for School Excellence initiatives have been mainstreamed in school level planning. Communities are participating in improving the school learning environment through infrastructure projects. PSE is positioned as a low-cost, sustainable mechanism embedded from the start in existing structures, which is expected to continue post-project.

In all three countries, Parent Support Groups, School Based Committees and Community Development Committees are now well-established, ensuring there is 'buy-in' and ownership of the programme from community level up.

## **At national level**

This project is underpinned by advocacy of CAMFED at both national and local level to ensure that government policy and legislation is sufficiently understood and enacted within communities, and sustainable capacity is built into communities and systems to meet the programme objectives. CAMA members are motivated and committed to drive change for themselves and the next generation of children through a combination of philanthropy, advocacy and structured activism. CAMA members have continued to lead philanthropic initiatives and outreach both in and out of school to promote child rights and girls' education, contributing significant amounts of their own resources to keep children in school. CAMA actively supports girls who have dropped out to return to school. CAMA also carries out local, district and national level advocacy in order to raise awareness of the importance of educating and safeguarding girls in their communities. We are confident that by mid-line the following sustainable mechanisms and interventions at school, community and system level by mid-line will be as follows:

### **At the school level:**

- Targeted needs-based financing mechanisms will be fully embedded into partner schools across three countries, leveraging local capital to identify and respond to specific individual needs for the most marginalised girls in the cohort.
- The Planning for School Excellence (PSE) program is fully embedded in good practice by the school authorities as a model of development that clearly outlines causes of poor attendance, retention, results and development in the school. Whole School action planning targets interventions to improve the quality of teaching and learning and the school environment.
- Child protection and safeguarding policies, systems and mechanisms for reporting concerns and abuse are embedded in good practice in 85% of CAMFED partner schools.

### **At the community level:**

- Learner Guides established and robust home-school links with the wider stakeholder networks and structures enable a proactive approach to preventing drop out.
- Increased visibility of and respect for young women (CAMA) as role models and mentors in communities: increased leadership roles and representation of CAMA on decision-making committees
- Active participation of district government officials and other stakeholders in program delivery and monitoring across all three countries.
- Engagement of MSGs and PSGs across countries with MSGs actively involved in activities such as school feeding programs supports students to attend school and PSGs in improving the school environment by constructing WASH facilities to ensure girls attend school during menstruation.
- Increased cost-share contributions from communities.

### **At the system level**

- Teacher training institutions and other Vocational training institutions in Tanzania, Zambia and Zimbabwe recognise the value of the Learner Guide program and accept the BTEC qualification
- Ministries of Education in each country recognise the value of The Learner Guide Program as best practice in schools with a view to scale up.

## **Key factors that have the potential to hinder achievement of project outcomes**

During project Year 2 CAMFED Zimbabwe experienced extreme challenges in the operating environment and these are still prevailing following a long series of political and economic crises. This had a serious impact on the educational environment and communities, with lengthy school closures in some districts and limited access to communities, in addition to macroeconomic challenges which continue. The impact of Cyclone Idai in Q8, which affected a number of partner districts, has compounded these issues for the relevant communities. 72 partner schools and 192 girls supported at school were directly affected, in addition to a number of young women entrepreneurs who lost their businesses: a much higher number will be affected by ongoing infrastructure and economic challenges. This was recognised by the External



Evaluator as a contributory factor to why the sustainability score card results for Zimbabwe were lower than in Zambia and Tanzania.

In all 3 countries the inadequate school infrastructure, high teacher /pupil ratios, teacher shortages and teacher absenteeism continues to pose a significant problem for CAMFED partner schools especially in relation to the achievement of improved learning outcomes and school performance

Extreme poverty and hunger are both significant challenges, barriers and hindering factors which have a negative impact on access to education faced in each country and to which CAMFED is constantly trying to address in programme implementation. Prolonged periods of drought and load shedding are further contextual challenges that have been and continue to be experienced by both Zimbabwe and Zambia. The project works to mitigate against these challenges with CAMA at the helm at community and district level to work with sustainable solutions which are owned and driven by key stakeholders such as school feeding programmes.

The midline report has reiterated the prevalence of excessive use of corporal punishment in Tanzania. CAMFED is also acutely aware of the link between corporal punishment and the impact on the self-esteem of students, particularly girls, and their ability to attend, progress and transition through school. CAMFED Tanzania continues to work with the MoEST and Heads of schools 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.

## 6 Key Intermediate Outcome Findings

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

- improve the quality of teaching and learning and the learning environment for marginalised girls
- Include girls living with disabilities more directly in CAMFED's programmes
- Directly address hunger issues for marginalised girls
- Involve teachers, community members and community leaders more directly to address some of the underlying gender norms that cause abuse and overwork of adolescent girls

## 6.1 IO1 Attendance in School (Improvement in school attendance of marginalised girls)

**Table 56: Attendance - Intermediate outcome indicators as per the logframe**

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
<b>Attendance</b>	<b>IO Indicator 1.1</b> Proportion of marginalised girls attending school regularly. (Measured as the proportion of the cohort with an attendance rate at or above 85% across the school year.) Disaggregated by age, district and disability (by type and severity). Source: Data gathered from school registers during baseline, midline and endline surveys	Tanzania: 44.1% (F2: 40.1%; F4: 49.9%) Zambia: 35.8% (G5: 37.3%; G7: 33.7%) Zimbabwe: 81.2% (F2: 77.3%; F4: 87.3%)	Tanzania 55% F4, (F2 baseline cohort) Zambia 37% G7 (G5 baseline cohort) 45% G9 (G7 baseline cohort) Zimbabwe 90% F4 (F2 baseline cohort)	Tanzania 71.0% F4, (F2 baseline cohort) Zambia- 58.3% (64.7% G7; 47.1% G9) Zimbabwe 71.4%% F4 (F2 baseline cohort)	Tz Y Zam Y  Zim N	Zambia 45% G9 (G5 Baseline cohort) 60% G11 (G7 baseline cohort)	Yes
<b>Main qualitative findings</b>							
<b>The quantitative finding is corroborated by the perceptions of MGs, BGs, PCGs, teachers, TMs and head teachers as shown in summary for IO1.2 below</b>							
	<b>IO Indicator 1.2</b> Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance (Qualitative). Source: Interviews and/or focus group discussions with beneficiaries, teachers and parents/guardians on their perceptions on barriers to regular attendance and what has led to improvements (baseline, midline and endline surveys)	Major barriers include cost, family poverty, distance to school, need for income, early marriage and pregnancy	Reduction in financial barriers and reported early pregnancy	Major barriers include cost, family poverty, distance to school, need for family income, SGBV Reduction in pregnancy reported Financial barriers particularly bad in Zimbabwe	All countries: Y for pregnancy  Static for other countries; Zimbabwe N for financial barriers	Further reduction reported as well as reduction in barriers created by distance	Yes
	<b>IO Indicator 1.3</b> Proportion of young women school graduates with regular attendance at non-formal education. (Measured as the	Not applicable	Tanzania: 90% Zimbabwe: 70%	Tanzania: 75% Zimbabwe: 52%	Tz N Zim: N	Tanzania: 90% Zimbabwe: 70%	Yes

	<p>proportion of the cohort with an attendance rate at or above 85 %.)          Disaggregated by age, district and disability (by type and severity).          Source: Attendance registers kept by Transition Guides for participants in the Post-School Life Skills Training Programme, checked at monitoring visits by Core Trainers and CAMFED staff</p>						
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## 6.1.1 IO Indicator 1.1 Proportion of marginalised girls attending school regularly

**Table 57: Overall percentage of marginalised girls attending school for more than 85% of the time**

BASELINE	Form 2 (4) /Grade 5 (7)		Form 4 (6/ Post-School 2) /Grade 7 (9)		Overall Mean	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
Tanzania Form 2 (4) and 4 (6/ Post-School 2)	40%	51%	50%	52%	44%	51%
Zambia Grade 5 (7) and 7 (9)	37%	20%	34%	19%	36%	20%
Zimbabwe Form 2 (4) and 4 (6)	77%	77%	87%	84%	81%	80%
MIDLINE	Form 2 (4) /Grade 5 (7)		Form 4 (6/ Post-School 2) /Grade 7 (9)		Overall Mean	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
Tanzania Form 2 (4) and 4 (6/ Post-School 2)	71%	70%			71%	70%
Tanzania Form 2 (4) and 4 (6/ Post-School 2) – excluding out of school	73%	70%			73%	70%
Zambia Grade 5 (7) and 7 (9)	65%	57%	45%	55%	58%	56%
Zambia Grade 5 (7) and 7 (9) Combined – excluding out of school	64%	57%	45%	69%	58%	58%
Zimbabwe Form 2 (4) and 4 (6)	71%	69%			71%	69%
Zimbabwe Form 2 (4) and 4 (6) – excluding out of school	79%	80%			79%	80%

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

Table 57 shows that, **excluding** missing data, attendance improved significantly among the younger and older cohorts in **Zambia** and also in **Tanzania** intervention and comparison areas while attendance worsened in **Zimbabwe**. In **Zambia**, there was a significant increase, from 37% of Grade 5 (7) in intervention areas attending more than 85% of the time at baseline to 65% attendance for this cohort at midline. Comparison districts also saw an increase from 20% to 57% attending more than 85% of the time. Among the older **Zambia** cohort, results were similarly significant, with the proportion attending for more than 85% of the time increasing from 34% to 45% in the Grade 7 (9) intervention group and from 19% to 55% in the comparison group.

Tanzania figures also saw a significant increase, from 40% of the Form 2 (4) cohort attending over 85% of the time in the intervention group at baseline to 71% at midline, with the comparison cohort attendance also increasing considerably from 51% to 70%. Zimbabwe showed a reduction in attendance figures over the period – with 77% attending more than 85% of the time in both intervention and comparison groups at baseline compared with 71% at midline.

It is important, however, to note the very considerable level of missing data in Zambia in particular, as discussed below. If we consider that missing data cannot be excluded, in case it indicates poor attendance rather than poor record keeping, the figures look less positive, as Table 58a-c shows.

### How the indicator was calculated differentially for Zambia and Tanzania/Zimbabwe

At baseline, the midline attendance data reported is taken from official school registers in cohort schools and triangulated using spot checks on three specific dates spread across the previous school year. The spot-checking was undertaken by a consultant member of the external evaluator team while the school-based survey was carried out.

Attendance is measured in terms of the proportion of girls with an attendance rate at or above 85% across the school year (for the younger cohort only in Tanzania and Zimbabwe and both cohorts combined in Zambia). The target sample was all cohort members in every sampled cohort school, In the baseline the spot checks were not carried out but the achieved sample was 99.9% in Tanzania (99.9% of marginalised girls), 34% in Zambia (34% of marginalised girls) and 83% in Zimbabwe (85% of marginalised girls). At midline the attendance data was very patchy and thus the data used included attendance data for one to

three terms. The measurement of attendance rates at baseline demonstrated that attendance rates in secondary schools in Tanzania and Zimbabwe when averaged across a cohort tend to be high, with little scope for registering an increase. Based on this experience, under GEC-T, the focus is on the girls with low (or irregular) attendance, measured as below 85%, with the objective of reducing the prevalence of poor attendance in the partner schools. Questionnaires for students', teachers', head teachers' and primary care-givers' questionnaires included questions relating to barriers to attendance. This was also covered in the semi-structured interviews and FGD thematic checklists as part of the qualitative research.

In Tanzania at baseline only 40.1% of marginalised girls attended school for more than 85% of the time. This rose at midline to 71.0%. This is a large increase and on the face of it a very positive result.

**Table 58: Percentage of marginalised girls and boys attending school for more than 85% of the time**

**Table 58a: Tanzania Percentage of marginalised girls and boys attending school for more than 85% of the time.**

BASELINE			Students who attend school for less than 85% of the time		Students who attend school for more than 85% of the time		Total	
			Count	%	Count	%	Count	%
Intervention	Female	Marginalised	628	59.9%	420	40.1%	1048	100.0%
		Less Marginalised	762	57.8%	557	42.2%	1319	100.0%
		Total	1390	58.7%	977	41.3%	2367	100.0%
	Male	Marginalised	529	63.9%	299	36.1%	828	100.0%
		Less Marginalised	585	59.3%	402	40.7%	987	100.0%
		Total	1114	61.4%	701	38.6%	1815	100.0%
Comparison	Female	Marginalised	437	49.4%	448	50.6%	885	100.0%
		Less Marginalised	614	46.4%	709	53.6%	1323	100.0%
		Total	1051	47.6%	1157	52.4%	2208	100.0%
	Male	Marginalised	381	55.3%	308	44.7%	689	100.0%
		Less Marginalised	528	49.8%	532	50.2%	1060	100.0%
		Total	909	52.0%	840	48.0%	1749	100.0%
MIDLINE								
Intervention	Female	Marginalised	275	29.0%	674	71.0%	949	100.0%
		Less Marginalised	303	24.5%	933	75.5%	1236	100.0%
		Total	578	26.5%	1607	73.5%	2185	100.0%
	Male	Marginalised	237	31.1%	524	68.9%	761	100.0%
		Less Marginalised	252	26.8%	690	73.2%	942	100.0%
		Total	489	28.7%	1214	71.3%	1703	100.0%
Comparison	Female	Marginalised	228	30.4%	522	69.6%	750	100.0%
		Less Marginalised	273	23.1%	909	76.9%	1182	100.0%
		Total	501	25.9%	14315	74.1%	1932	100.0%
	Male	Marginalised	202	32.0%	429	68.0%	631	100.0%
		Less Marginalised	254	26.3%	711	73.7%	965	100.0%
		Total	456	28.6%	1140	71.4%	1596	100.0%

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

MIDLINE – excluding out of school								
Intervention	Female	Marginalised	252	27.4%	669	72.6%	921	100%
		Less Marginalised	281	23.2%	930	76.8%	1211	100%
		Total	533	25.0%	1599	75.0%	2132	100%
	Male	Marginalised	230	30.6%	522	69.4%	752	100%
		Less Marginalised	247	26.4%	690	73.6%	937	100%
		Total	477	28.2%	1212	71.8%	1689	100%
Comparison	Female	Marginalised	198	27.6%	519	72.4%	717	100%
		Less Marginalised	244	21.2%	906	78.8%	1150	100%
		Total	442	23.7%	1425	76.3%	1867	100%
	Male	Marginalised	191	30.9%	428	69.1%	619	100%
		Less Marginalised	242	25.4%	711	74.6%	953	100%
		Total	433	27.5%	1139	72.5%	1572	100%

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

More work will be needed to understand the behaviour of the data in **Tanzania** but it may be that for those who survived the investment in schooling beyond Form 2 feel more secure and motivated to do well. Also, many marginalised girls are able to stay in hostels in Form 4.

Caution is needed in interpreting the data, however, as there is an extremely large amount of missing data in **Zambia**. Excluding missing data (as in Table 58b) shows 58.3% of marginalised girls in intervention areas attending more than 85% of the time.

**Table 58b: Zambia Percentage of marginalised girls attending school for more than 85% of the time (Combined cohorts)**

BASELINE			Students who attend school for less than 85% of the time		Students who attend school for more than 85% of the time		Total	
			Count	%	Count	%	Count	%
Intervention	Female	Marginalised	385	64.2%	215	35.8%	600	100.0%
		Less Marginalised	39	54.9%	32	45.1%	71	100.0%
		Total	424	63.2%	247	36.8%	671	100.0%
	Male	Marginalised	465	68.1%	218	31.9%	683	100.0%
		Less Marginalised	58	69.0%	26	31.0%	84	100.0%
		Total	523	68.2%	244	31.8%	767	100.0%
Comparison	Female	Marginalised	431	80.1%	107	19.9%	538	100.0%
		Less Marginalised	53	70.7%	22	29.3%	75	100.0%
		Total	484	79.0%	129	21.0%	613	100.0%
	Male	Marginalised	412	78.0%	116	22.0%	528	100.0%
		Less Marginalised	50	71.4%	20	28.6%	70	100.0%
		Total	462	77.3%	136	22.7%	598	100.0%
MIDLINE								
Intervention	Female	Marginalised	63	41.7%	88	58.3%	151	100.0%
		Less Marginalised	15	68.2	7	31.8%	22	100.0%
		Total	78	45.1%	95	54.9%	173	100.0%
	Male	Marginalised	50	40.7%	73	59.3%	123	100.0%
		Less Marginalised	6	42.9%	8	57.1%	14	100.0%
		Total	56	40.9%	81	59.2%	137	100.0%
Comparison	Female	Marginalised	243	43.6%	314	56.4%	557	100.0%
		Less Marginalised	31	36.0%	55	64.0%	86%	100.0%
		Total	274	42.6%	369	57.4%	643	100.0%
	Male	Marginalised	127	39.0%	199	61.0%	326	100.0%
		Less Marginalised	15	26.3%	42	73.7%	57	100.0%
		Total	142	37.1%	241	62.9%	383	100.0%

MIDLINE – excluding out of school								
Intervention	Female	Marginalised	63	42.0%	87	58.0%	150	100%
		Less Marginalised	15	68.2%	7	31.8%	22	100%
		Total	78	45.3%	94	54.7%	172	100%
	Male	Marginalised	48	39.7%	73	60.3%	121	100%
		Less Marginalised	5	38.5%	8	61.5%	13	100%
		Total	53	39.6%	81	60.4%	134	100%
Comparison	Female	Marginalised	218	41.6%	306	58.4%	524	100%
		Less Marginalised	30	35.3%	55	64.7%	85	100%
		Total	248	40.7%	361	59.3%	609	100%
	Male	Marginalised	123	38.8%	194	61.2%	317	100%
		Less Marginalised	14	25.9%	40	74.1%	54	100%
		Total	137	36.9%	234	63.1%	371	100%

Including missing values in the calculations, as in Table 58c, at baseline 77.3% of marginalised girls in intervention areas in **Zimbabwe** are still attending more than 85% of the time, but at midline this is 71.4% representing a drop of 5.9 percentage points in attendance over 85% of the time. For less marginalised girls at baseline attendance was higher at 86.2% however this also dropped to a lesser degree at midline to 81.8% a difference of 4.4 percentage points.

**Table 58c: Zimbabwe Percentage of marginalised girls attending school for more than 85% of the time**

BASELINE			Students who attend school for less than 85% of the time		Students who attend school for more than 85% of the time		Total	
			Count	% (excluding missing data)	Count	% (excluding missing data)	n	%
Intervention	Female	Marginalised	200	22.7%	681	77.3%	881	100.0%
		Less Marginalised	84	13.8%	525	86.2%	609	100.0%
		Total	284	19.1%	1206	80.9%	1490	100.0%
	Male	Marginalised	170	27.1%	458	72.9%	628	100.0%
		Less Marginalised	113	18.3%	504	81.7%	617	100.0%
		Total	283	22.7%	962	77.3%	1245	100.0%
Comparison	Female	Marginalised	168	22.9%	565	77.1%	733	100.0%
		Less Marginalised	74	11.2%	588	88.8%	662	100.0%
		Total	242	17.3%	1153	82.7%	1395	100.0%
	Male	Marginalised	208	29.9%	488	70.1%	696	100.0%
		Less Marginalised	93	16.7%	463	83.3%	556	100.0%
		Total	301	24.0%	951	76.0%	1252	100.0%
MIDLINE								
Intervention	Female	Marginalised	211	28.6%	527	71.4%	738	100.0%
		Less Marginalised	110	18.2%	493	81.8%	603	100.0%
		Total	321	23.9%	1020	76.1%	1341	100.0%
	Male	Marginalised	175	31.0%	389	69.0%	564	100.0%
		Less Marginalised	142	23.6%	459	76.4%	601	100.0%
		Total	317	27.2%	848	72.8%	1165	100.0%
Comparison	Female	Marginalised	220	31.4%	480	68.6%	700	100.0%
		Less Marginalised	122	17.9%	558	82.1%	680	100.0%
		Total	342	24.8%	1038	75.2%	1380	100.0%
	Male	Marginalised	202	31.7%	436	68.3%	638	100.0%
		Less Marginalised	108	19.1%	458	80.9%	566	100.0%
		Total	310	25.7%	894	74.3%	1204	100.0%



MIDLINE – excluding out of school								
Intervention	Female	Marginalised	131	21.0%	492	79.0%	623	100%
		Less Marginalised	83	14.7%	481	85.3%	564	100%
		Total	214	18.0%	973	82.0%	1187	100%
	Male	Marginalised	126	25.4%	370	74.6%	496	100%
		Less Marginalised	114	20.1%	452	79.9%	566	100%
		Total	240	22.6%	822	77.4%	1062	100%
Comparison	Female	Marginalised	109	20.0%	436	80.0%	545	100%
		Less Marginalised	76	12.4%	539	87.6%	615	100%
		Total	185	15.9%	975	84.1%	1160	100%
	Male	Marginalised	124	22.8%	421	77.2%	545	100%
		Less Marginalised	76	14.5%	448	85.5%	524	100%
		Total	200	18.7%	869	81.3%	1069	100%

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

In comparison areas 77.1% of marginalised girls attended more than 85% of the time at baseline and like the group of marginalised girls in intervention areas this dropped between baseline and midline, but not as heavily, to 68.6% (-8.5pp). A total of 88.8% of less marginalised girls in comparison areas attended over 85% of the time which dropped to 82.1% at midline.

An analysis of marginalised boys in the intervention group shows a similar pattern to the girls where a total of 72.9% attended over 85% of the time at baseline, whilst this had reduced to 69.0% at midline (-3.9pp). A total of 81.7% of less marginalised boys had an attendance rate of over 85% dropping to 76.4% at midline, a drop of 5.3pp.

Marginalised girls in the intervention area had the highest drop in attendance rates at 85% between baseline and midline at 12.3pp. This was driven by the significant increase in the amount of missing data for marginalised girls in intervention areas.

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

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

**Tanzania** has seen a significant increase in average attendance, of 1.11 (i.e. 11% higher than at baseline). This ranged from average attendance rates of between 1.03 the baseline rate in Muheza to 1.21 in Rufiji. Improved attendance was greater in intervention districts (1.13) compared with comparator districts (1.08).

**Table 59: Change in attendance (mean) by district in Tanzania**

District	Mean	N	Std. Dev
Bahi	1.08	733	0.42
Chalinze	1.15	383	0.25
Handeni	1.09	524	0.21
Iringa	1.12	956	0.14
Kilindi	1.08	297	0.16
Kilombero	1.13	629	0.27
Lindi	1.13	492	0.33
Morogoro Rural	1.08	840	0.25
Mpwapwa	1.04	636	0.21
Muheza	1.03	553	0.15
Rufiji	1.21	540	1.53
Wanging'ombe	1.07	814	0.13
<b>Total</b>	<b>1.11</b>	<b>7407</b>	<b>0.48</b>

Source: Student Survey – baseline and midline, where attendance data available

In Tanzania, there was little difference between the change in attendance of marginalised (1.110) and less marginalised students (1.1) and boys showed similar narrow improvement (1.12) to girls (1.11). Disability, orphanhood and other aspects of marginality did not impact on the change in attendance. Girls in receipt of financial assistance did not see significantly better attendance at midline, compared with other girls in intervention areas.

Looking at marginality, gender and district type, marginalised girls in intervention districts saw an average change of 1.12 in intervention areas and 1.07 in comparison areas, with boys at 1.12 and 1.07. Less marginalised boys in intervention areas showed most improved attendance, with an average increase of 1.16.

**Table 60: Change in attendance (mean) by gender, marginality and district in Tanzania**

District Type	Marginalisation Status	Gender	Mean	N	Std. Deviation
Intervention	Less Marginalised	Female	1.11	1235	0.21
		Male	1.16	939	1.18
		Total	1.13	2174	0.79
	Marginalised	Female	1.12	942	0.24
		Male	1.12	761	0.26
		Total	1.11	1708	0.25
	Total	Female	1.11	2182	0.2
		Male	1.14	1700	0.89
		Total	1.12	3882	0.61
Comparison	Less Marginalised	Female	1.06	1181	0.18
		Male	1.1	965	0.37
		Total	1.08	2146	0.28
	Marginalised	Female	1.05	750	0.28
		Male	1.06	629	0.18
		Total	1.06	1379	0.24
	Total	Female	1.06	1931	0.22
		Male	1.08	1594	0.31
		Total	1.07	3525	0.26
Total	Less Marginalised	Female	1.09	2416	0.2
		Male	1.13	1904	0.87
		Total	1.11	4320	0.59
	Marginalised	Female	1.08	1697	0.26
		Male	1.09	1390	0.23
		Total	1.09	3087	0.25
	Total	Female	1.08	4113	0.23
		Male	1.11	3294	0.68
		Total	1.1	7407	0.48

Analysis on attendance over time points to some positive trends, with good progress in intervention areas in **Tanzania** in particular. **Zimbabwe** has also seen better attendance in some districts, with some evidence of staying away from home encouraging better attendance and possibly some influences for active teaching styles. The impact of active teaching styles was less significant for students in **Tanzania** although there is some evidence of improved attendance among those in hostels (1.12) compared with those living at home (1.10). Some students with a previously high chore burden appear to, in some areas, have better attendance at midline than baseline but this is not consistent.

The links between financial assistance and attendance is less clear, perhaps due to the small proportion of students receiving financial assistance. However, **Zimbabwe** shows some evidence of a positive impact of financial assistance on attendance. This is explored further below in the section on Outcomes and Intermediate Outcomes (section 6.7).

Conversely to drivers to attendance, certain barriers to attendance emerged more than others during the qualitative interviews. The chart below provides a summary of some of the key points from the interviews, followed by more detailed explanation in the text. Discussion of the benefits of the CAMFED bursaries, including attendance, are discussed under Section 6.2 indicator 2: how the CAMFED support has helped girls to finish school.

In **Zimbabwe**, comparing the attendance rates of young people between baseline and midline, where attendance data is available for both periods, the average ratio of attendance between midline and baseline was 1.0, so showed no change, on average.

Comparing the experiences of different young people, there were not significant differences according to gender (male and female=1.00) and whether the young person was in an intervention or comparison area (intervention /comparison also both 1.00). Young people in Binga, Mudzi and Mutare showed the greatest improvement in attendance while Mt Darwin, Hurungwe and Umzingwane showed least improvement.

**Table 61: Change in attendance (mean) by district in Zimbabwe**

District	Mean	N	Std. Dev
Binga	1.07	54	0.03
Hurungwe	0.92	246	0.29
Hwange	0.94	660	0.17
Mt Darwin	0.93	304	0.18
Mudzi	1.04	318	0.17
Mutare	1	799	0.18
Mwenezi	0.95	225	0.2
Nyanga	0.96	208	0.18
Shurugwi	0.98	579	0.19
Umzingwane	0.97	136	0.14
Uzumba-Maramba-Pfungwe	0.96	786	0.18
<b>Total</b>	<b>0.97</b>	<b>4315</b>	<b>0.19</b>

Source: Student Survey – baseline and midline, where attendance data available

In **Zimbabwe** the average change in attendance was lower for students in Form 3 (0.96) compared with those in Form 4 (1.01), indicating that repeating a year is associated with reduced attendance. Marginalised and less marginalised young people showed a similar lack of change overall in rates of attendance (both 1.00). Other marginality indicators were not significant. This might indicate some potential improvement in the experiences of marginalised young people, but is not confined to the intervention areas.

It is notable that attendance is also associated with where students stay, with slightly better attendance among those living in a hostel or house close to school (1.02) or in ‘other’ accommodation (1.03) compared with those living at home (1.01) and boarding in a school hostel (1.00).

Correlation analysis of barriers to attendance suggests some significant (albeit weakly so) associations between active teaching styles and changes in attendance rates, with improvement in attendance associated with more frequently reported group-work, role play and problem-solving in class. Receiving financial assistance was not significantly correlated with improved attendance and neither were perceptions of safety travelling to school.

Comparing girls receiving financial assistance with other girls in intervention areas showed differences in attendance – 1.00 for those receiving a bursary compared with 0.96 of girls in intervention areas not receiving financial assistance – but this was not statistically significant.

Change in attendance over time was modelled to explore key drivers, but the resulting models were weak in explanatory value (adjusted R-squared= 0.02). The model included the significant variables identified above - district, form, marginality status (not significant in the model), accommodation, chore burden and group work in class. Although there are some significant associations between these factors and improved attendance, they do not collectively contribute significantly to our understanding of the key drivers of improved attendance.

In **Zambia**, the analysis of changes in attendance was thwarted by very high levels of missing data. Where data was available, this indicated improved attendance overall – an average change of 1.17 in intervention districts and 1.13 in comparison districts, a significant difference but based on less than 300 cases in the intervention areas with attendance data. Other differences on marginality indicators tended to be due to missing data. Again, having a high chore burden at baseline and living in a school-based hostel are on the margins of significance, associated with improved attendance. Financial assistance to ‘bursary girls’ did not appear to be significant in **Zambia** (possibly related to the missing data).

**Table 62: IO1.2 Key issues and changes since baseline, from Qualitative Interviews**

	Girls	Teachers/Teacher Mentors/ Head Teachers	Parents/Guardians
<b>Tanzania</b>			
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Poverty</li> <li>● Too many chores at home –</li> <li>● Distance to school</li> <li>● Harassment by boys and men on the journey</li> <li>● Poor sanitation/toilets in school</li> </ul>	<ul style="list-style-type: none"> <li>● Distance to school</li> <li>● Few educated female role models in community (visible success stories)</li> <li>● Early marriage and pregnancy</li> <li>● Menstruation</li> <li>● Poor sanitation – water provision</li> </ul>	<ul style="list-style-type: none"> <li>● Distance to school</li> <li>● Security on the journey</li> <li>● Poverty</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Chores and responsibilities at home but to fit these in before/after school can be problematic.</li> <li>● Not having pads or resources to manage your period)</li> </ul> <p><u>New to Midline</u></p> <ul style="list-style-type: none"> <li>● Food, hunger, inability to provide food contribution</li> <li>● Water facilities for WASH, for drinking</li> </ul>	<ul style="list-style-type: none"> <li>● Not too frequently but occurs.</li> </ul> <p><u>New to Midline</u></p> <ul style="list-style-type: none"> <li>● Household responsibilities- chores and looking after siblings when parents are not there</li> <li>● Parental attitudes to learning and prioritising household activities- working on it, persistent but is changing slowly</li> <li>● Buda-buda drivers and seduction</li> <li>● Peer pressure from other dropouts</li> </ul>	<ul style="list-style-type: none"> <li>● Journey security - specifically seduction from non-school going boys/men</li> <li>● School-going costs</li> </ul>
<b>In Baseline but not discussed in Midline, but not to say it doesn't happen</b>	<ul style="list-style-type: none"> <li>● Made to look after siblings</li> <li>● Pressured to marry early and sometimes to older men by parents (not really at ML)</li> <li>● Corporal punishment (spoken but in the sense of dislike at school- not explicitly a reason given that affects</li> <li>● Peer pressure – friends who truant or who are earning money (came up once)</li> </ul>	<ul style="list-style-type: none"> <li>● Insufficient chairs, desks and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● No food in the house</li> <li>● Need girls' help with household chores and looking after siblings</li> <li>● Poor school results</li> <li>● Menstruation</li> </ul>
<b>Zambia</b>			
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Poverty</li> <li>● Distance to school</li> <li>● Pressured to marry early and sometimes to older men by parents</li> <li>● Wanting to marry to gain secure financial future</li> <li>● Menstruation and not having sanitary pads</li> </ul>	<ul style="list-style-type: none"> <li>● Poverty-</li> <li>● Early pregnancy</li> <li>● Parents do not appreciate value of school</li> <li>● Hunger</li> <li>● Peer pressure – early pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>● No money for uniforms or other school going costs</li> <li>● Security on journey to school –</li> </ul>
<b>Emerging themes and additional</b>	<ul style="list-style-type: none"> <li>● Marriage pressure, not necessarily older men in ML</li> <li>● Marriage as an alternative to school</li> </ul> <p><u>New to Midline</u></p>	<ul style="list-style-type: none"> <li>● Menstruation and the lack of adequate resources to manage</li> </ul> <p><u>New to Midline</u></p>	<ul style="list-style-type: none"> <li>● Journey security -seduction from non-school going boys and men</li> </ul> <p><u>New to Midline</u></p>

<b>information from the Midline</b>	<ul style="list-style-type: none"> <li>• Early pregnancies</li> <li>• Unable to pay for school fees</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty a factor for early marriages – unable to pay for school fees</li> </ul>	<ul style="list-style-type: none"> <li>• Hunger- no money for food</li> </ul>
<b>In Baseline but not discussed in Midline, but not to say it doesn't happen</b>	<ul style="list-style-type: none"> <li>• Too many chores at home</li> <li>• Made to look after siblings</li> <li>• Orphans ill-treated by 'adopted' family</li> <li>• Poor sanitation/toilets in school – no facilities for menstruation</li> <li>• Taken away from school for agricultural work or seasonal migratory farming practices</li> <li>• Needing to miss school some days to earn income for school fees</li> </ul>	<ul style="list-style-type: none"> <li>• Distance to school</li> <li>• 'Girls get pregnant because they have nothing better to do'</li> <li>• Not interested in school</li> <li>• Misbehaving in class</li> <li>• Migration for seasonal farming</li> <li>• Peer pressure</li> <li>• Few educated female role models in community</li> <li>• Unqualified Teachers in rural schools</li> </ul>	<ul style="list-style-type: none"> <li>• Girls exchange sexual favours for goods (clothes, jewellery etc.)</li> <li>• Migration for seasonal farming</li> <li>• No food in the house</li> <li>• Need girls' help with household chores and looking after siblings</li> </ul>
<b>Zimbabwe</b>			
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Early pregnancy</li> <li>• Peer pressure – friends who truant or who are earning money</li> </ul>	<ul style="list-style-type: none"> <li>• Distance to school</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>• Inability to pay for resources to assist learning like torches for homework at home; Unable to pay school fees)</li> </ul> <p><u>New to Midline</u></p> <ul style="list-style-type: none"> <li>• Distraction of boys and dating</li> <li>• Having a baby</li> </ul>	<p><u>New to Midline</u></p> <ul style="list-style-type: none"> <li>• Pressure from household activities- chores</li> <li>• Parents' attitudes to education</li> <li>• Hunger- especially the 3rd term</li> <li>• Lack of adequate WASH facilities and water</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty - paying school fees, and items for school: uniform, shoes, pads, exercise books, torches for studying at night)</li> </ul> <p><u>New to Midline</u></p> <ul style="list-style-type: none"> <li>• Hunger</li> <li>• Early pregnancies</li> <li>• Poverty- poor harvest, lack of income, exacerbated hunger</li> <li>• Lack of adequate WASH facilities and water</li> </ul>
<b>In Baseline but not discussed in Midline, but not to say it doesn't happen</b>	<ul style="list-style-type: none"> <li>• Pressured to marry early</li> <li>• Distance to school</li> <li>• Harassment by boys and men on the journey</li> <li>• To earn money as maid, mining and gold panning, cross border trade, commercial sex worker in mining area</li> <li>• Lack of current opportunities provided by education</li> <li>• Poor sanitation/toilets in school – no facilities for menstruation</li> <li>• Hunger</li> </ul>	<ul style="list-style-type: none"> <li>• Early marriage</li> <li>• Few educated female role models in community</li> <li>• Attraction of income earning opportunities, near mining or cross border</li> <li>• CAMFED girls targeted by higher earning local men (e.g. minibus drivers) because they are better dressed and groomed</li> <li>• Religious sects</li> <li>• Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Distance to school</li> <li>• Lack of hostel accommodation</li> <li>• School going costs</li> <li>• Need to marry daughter to keep her safe</li> <li>• Poverty – need to marry daughter for bride price</li> <li>• Need help at home and on the farm</li> <li>• Girls go and get pregnant, so better to support boys</li> <li>• May be better off by getting a job now, as very few jobs for educated girls</li> </ul>

The attendance factors for each different country are presented below in detail.

## **Attendance in Tanzania**

### **Distance and the journey to and from school**

Now that fees are not payable for secondary schooling in Tanzania, distance has become the most often cited barrier to attendance. Many girls report journeys each way of over one hour and some, two to two and a half. The fact that there are secondary schools in each Ward does not necessarily mean the distance from home to school is walkable. Distances can be up to 15km from one side of a Ward to where the school is located.

Distance is a problem on its own but it is also frequently a factor in a broader ecosystem of barriers that combine to make school less accessible and travel more dangerous. “Vishawishi” or “temptations”/love temptations, as they are euphemistically called in Tanzania, mask the abuse that many girls are frightened of as they make their way to and from school:

*“Boys offer lifts as though they were helping but really they want something else” (Girl, Handeni)*

According to the girls met, it was not them who were tempted. The abuse comes from a variety of sources as is reported under IO5. Common amongst the abusers taking advantage of girls walking alone are unlicensed motorbike riders, older relatives and neighbours. In some areas it may be a frightening dog that puts a girl off travelling and in Iringa a PCG said it was too far for girls to walk in the bush, where they may encounter elephants on their way to school. In Handeni, girls report travelling in groups to and from school from their villages or they say that:

*“[it is a] long distance from home to school – between you and me there is emptiness - we are frightened” (girl, Chalinze).*

However, village leaders, PCG and PSG when asked about what they can do to support girls walking such far distances tended not to get involved if they saw the girl just walking past even if there were boys walking alongside her. Had she shouted for help they indicated they may have intervened.

In addition, many girls must set off to school walking before dawn in order to arrive, thus combining the frightening circumstances.

*“...Waking up at 4 am it might lead us in to chest problems because we don't have jackets”  
Marginalised girl, Rufiji*

If they are late for activities that take place before the school day begins, such as cleaning the school or so-called remedial (catch up) classes due to their journey, they will often be punished.

Those who go near roads on their journey attempt to get buses to and from school if they have the money. However bus drivers were reported to deny students entry because they are allowed to go as half fee and bus crews would rather pick up full fares.

### **Poverty including hunger**

There may not be fees any longer in Tanzania, but there are still school going costs, which are payable. This is often beyond the means of families. In Chalinze, the CDC reported an overheard conversation between two parents where the first one laments that their child has passed Standard 7 as they will now be saddled with school going costs for secondary school.

Also in Chalinze researchers saw a boy arriving at school three weeks after term began, he had stayed at home until his parents/carers had sufficient money to send him with what he needed in order to stay in a hostel. This is a pattern replicated often in Tanzania and Zimbabwe. Though bursary girls do get help with these costs other marginalised girls are in the same position as the boy.

*“Even if the school is open (term time) a student who does not have money for buying the things you should bring with you – has to stay at home*

*R1 e.g. [toiletries to] clean your body, oil, sugar, shoes, and pads. Light to study ...is also a problem ... in school if the electricity is off”.*

Most marginalised children reported having two meals a day but some only have one meal on occasion. Where school meals exist and they cannot afford to pay the cost (around TSh 190,000 a year) this may mean they start for school in the dark, having not eaten since the night before, and may not eat until they reach home that evening. This situation leads to children often being hungry in school and this makes learning difficult. In Rufiji marginalised girls complained of being sent home from school to collect money for food. Despite this, several girls who did eat at the different schools visited, complained about the way the food was cooked and the fact that it was the same day in and day out. Even parents at one school complained about the way food was cooked, saying it was very unpalatable.

In addition, most schools have afternoon “remedial”, i.e. extra sessions for Form 2 and Form 4 students prior to exams. These take place after school lunch. Marginalised girls who cannot eat lunch at school have to wait without food, and then take part in the sessions. Often they cannot sustain themselves for so many hours without food, especially if they have a long journey home. So they miss these sessions, and may also be punished for missing them. Or else they stay in the lesson but may not be able to properly participate.

### **Gender norms and Household Chores**

For the marginalised girl who has no hostel accommodation there are usually daily chores to do before or after school. Some Primary Care Givers (PCG) explained the following:

*“R3-As a parent, the big challenge I see is, as mothers the one we live with refuse to support us with taking the girls to school, and the father is not a legal husband, so it’s difficult to support the girls alone, at the end of the day they just stay at home,*

*R4-as my fellow parent said here it’s that, those challenges disturb us a lot, we just give birth and men run away, as women we don’t have any income sources to support our students, we sometimes go crazy due to that. We try our best to take them to school insufficiently, we really thank the support, it’s really helping us, since our lives are really difficult” (PCG, Chalinze)*

The attitude towards sending girls to school is very bound up in the gender norms that expect girl children to help at home. Mothers do state that they want girls to go to school but that it is hard. One mother complained that she had too much to do and should leave work for the girl when she returned home, but that she usually took pity on her and did the work herself. Fathers also say they support girls’ education when asked directly, also remembering that these are PCGs of girls who are in school. But sometimes there is no alternative. However, one head of school reported that;

*“At some point they don't come because the community during farming season they hire them in farms. Also some parents due to lack of money to hire people in farms they use their children manpower that makes poor attendance in school”*

In Rufiji others report that since the family farms are far from homes, during the growing season, parents will have to live on the farm and children, particularly girls, will have to stay at home to take care of the homestead and younger children, even if it means missing school.



## Attitudes to Education

There is variation within Tanzania on the attitude to education.

Inland in Iringa, an area where coincidentally early marriage is lowest in Tanzania<sup>54</sup>, it was reported by the girls, the PCG and the girls' fathers, that they want their children to go to school and finish school.

*"As mothers we have many challenges, especially [for] girls, because we are the ones looking after them. We stay with them longer, teaching them about life, and that's why they continue studying. Some of the girls have dropped out because they are not close to their parents. We talk to them [parents] as well, that they should be careful, to avoid getting girls pregnant and be taken to police, and also there are diseases" (Mother, Iringa)*

Near the East Coast, professionals (CDC, Teachers), who may or may not be of the same ethnic groups as the local communities, are quick to cite "culture" for poor attitudes to sending girls to secondary school. They are also quick to say that the Government initiatives of both free secondary schooling and being taken to court if a child who passed the Standard 7 examination is not in school, is more responsible for marginalised girl secondary student population increases, than improved attitudes to education on behalf of the communities.

This somewhat differs with what female ~PCGs say. For instance these views, were typical of caregivers in Chalinze

*"R1: When we don't take them to school, they [boys] end up in street gangs, smoking weed and all unnecessary things to destroy a child. As for the girls they start joining nasty groups and end up pregnant at a very young age. As a parent, the situation is difficult, and you get double responsibilities to take care of an extra child. But when you take them to school, you buy them time to have self-awareness first. But if you leave them at home they end up getting pregnant, and getting other diseases, especially sexually transmitted diseases"*

*"R2: Our time was different from now. In our days, there were few schools, and parents had no way of paying for school, they even asked us to fail ourselves so that we cannot pass, because they don't have money to take us to secondary school, And the government will sue me,[now]..."*

*"R3: I haven't seen the importance of marriage and she still has a long journey ahead. What I hope is that she gets to move on with school and she gets someone who can help her study further then I encourage that."*

This suggests that the driver for sending girls (and boys) to school is indeed to help them make something of themselves, even if they are also frightened of being sued by the government. It is a cogent argument from parents, who themselves, did not have the opportunity of going to school. Their support of girls' education now means that in a generation's time a significantly higher proportion of parents of girls will have experienced secondary schooling.

Village and community leaders reported that they followed cases of absent marginalised girls to persuade parents to send them back to school:

*"Sometimes if the parent is stubborn we use laws to make them take them to school" (community leader, Rufiji)*

They also report that the low level of education of parents currently affects attitudes to education and gives a mixed response to sending children to secondary school:

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<sup>54</sup> <https://restlessdevelopment.org/file/position-paper-re-entry-policy-3>

*“Some want the children to go to school and study but, their situation of income is low, but others, no they are not interested...70% of the community has changed their views so that they are aware of taking their children to school. This has been contributed by the mixing of the people who living here, different people from different parts of the country, they come here and live so that has raised the awareness. And sometimes if you take the parent, [they are]... being locked up by the police, so all their relatives come and contribute the money [for the child to] go to school. Then the parent will be released” (Community leader, Rufiji).*

In conclusion, the practice of parents towards schooling may be mostly to send their children to school but their attitudes towards education may be lagging behind the practice, as is often observed in behaviour change initiatives.

### **The school environment including washing, sanitation and hygiene facilities and the availability of water**

This is reported on in section 3.12, supply side barriers to education and girls’ learning, and in section 6.3.2 in self-efficacy, esteem and confidence of girls.

### **Harassment by boys and men on the way to and from school**

These issues are significant barriers to attendance for some girls, bearing in mind the ones we met were at school and were living with and overcoming the issues. The impacts of sexual predation on girls are reported on in section 6.5.

### **Attendance in Zambia**

In the 8 schools visited in Zambia the following factors were observed to be influencing the cohort.

### **Poverty including hunger**

Despite the cost of Secondary Education being lowered, many parents still find sending children to secondary school expensive, especially in larger families. Not only do parents pay school fees for Grade 8 students upwards, but they also have to pay for uniforms and stationery. Girls and boys both report poverty at home as a barrier to attendance as they 'are chased home' if parents fail to pay agreed upon instalments of school fees. They are also sent home for not having the correct school uniforms, shoes or other school items and on top of being sent home, this results in students feeling ashamed and thus feeds a cycle of absenteeism:

*“... Certain school requirements like shoes you do not have, since your parents have no money to buy the boy (or girl) may feel shy to go to school” (boy, Shiwa N’gandu).*

As a result of poverty, not enough food, (hunger), is reported as a reason for not attending school regularly: this is exacerbated by the fact that so many students live far away from school, which tires them out. So energy being spent on getting to school should have actually been spent on coping with the demands of learning. One head teacher reported that:

*“A child maybe battles to say if I go to school maybe I will find maybe they have eaten and I will just stay on my empty stomach, so those challenges make them stay at home. And sometimes it is just lack of what to put on.” (head teacher, Chinsali).*

Where schools provide meals on a Friday, or sometimes twice a week in one school in Mpika (especially Primary schools which also have grade 8 and 9 students), students come more regularly as they are told to attend the whole week if they want to receive a meal.

An MSG in Mpika district reported on providing meals for school children to combat hunger. They related that when their group started up using Safety Net funding provided by CAMFED, they had a field for groundnuts which they used to make porridge for students. However, lately their capacity to support school meals has reduced and they now only feed children in the school once in a month. They described how they planned to spend the 2000 Kwacha received from CAMFED this year:

*"This month of June, we put our resources together and cook nshima for the children, both relish for the vegetables and then the nshima meal for them. So next month, July, we plan to make a local drink called munkoyo, so we will brew that drink and give to the children in the month of July"* (PSG, Mpika).

In Shiwa N'gandu district the reporting seems to show that MSGs believe CAMFED inputs are helping to reduce absenteeism through enabling them to provide school meals:

*"Absenteeism is reducing, because you are giving us money K1000 for feeding from grade 5 to 7 twice a week for a term".*

*"We have a Mother Support Group who are cooking food for the children 2 times a week; and this encourages the pupils not to stop coming to school, absenteeism and early marriages. We have a PU, (production unit) to grow food, we give them some food"* (head teacher, Shiwa N'gandu).

*"The issue because of being marginalized, these children need food... as a result you find out that they go with men and eventually become pregnant and some end up staying with those men."* (head teacher, Mpika).

Although the CAMFED-supported marginalised girls are in a position where they don't have to give sexual favours to alleviate hunger this remains a risky survival strategy until food security in Zambia has improved.

## **Distance**

As a result of long distances to school students may come late for school. Some students walk 1-2 hours to school. It is reported that some villages are so far from the school that *"children don't come to school at all"* (SBC, Shiwa N'gandu). When late some students rather stay away for the day rather than being shamed and punished. For girls, living far away from school, the adequate provision of sanitary pads is an even bigger constraint:

*"There is a challenge..., you know when you are putting on cloth pads, it's a cloth so when you walking [there is] a friction that comes when you are walking. So you will find that child would rather stay home to avoid that friction"* (head teacher, Chinsali).

Amongst children, it is the younger children who seem to have a bigger problem with the distances, in the context that they do not have the energy to walk to and from school as required on a daily basis:

*"Absenteeism and late coming due to the reason that most of them come from far places and so by the time they reach school they are tired already and still they have to go back home and they get tired again and so the following day those pupils will not be in school because they need to rest... when it comes to age, the older ones who are in higher grades are able to report more often as compared to the younger ones"* (TM, Shiwa N'gandu).

With not many official Secondary boarding schools in Zambia, schools and communities in some target schools have made provision for students who live very far away from school. Where there are boarding facilities in the form of teachers' houses, rooms that are rented from private landlords or boarding facilities built by the community on the school grounds absenteeism among girls is reported to be reducing:

*"So most of those that live in the boarding houses proceed to the next grade. Maybe it's because we monitor them, it is easier for us to control them when they are here because we can easily check on them and for them to move out of campus they have to seek permission to do so"* (head teacher, Shiwa N'gandu ).

## **Learning environment**

During the rainy season the likelihood of absenteeism increases as some villages are cut off by water. Also in winter, where there are not enough desks, the floors become too cold to sit on resulting in increased absenteeism.

*“Some of these children do not have shoes to wear when coming to school and worse off they have to sit on the floor here at school. Some do not even have jerseys to wear when it’s cold”* (PSG, Chinsonto).

Stakeholders believe that CAMFED’s support gives students a reason to stay in school.

*“Since the coming of CAMFED, the attendance has greatly improved, because they are buying books and providing clothes for those in need – CAMFED [has been] working in the school since 2012. Before the coming of CAMFED the girls were left out, now they, CAMFED, encourage the girls to come to school regularly”* (Teacher, Lavishamandu).

*“Most of the children come to school especially with the support they get from CAMFED, the books motivate them, the attendance is very good”* (head teacher, Lavishamandu). Another head teacher is of the same view:

*“I was saying because of the CAMFED programme, this has enhanced the girl child to continue learning so that they can reach to a higher level because some were just stopping maybe in grade 7 but now some are benefitting from the CAMFED programme, they are going to grade 8 and above so they proceed with their education* (head teacher, Mpika).

Community members also have the view that support in schools decreases the likelihood of absenteeism:

*“Now that teachers follow up on learners who are not attending classes...he will make an effort to go into the community and follow up why the child is not attending class, so to us we can say there is actually change, positive change”* (CDC member, Mpika).

## **Toilet/WASH facilities**

For the older girls inadequate toilet facilities are a problem when they have their periods. They have nowhere to put the used sanitary pads or to wash the traditional cloth pads when they get dirty, as there is no running water at most of the schools and water has to be fetched and is limited. It is not unusual for girls to lose at least 1 to 2 school days every month after they had started menstruating.

*“Whereas CAMFED has supported schools with providing sanitary pads, other support agencies also support schools with water and toilet facilities. World Vision helped us with the bore hole and now the HT wants to improve the toilet facilities and have piped water, but it is expensive”* (head teacher, Mpika).

From the interviews it becomes clear that girls, especially bursary girls, are finding it easier to cope with their periods and regularly coming to school, because CAMFED is supporting the schools with sanitary pads that can be given to girls who have a problem with periods during school hours.

## **Attendance in Zimbabwe**

### **Poverty**

Poverty was cited by marginalised girls and PCGs as the one of the main barriers to education in almost all the schools that were visited during the evaluation. Zimbabwe’s economy has been on the decline since the year 2000 and this has affected the ability of households to pay school fees and levies and meet other education requirements. According to PCGs, the poverty levels continue to deepen as the macro-economic environment continues to decline, and thus negatively affecting regular attendance by students. The situation has been further aggravated by the consecutive droughts that have been experienced in the country. Households are forced to purchase food-stuffs including grain. This implies that the meagre resources that they earn are now channelled towards food. PCGs particularly in Binga said that when the harvest is good, they are able to channel more resources towards school fees. Furthermore, agriculture is the main source of income for some households especially in the rural areas as their extra produce and cash crops. It was also obtained that currently most households also operate without cash as it is in short supply in the country. Therefore, payments for casual work they engage in are done in-kind and barter

trade is also prevalent. As a result, PCGs are unable to pay school fees and levies, buy uniforms, stationery and other school requirements.

*“...you get to school they tell you go find fees and probably both parents died so you ask for help from other people but they are not willing to help. So you go back to school with the hope of explaining your situation but they still don’t understand so you end up just staying at home”*. Non – bursary girl in Hurungwe District.

Poverty has also affected households to the extent that they are not able to provide adequate meals. This means some students go to school on hungry stomachs. This was revealed by various groups across all the districts that were visited. Apart from not eating in the morning, some students do not manage to carry food to school. Those who manage carry samp, buns, or dried maize that is boiled and any fruits that may be in season. It was learnt that at times students choose not to carry food stuff that they perceive to be “inferior”, for example dried maize that is boiled, as they fear being laughed at by others. Provision of food by Mother Support Groups has improved attendance since students are assured of a hot meal during the day. Most girls indicated that they do not miss school on the days when food is provided.

It was established that prioritisation of older siblings at the expense of younger ones is more prevalent than the prioritisation of boys over girls.

*“...at times you will be the youngest and they will say they will pay for the older one first and you have to stay at home. As the youngest you will wait and resume going to school from where you left after the older ones are done. You may grow old (over-age) such that you will not feel comfortable around other students and you end up looking for employment and dropping out”*. Bursary girls in Nyanga District

In one case in Hurungwe District, a boy had to drop out of school whilst his parents focused on sending his older siblings to school. When it was finally his turn to go to school, he was already over-age for the primary years and other students were calling him “father”. He eventually dropped out of school because of this.

Households are also unable to purchase basics, like laundry soap and toiletries including lotions or jellies due to poverty. Some girls indicated that they are ashamed to go to school with a dirty uniform or without applying body lotion. Apparently, as teenage girls, they are conscious of their appearances and are too shy to go to school without the basics. They are also shunned by other students if they are not looking presentable. According to girls in Nyanga, some girls fail to attend school because of torn uniforms including school shoes.

*“...you may continue coming with your torn school shoe up to a point where you see that it's better for you to stay home than come to school”*.

Despite the challenges cited above, it was established that in general, school attendance especially among vulnerable girls has improved. This is the case for those girls supported by CAMFED. In addition, some CAMA members pass on their uniforms to vulnerable girls when they finish school, enabling them to attend school without fearing punishment. The attitude of girls towards school has also changed positively and girls aspire to succeed in life. Attendance has also improved because of the home visits done by MSGs and CAMA to those students who no longer attend school regularly. This is not limited to CAMFED beneficiaries only.

Teachers and parents/guardians highlighted poverty as the major barrier to regular attendance. Poverty was cited as the most significant barrier due to its links with hunger and lack of school fees. For example, teachers in Binga cited hunger as the most significant barrier; this was also echoed by all the PSGs and MSGs that were interviewed. The economic hardships in Zimbabwe, described above, underpin these views by parents and guardians on poverty. Poverty is a significant barrier to regular attendance particularly for marginalised girls and boys. Most rural families struggle to provide regular meals and most do not even have any source of regular income to pay for school related costs be they for girls or boys.

Most parents and teachers acknowledged CAMFED's support in terms of addressing poverty as a barrier to regular attendance. However, they all mentioned that the programme needed to be expanded to include other marginalised boys and girls. MSGs for example all mentioned the role they play in addressing poverty and hunger by providing meals at school particularly for identified marginalised girls and boys. However all the MSGs interviewed did not provide meals to learners on a regular basis, due to lack of food items and the money to purchase food items. Another poverty-related issue that came up during interviews with teachers is that some of the learners came to secondary school already owing fees from primary school. This carry-over of fees arrears presented significant challenges for some of the learners in terms of their regular attendance, as many would struggle to pay fees in secondary school whilst they still owed fees from primary school. It is also possible that some of them would fail to transition from primary to secondary school and end up dropping out of school all together.

Overall teachers and parents/guardians felt that attendance had improved across the board over the last two years. When queried on the reasons for this; the MSGs highlighted the effect of the follow up home visits they do when any cases of absenteeism are reported. Both the teachers and parents also highlighted changing attitudes within the community towards education of girls – parents and communities now accept that girls also have a right to education, so they support and encourage girls to be in school as much as boys. For CAMFED supported girls it was mentioned that attendance had improved due to the support they receive except for a few girls that had either missed school or dropped out altogether due to child marriages and teenage pregnancies. Attendance has also improved amongst the rest of the other marginalised learners because MSGs and Teacher Mentors provide support in terms of uniforms, sanitary pads, stationery and other educational needs, ensuring that affected learners do not miss school.

### **Child marriages and teenage pregnancies**

It was established during discussions with MSGs, teachers, TMs and head teachers that child marriages and pregnancies are still prevalent in all the eight districts that were covered during the midline evaluation. For example, teachers at a Secondary School in Mudzi mentioned that at Form 4 level they normally end up with more boys than girls due to the fact that girls drop out of school because of child marriages and pregnancies. For CAMFED beneficiaries the single most mentioned reason for marginalised girls missing school or dropping out was child marriages and teenage pregnancies. In Nyanga, the teachers mentioned that lack of fees; poverty, religious beliefs and family circumstances were often the drivers for child marriages and teenage pregnancies. |

A number of reasons for the prevalence of child marriages and teenage pregnancies came up during discussions with parents/guardians, teachers, CDCs and traditional leaders. Some of the reasons mentioned include the following:

- religious beliefs, mainly some religious sects that promote, facilitate and encourage child marriages e.g. the Apostolic Faith church – see below for further details
- the cultural belief that girls are better off married than in school due to poverty (perception among vulnerable girls that marriage is an escape route from challenges they face at home including poverty and abusive relationships) and family circumstance (girls who do not live with their biological parents but with relatives or step-parents)
- Peer pressure. Some girls see other girls within their age-group married and believe that they are lagging behind their peers. This is usually the case if the married girls seem to be well taken care off.

In Mwenezi and Nyanga, PCGs felt that the re-entry (after giving birth) policy was fuelling pregnancies among school girls as the married girls return to school and paint a rosy picture about marriage particularly as they share explicit details about their sexual encounters. This puts pressure on other girls to get married and also experience the same. PCGs in Binga felt that at times parents are too strict, as they persuade girls to get married if in their words, they become “naughty” for instance by coming home late. It was reported by these PCGs that parents of this belief-set, do not consider that the girl might be intelligent or have the ability to pass her exams well.

In Zimbabwe, religion is a driver of early marriages and teenage pregnancies mainly among the Apostolic Faith sects. This was highlighted mainly by PCGs. Even if the police intervene, the girl eventually goes back to her husband.

*“That church is difficult to deal with. They can even marry a girl who is as young as in Grade 7 as long as the man says the angel told him to do so”. (PCG)*

Although the teachers and parents highlighted that child marriages and teenage pregnancies were prevalent, they felt the situation was improving and the cases were reducing. They attributed this reduction in cases to the impact of the guidance and counselling lessons that are being offered in the schools including the work that MSGs for example are doing with girls, boys and parents to discourage child marriages and teenage pregnancies. However some groups in Binga and Nyanga felt that the rate was increasing. In Hurungwe, non-bursary girls said child marriages and pregnancies have gone down. It was established that only 5 girls had dropped out of school due to marriage and /or pregnancy in 2019 as compared to approximately 10 in 2018. In Mwenezi district, teenage pregnancies, which often lead to early marriages, were said to be on the decline due to use of protection. See box 5 for a case study of parental attitudes to schooling when married. According to CAMA members in Mt Darwin, child marriages were on the decline because girls have realised that marriage is not necessarily the way out of difficult situations. They now value education and thus prefer to stay in-school rather than get married.

*“The numbers have dropped because those that rushed into marriages are divorcing early thus causing girls to lose interest in early marriages”. CAMA Mt Darwin*

The re-entry policy in Zimbabwe that allows girls to continue with their education when pregnant and then they take a maternity break to give birth, appears to have some unintended consequences – as outlined above (view of PCGs in Mwenezi and Nyanga) and here. Girls that are allowed to return to school after giving birth often feel embarrassed to do so. Therefore most prefer to change schools. Two girls were met during the evaluation in Binga and Umzingwane who are married but still attending school. Attendance by the girl in Binga is not regular resulting in some students believing that she has since dropped out of school. She however revealed that she misses school whenever she had to take her child to the clinic for immunisation and when not well.

Both parents and teachers however, applauded Zimbabwe’s re-entry policy. They were also of the view that most schools and learners now accept girls that return to school after giving birth, although some of the returning girls felt shy and embarrassed (as described above).

### **Gender Norms and Household Labour**

The views from adults differed significantly from the views of girls when it comes to the distribution of household chores. PCGs indicated that they give both boys and girls ample time to read. This was however contrary to the views obtained from the girls who felt that they are over-burdened with household chores and usually find it difficult to study. This is worsened by the fact that some of the girls have to do household chores in the morning before leaving for school, then walk long distances to and from school and return home to do more chores again. It was apparent from the girls’ accounts that the distribution of chores along gender lines disadvantaged them.

*“...they give you loads of work to do in the morning before leaving for school and sometimes you get to school late because of that”. (Non – bursary girl in Hurungwe )*

*“We have now seen the importance of education so we give them as much time as we can to study and they help us when they are free”. (PCG in Binga)*

*“Some of us are old and cannot carry water tins for long distances. This forces us to leave that duty to the girl child who might compromise on their education because they might end up getting to school late which cause many other challenges”. (Female PCG in Mudzi)*

Boys seem to have one main responsibility which is herding cattle. It was learnt that it is only in households with no girls, boys fetch water. On the contrary, girls have to fetch water, cook, clean the dishes, fetch firewood and care for younger siblings among other responsibilities. Girls in Nyanga expressed their disappointment, in that, at times they are asked to wash the boys’ uniforms. According to non-bursary girls in Umzingwane, boys are able to do their homework when they are herding cattle yet the manual tasks that girls undertake do not allow them to do home-work concurrently. Furthermore, girls are unable to seek assistance with homework from boys considering that boys go to the shops to watch soccer on the televisions. Boys who live near schools are also able to go back to school to study and yet the girls are not allowed to do so. Girls cannot leave home at dark in most cases even if it is for study purposes. Resultantly, some girls now prefer to stay behind at school and complete their homework before going home. This however means that at times they have to walk home alone or arrive home late. Girls who opt for this felt that it was a better option since they were able to do their homework satisfactorily, thus enabling them to attend lessons the following day without fear of being punished.

#### **Box 5: Attitude to schooling.**

There is a case of a young couple in Umzingwane who learnt about this opportunity to go back to school even if they were already parents. They were already self-employed in Bulawayo. They decided to go back to school together. They enrolled for Form 1 together and progressed until they wrote their O’ levels in 2018. The boy passed his O’ levels and is now doing his A’ levels. The girl did not do so well because the mother in law is against her continuing with education and does not give her time to study. Her husband is aware of the challenges she is facing and encourages her to continue attending school. He continually reminds her of the agreement they made before enrolling back in school. She is now repeating some subjects and her husband assists her with her studies.

### **Distance to School**

Distance is one of the factors that impacts negatively on students’ ability to attend school regularly. There are girls who have to walk 5 to 11 km to school. The figure is doubled as they have to walk the distance twice a day. Girls who walk these distances suffer from physical exhaustion from the walking itself and from lack of adequate time to sleep since they sleep late and wake up early. Some girls were said to be leaving home around five in the morning and the earliest time they get home is after 5pm. It was established in Shurugwi that some girls end up attending school three to four times a week. Another reason related to distance is that the girl might have one uniform and they get home very late and need to wash it. If the uniform is not dry the next morning, it means that the girl has to miss school. This is different from those who stay close to schools.

*“You spend a lot of time travelling and probably by the time you get to school lessons will have started already and you also get home sometimes after dark”. (Non-bursary girl in Hurungwe)*

*“Mostly a person absconds from school because they would’ve arrived home late and tired and won’t be able to wash their uniforms” (Bursary girl in Mwenezi)*

Another challenge posed by distance is the risk of encountering wild animals. This risk is particularly high in a district like Binga which has elephants and lions that frequently encroach on human settlements. Similarly, in Hurungwe, lions escape from the game park in the adjacent district. During the evaluation exercise, girls said that they were afraid of walking in the bushes as lions had been spotted in their communities. Girls in Mwenezi also echoed the same sentiments although they were afraid of encountering hyenas.



Long distances also expose girls to harassment by out-of-school boys, especially gold panners. It was learnt from most of the districts that such boys do not readily accept rejection of their love proposals. If a girl does not accept the boy's proposal, he begins to way-lay and harasses her. Whilst the harassment alone is uncalled for and can cause emotional trauma, the practise of way-laying girls in the bushes exposes them to rape and other forms of sexual abuse. In the recent past, one girl was raped under such circumstances in Mwenezi. The issue of sexual predation on girls is discussed further under Chapter 6.5 below.

*“Problems arise when a man proposes love to a girl and she refuses. He will try and threaten the girl and that might just cause the girl to stay at home”. (PCG in Mwenezi)*

PCGs have resorted to seeking accommodation for students close to the schools. This could be in rented facilities in the community, rented facilities at the school or to live with relatives who are close to the school. Whilst this addresses some of the challenges related to walking to and from school and subsequently improving attendance, the option has its dangers. The most viable option was giving bicycles to girls as was done by CAMFED (under another project). Bicycles have significantly reduced the time consuming commute and reduces the need for girls to seek accommodation close to the schools. In addition, the construction or refurbishment of low-cost boarding facilities at selected schools by CAMFED has also enabled students to have decent accommodation at the school and thus improving attendance.

### **Hostels/Boarding Facilities**

Schools that do not have formal boarding facilities started offering low-cost boarding facilities to students who live far away from school. According to girls, boarding facilities that are within the school premises offer better security and a more conducive environment for studying. Unlike day scholars, informal boarders do not have household chores to take care of. Some of the boarding facilities have electricity and therefore making it easier for girls to study. In Shurugwi, some of the bursary girls were boarders at the low-cost boarding facilities. They felt that their accommodation was small and over-crowded. They also mentioned that they needed a security fence around the facility to tighten security. The standards at the hostel were thought to be lower than those at the boys' hostel. On the contrary, In Mwenezi, the girls' hostel is fenced, doors can be locked and there are rooms for teachers within the hostel.

### **Corporal Punishment due to lack of uniform or being late to school**

Although corporal punishment is illegal, it is still being administered in some schools. Corporal punishment is usually reserved for major offenses such as smoking, drinking alcohol and abusing other students. It is also used frequently in class by teachers when students fail to attain high marks. The punishment for being late to school differed from one school to another. Some schools administered corporal punishment whilst others used other forms of punishment. One school that was visited uses a logging system. Students use one entrance to enter and leave the school premises. In the morning, they log-in and anyone who arrives late is punished. At the end of the day, they log-out. However, it was established from PCGs and girls that teachers now resort to other forms of punishment for most offenses. These include litter picking in the school yard, cleaning toilets, weeding and digging pits. Some of the punishable offences include making noise, disrespecting teachers and not wearing the appropriate uniform.

*“If you come to school without school shoes, you get punished. So it is better to stay at home than to come to school to be punished”. Non-bursary girl in Hurungwe*

The provision of uniforms and bicycles by CAMFED has made it possible for girls to avoid such punishment. CAMA members also indicated that they give their uniforms to other in-school girls. This means that some of the girls may have more than one uniform, and thus reducing the reliance on one uniform. The use of bicycles means that the girls can get to school early and without being exhausted. Corporal punishment is discussed further in section 6.5 below.

### **Toilets/WASH facilities**

Most of the schools that were visited do not have adequate toilets. According to PCGs in Mwenezi, they have noticed that there are a few toilets at the school and have since developed a draft plan of the toilets that they want constructed at the school. The toilets generally do not offer any privacy to girls because of

the design and the fact that in most schools they are shared by all forms (Form 1 to Form 4). Due to the high number of students, the toilets usually get dirty and become difficult to use. This gets worse after break-time and as the day progresses.

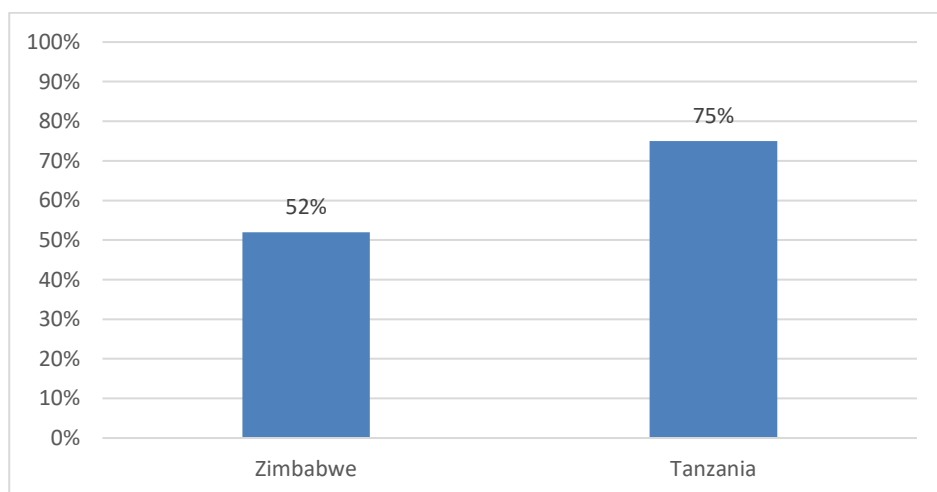
In Mwenezi, Umzingwane and Mt Darwin, the girls indicated that water was a big challenge. In Mt Darwin, the borehole was said to be approximately 200 metres from the school. This is a challenge when it comes to maintaining personal hygiene. It is even worse for girls during their monthly periods. Girls who require using bathrooms have to use the teachers' bathrooms. What worsens the case is that most girls cannot afford sanitary pads and use pieces of cloth. Absorbency abilities of cloths are usually low and leave girls prone to accidents during lessons. According to girls, reliance on pieces of cloths means that they have to frequent the toilets and it can become evident to everyone that something is happening. In addition, the pieces of cloths need to be washed and this is difficult especially in those schools without water sources and bathrooms. The lack of water means that the girls have to carry the soiled pieces of cloths in their bags. They cannot dispose of them as they will need to keep them for the next days and the future.

Pieces of cloth are not ideal for sporting activities and are not comfortable. Due to poverty, some of the girls indicated that they do not have properly fitting underwear to hold pieces of cloth in place. As such, they prefer to stay at home. Those girls on bursary receive sanitary pads but a few still face challenges with dysmenorrhoea resulting in them being absent from school regularly. CAMA members contribute pads to in-school girls whenever they can afford but usually these are not enough.

### 6.1.3 IO Indicator 1.3: Proportion of young women school graduates with regular attendance at non-formal education. (Measured as the proportion of the cohort with an attendance rate at or above 85 %.)

The Transition Programme (TP) was designed to ensure relevance to the needs of marginalised young women leaving school. It is currently run in **Tanzania** and **Zimbabwe** within the GECT 5101 project. CAMFED undertook a Transitee survey in 2019 in order to understand the perceptions and needs of Transitees in the GECT 5101 and to find out about impacts of the TP. In the CAMFED Transitee Survey, a number of Zimbabwean Transitees indicated an interest in entrepreneurship, further education or finding a job.

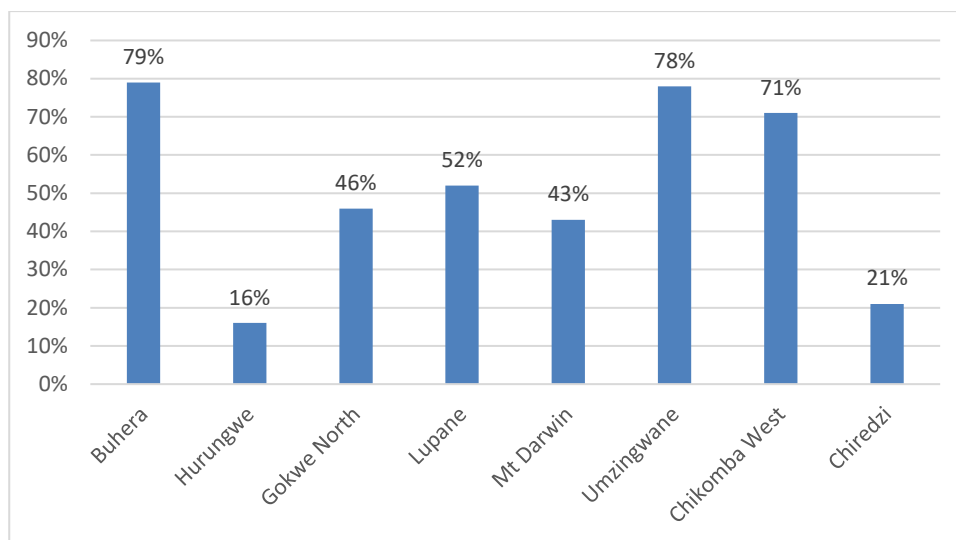
Indicator 1.3 under this intermediate outcome measures the frequency of attendance in the TP and sets a target for a percentage of participants to attend a minimum of 80% or four of the five sessions. Figure 21 shows the number of Transitees attending at least four of the five sessions in the CAMFED Transition programme. This is 52% in Zimbabwe and 75% in Tanzania. The target for Tanzania is 90% which was not achieved and fell short by 15pp and in Zimbabwe which was 70% which also fell short by 18pp.



Source: Transitee survey

**Figure 22: Transitees reporting attending more than 80% of Transition Programme sessions (4 out of 5 sessions)**

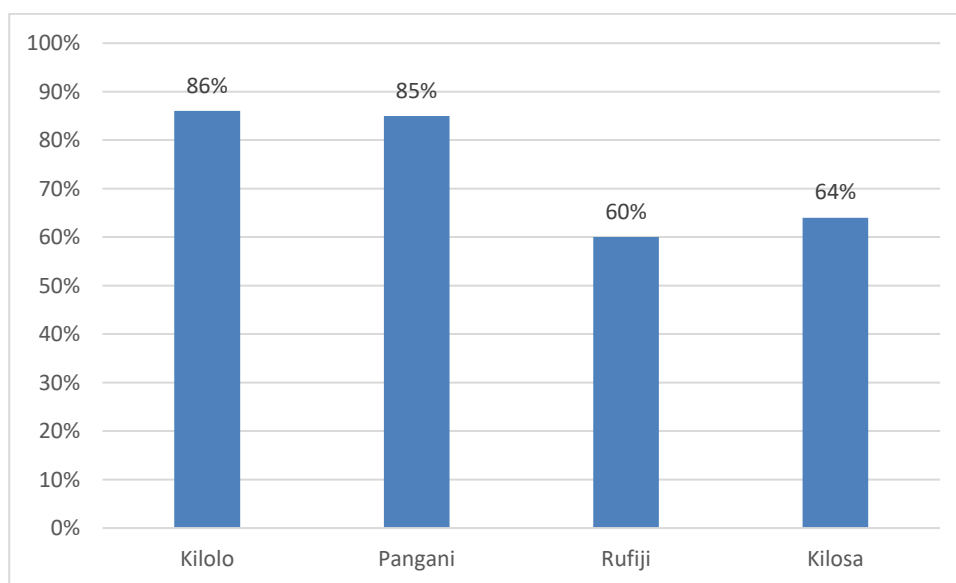
Examination of attendance of the sessions by district in **Zimbabwe** is illustrated in Figure 23. This shows a great variation by district with the highest attendance of 79%, 78% and 71% in Buhera, Umzingwane and Chikomba West consecutively where all three districts reached the 70% target. The lowest districts with 80% attendance are in Chiredzi and Hurungwe, which only reached 21% and 16%. Hurungwe also had low attendance in schools. The situation in these two districts with drought and flood has been particularly impactful on livelihoods in 2019 and may contribute to these findings.



Source: Transitee Survey

**Figure 23: Transitees reporting attending more than 80% of Transition Programme sessions (4 out of 5 sessions) by district in Zimbabwe\***

In **Tanzania** (Figure 24) the district disparities for attendance were less marked with Kilolo and Pangani reaching 86% and 85%. While Rufiji and Kilosa reached 60% and 64%. None of the districts reached the 90% target.



Source: Transitee Survey.

**Figure 24: Transitees reporting attending more than 80% of Transition Programme sessions (4 out of 5 sessions) by district in Tanzania\***

**Table 63: Intermediate Outcome 1: Summary of Key Points by Country**

Tanzania: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Limited finances affects attendance</li> <li>● Lack of food in schools exacerbates poverty issues at home</li> <li>● President’s statement about pregnant school girls and school practices disbars re-entry of girls who have been pregnant and have had a child</li> <li>● Initiation rites results in early sexual maturity, this impacts on a girls attendance and performance</li> <li>● Gender norms and roles affecting how a girl should behave at home are a key barrier to regular attendance.</li> <li>● Girls do housework before and after school; results in sometimes missing school, being late, or being punished</li> <li>● Domestic labour results in girls finding it hard to concentrate in school and are tired in classes</li> <li>● Distance and hostel facilities play a large role to girls attendance and performance in school</li> <li>● Poor sanitation and water provision in school</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Lack of food impacts greatly on student’s attendance and learning abilities)</li> <li>● Initiation rituals at Midline remains an issue in some regions more than others but is widely recognised with some communities delaying traditional ceremonies to avoid school dropouts and early pregnancies)</li> <li>● Inadequate WASH facilities and sanitary pads for Menstruation Hygiene Management</li> <li>● Safety and security on route to and from school is an issue with unwanted sexual predation from boys and men.</li> </ul>
<b>In Baseline but not discussed in Midline,</b>	<ul style="list-style-type: none"> <li>● Families in poverty may encourage early marriage or prostitution as an option to ease their financial burden</li> <li>● Girls do paid work in term time and holidays which impacts on attendance and holidays</li> </ul>
Zambia: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Financial issues affect attendance</li> <li>● Girls do paid work in term time and holidays which impacts on attendance.</li> <li>● Lack of food in both home and schools is a major barrier to attendance</li> <li>● Gender norms and roles affecting how a girl should behave at home are a key barrier to regular attendance.</li> <li>● Girls do housework before and after school; results in sometimes missing school, being late, or punished</li> <li>● Early pregnancy often linked to poverty; girls fall into relationships with boys who are able to care and support them and fall pregnant</li> <li>● Girls can return to schools even when pregnant</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Inadequate WASH facilities and sanitary pads for Menstruation Hygiene Management</li> <li>● Safety and security on route to and from school is an issue with unwanted sexual predation from boys and men.</li> <li>● Families in poverty may encourage early marriage for future financial security and as an alternative to school</li> </ul>
<b>In Baseline but not discussed in Midline, but not to say it doesn’t happen</b>	<ul style="list-style-type: none"> <li>● Girls fear coming to school when late</li> <li>● Girls do paid work in term time and holidays which impacts on attendance. Caterpillar catching and cassava harvesting are popular during term time.</li> <li>● Domestic labour results in girls finding it hard to concentrate in school and are tired in classes</li> <li>● Inadequate WASH facilities and sanitary pads for Menstruation Hygiene Management</li> <li>● Girls do paid work in term time and holidays which impacts on attendance and holidays</li> <li>● Due to poverty levels and needs, girls exchange sexual favours for goods</li> </ul>

## Zimbabwe: Key Points

<p><b>Present in Baseline and Midline</b></p>	<ul style="list-style-type: none"> <li>● Financial issues affect attendance</li> <li>● Girls get into relationships to overcome poverty issues</li> <li>● Gender norms and roles affecting how a girl should behave at home are a key barrier to regular attendance.</li> <li>● Girls do housework before and after school</li> <li>● Domestic labour results in girls finding it hard to concentrate in school and are tired in classes</li> <li>● Early marriage and early pregnancy is a problem. Discriminatory gender norms, poverty, religion and peer pressure are amongst the causes of early marriage.</li> <li>● Early pregnancy often linked to poverty; girls fall into relationships with boys who are able to care and support them and fall pregnant</li> <li>● Girls can return to schools even when pregnant</li> <li>● Distance prevents regular attendance</li> </ul>
<p><b>Emerging themes and additional information from the Midline</b></p>	<ul style="list-style-type: none"> <li>● Inadequate WASH facilities and sanitary pads for Menstruation Hygiene Management</li> <li>● Poor harvest impacting on level of poverty- less income, exacerbated hunger especially the 3<sup>rd</sup> term</li> <li>● Early pregnancy often linked to poverty; girls finto relationships with boys who are able to care and support them and fall pregnant</li> </ul>
<p><b>In Baseline but not discussed in Midline</b></p>	<ul style="list-style-type: none"> <li>● Families in poverty may encourage early marriage</li> <li>● Girls do paid work in term time and holidays which impacts on attendance</li> <li>● Girls perform cleaning tasks in schools</li> <li>● Poor sanitation and water provision in schools</li> </ul>

## 6.2 IO2 Economic Empowerment

**Table 64: IO2 Economic Empowerment - Intermediate outcome indicators as per the logframe**

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
<b>Economic Empowerment In-School (Marginalised girls receive support to overcome cost as a barrier to education)</b>	<b>IO Indicator 2.1</b> Annual progression rate of marginalised girls receiving financial support. Disaggregated by age, district and disability (by type and severity). Source: monitoring data collected by Teacher mentors and submitted to CAMFED's Programme Database	<b>Lower Secondary:</b> (Tanzania): 97% (Zambia): 98% (Zimbabwe): 94%  <b>Upper Secondary:</b> (Tanzania):N/A (Zimbabwe): 93%	<b>Lower Secondary:</b> (Tanzania): 97% (Zambia): 98% (Zimbabwe): 94%  <b>Upper Secondary:</b> (Tanzania): 95% (Zimbabwe): 95%	<b>Lower Secondary:</b> (Tanzania): 93.7% (Zambia): 97.9% (Zimbabwe): 94%  <b>Upper Secondary:</b> (Tanzania): 99.6% (Zimbabwe): 94.3%	<b>Lower Secondary:</b> Tanzania: N Zambia: Y Zimbabwe: Y  <b>Upper Secondary:</b> Tanzania: Y Zimbabwe: Y	<b>Lower Secondary:</b> (Zambia): 98%  <b>Upper Secondary:</b> (Tanzania):95% (Zimbabwe): 95%	Y
	<b>IO Indicator 2.2</b> Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative). Disaggregated by age, gender, district and disability (by type and severity). Source: Interviews and/or focus group discussions with beneficiaries on how the support received impacted on their likelihood of completing school (baseline, midline and endline surveys)	Beneficiary marginalised girls state that CAMFED support has made a significant difference to their life and life chances	Qualitative research is completed to assess the impact of the support received on their likelihood of completing school	Beneficiary marginalised girls state that CAMFED support has made a significant difference to their life and life chances	Y	Qualitative research is completed to assess the impact of the support received on their likelihood of completing school	Y
	<b>IO Indicator 2.3</b> Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and /or early marriage. Disaggregated by grade and disability (by type and severity) Source: For midline and endline - through household surveys, economic security will be measured using a composite of a number of economic empowerment measures, including proportion of young women with a	Not yet applicable - this indicator cannot be baselined with the cohort since they are all still in school. The plan is to baseline this indicator with a cohort of participants in the	Tanzania: Baseline +10 percentage points Zimbabwe: Baseline +5 percentage points	Tanzania: 1% Zambia:1% Zimbabwe: 2%	Y	Tanzania: Baseline +10 percentage points Zimbabwe: Baseline +5 percentage points	Y

	monthly income, savings or involvement in financial decisions in the household	Post-School Life Skills Programme later in 2018.					
	<b>IO Indicator 2.4 Engagement of community stakeholders in tackling early pregnancy and marriage</b> (Qualitative). Disaggregated by age, district, gender and disability (by type and severity) Source: Interviews and focus group discussion with CDCs, community leaders, learner guides, parent support groups and teachers on their levels of engagement to eliminate early pregnancy and marriage. Cross checked with CDCs committee meeting records.	Not yet applicable	Qualitative research to assess the engagement of community stakeholders to tackle early pregnancy and marriage (Tanzania, Zambia and Zimbabwe)	Qualitative research shows there is some involvement of the community stakeholders in tackling early pregnancy and marriage, particularly CDC members at ward level and some PSG/MSG  This is not very coordinated	Y	Qualitative research is completed to assess the engagement of community stakeholders to tackle early pregnancy and marriage (Zambia only).	Y
	<b>IO Indicator 2.5</b> Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion. (Disaggregated by age, district and disability (by type and severity) Source:	Tanzania 29% Zimbabwe 24%	Tanzania 39% Zimbabwe 29%	Tanzania 68% Zimbabwe 63%	Y	Tanzania 39% Zimbabwe 29%	Y
	<b>IO Indicator 2.6</b> Beneficiaries views on how the support received (Transition Programme and Start-Up grants) impacted on their economic security (Qualitative).		Qualitative research is completed to assess the impact of the support received on their economic security (Tanzania and Zimbabwe)	Impact is positive but it is not widespread enough (observed) to appear significant, though it is highly significant for those who benefit from it.	Score is N/A	Qualitative research is completed to assess the impact of the support received on their economic security (Tanzania, Zambia and Zimbabwe).	Y

## 6.2.1 IO 2.1 Annual progression rate of marginalised girls

**Table 65: Indicator 102.1 Annual progression rate of marginalised girls receiving financial support Teacher**

Indicator IO2.1 Annual progression rate of marginalised girls receiving financial support		Evaluation point 1 (Baseline) tbc	Target at Midline	Midline Result against target
	<b>Tanzania</b>	Lower Secondary 97% Upper Secondary N/A	Lower Secondary 97% Upper Secondary 95%	Low Secondary 93.7% Upper Secondary 99.6%
	<b>Zambia</b>	Lower Secondary 98%	Lower Secondary 98%	Low secondary 97.9%
	<b>Zimbabwe</b>	Lower Secondary 94% Upper Secondary 93%	Lower Secondary 94% Upper Secondary 95%	Low Secondary 94% Upper Secondary 94.3%

Source: Monitoring data collected by Teacher Mentors and submitted to CAMFED's Programme database. Collected by the CAMFED monitoring data passed to EE

CAMFED monitoring data shows that annual progression is broadly on target, except of lower secondary in Tanzania (93.7% against the 97% target). Annual progression from upper secondary exceeded the target in Tanzania, though, with 99.6% progression against the 95% target. Upper secondary in Zimbabwe just missed the target (94.3%, against 95% target) while Zambia meets the target based on rounding 97.9% up to 98%.

## 6.2.2 IO 2.2 Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative).

Table 66 below shows a snapshot of the main views of bursary girls and marginalised girls not in receipt of bursaries in relation to the likelihood of completing school.



**Table 66: IO2.2 Beneficiaries views on how the support received impacted on their likelihood of finishing school**

Girls, Bursary and Marginalised Girls	
<b>Tanzania</b>	<p>Completion of school was rarely/ not spoken about, but discussions were around a shorter-time frame and the concept of attendance and dropping out was a greater perceived obstacle.</p> <p>MBW - Learning about life after school is useful</p> <p>Prefer to stay at school (bursary helps with hostel accommodation) as there is more time to study, light for evening study, 3 meals a day</p> <p>Safer staying in hostels compared to rented housing near the school for reasons of safety and security</p> <p>Staying in hostel has reduced distractions and temptations that may be encountered to and from school</p> <p>CAMFED support that pays for hostels is a key contributor to staying in school as it relieves burden on families and other needs can be prioritised to support girls in education and/or family needs.</p> <p>Attendance / completion of school and ability to pay for school fees and boarding fees was often compounded negatively with the death of a close family member.</p> <p>CAMFED support has enabled students to overcome shocks to the household structure and provide security and likelihood of school attendance and completion.</p> <p>Bursary support has encouraged some students to stay motivated</p>
<b>Zambia</b>	<p>Completion of school was rarely/ not spoken about, but discussions were around a shorter-time frame and the concept of attendance and dropping out was a greater perceived obstacle.</p> <p>CAMFED bursary has enabled girls to stay motivated are helping girls achieve their aspirations</p> <p>Attendance / completion of school and ability to pay for school fees and boarding fees was often compounded negatively with the death of a close family member.</p> <p>CAMFED support has enabled students to overcome shocks to the household structure and provide security and likelihood of school attendance and completion.</p> <p>Particularly pertinent when there are other siblings to pay school fees for also.</p>
<b>Zimbabwe</b>	<p>Completion of school was rarely/ not spoken about, but discussions were around a shorter-time frame and the concept of attendance and dropping out was a greater perceived obstacle.</p> <p>Bursary support enables girls to stay motivated and increases aspirations for completion of education</p> <p>Bursary support increases or sustains girls' value for education and for those around her (particularly siblings who do not receive support, she wants to help siblings to have the same support as her for the completion of school) Bursary support enabled a school girl to return to school after giving birth and has renewed sense of motivation and aspirations for the future.</p>

Source: Qualitative interviews

## Impact of Bursaries

CAMFED provides responsive, targeted and needs-based support that addresses the cost or poverty related barriers to attendance and retention in school for students at primary, secondary and tertiary levels. Students are nominated for support by School Based Committees and Teacher Mentors and are selected on the basis of need by the Community Development Committee, ensuring fairness and transparency throughout the process. This support is termed “bursary” support in this report to distinguish it from the Whole School Support CAMFED provides to partner schools.

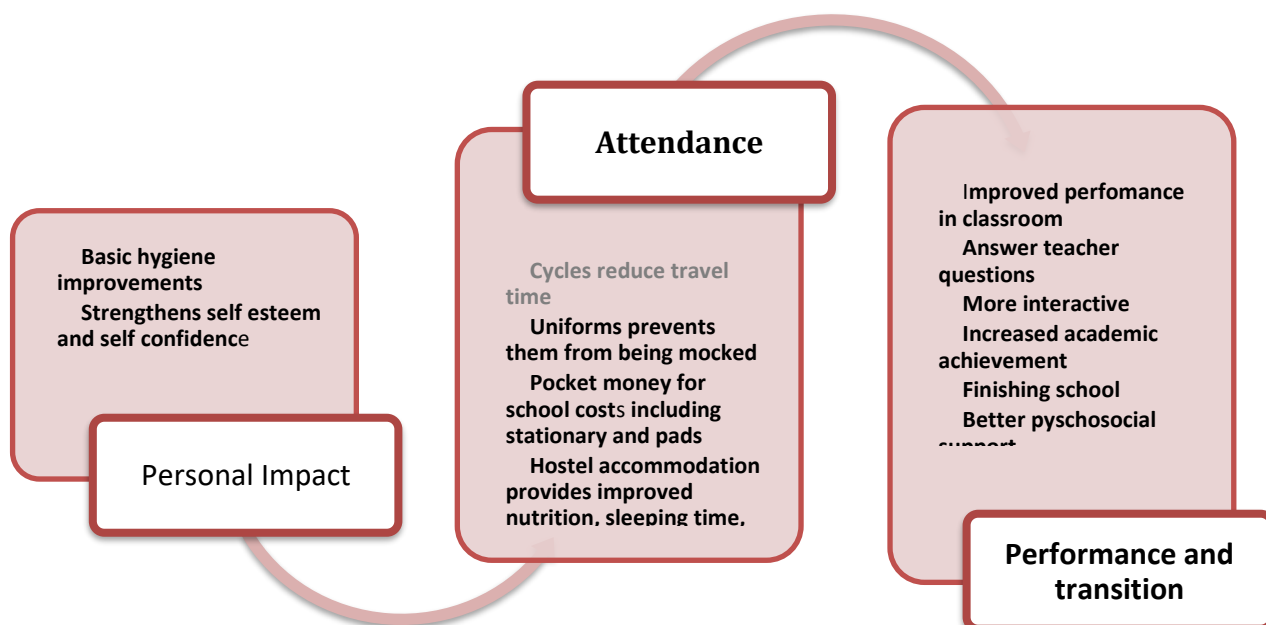
The impact of CAMFED bursaries on those who receive them is significant and in the qualitative research was found to vary according to need and location.

Several girls reported that without the bursary they would no longer be in school (see box 4). The difference the financial assistance has made varies between countries and scenarios. Sometimes paying the fees makes all the difference and sometimes having a hostel to stay in is the crucial determinant of whether a girl can continue to study at school. Others report that with the bursary they are able to learn better because they have exercise books and solar lights. One girl in Handeni, **Tanzania**, stated, “Bursary support has motivated us to study very hard”.

In addition it seems to be an indicator in changing attitudes towards education:

*“Our families feel good because before this support our families were in difficult position especially in supporting our education so they real appreciate this bursary support. Before this support many families were in difficult position to support us have access to education but after getting this support most of the families have seen its positive impact and sees its importance in family development and it has reduced the number of drop out students” (Bursary girl Handeni).*

A summary of the key effects of the bursaries can be seen in the Figure 25.



**Figure 25: Impact of bursaries on girls’ attendance (self-efficacy and performance) in school**

Source: Qualitative interviews

### KEY

Bold in Black- present in Baseline and Midline

Bold in Blue – emerging themes and additional information from the Midline

The box below shows responses of a set of bursary girls interviewed in one school

**Box 6 Bursary girls living in hostels in Handeni, Tanzania talking about the impact of CAMFED bursaries on them**

R1: When I was in Form 2 CAMFED helped me and here it was before I joined CAMFED the challenges that I was facing which was long distance and the chores that I have at home and how I don't get enough time to study and also there some benefit that I got after joining CAMFED like paying for my hostel fees which made easy for me to study;

R2: I started receiving help in 2017 and still I have CAMFED which has helped me to pay my hostel fees [and materials] and to be able to escape some of the challenges at home. I have a dream of being a nurse and also I have a challenge since 2017 of eyes. They sometime are good and sometime they are bad; I went to the hospital and they gave me glasses that I was using last year but they were broken but now the problem has come back; it is the light.

R3: The challenge I had is long distance from home to school and when I get home am [was] usually tired

R4: I am about to complete my secondary education. The challenges that I was having is far distance when I reach home am tired and I don't get time to study and when am late in school they punish me (sticks, picking up papers) though they have reduced. Also my parents were too poor to take me to school until CAMFED came along and gave me an opportunity and ever since then I don't have any challenge concerning school that I have everything now I live in hostel so I don't have any temptation on the way like scooter bike drivers

R5: I am about to finish my secondary education if God wishes. The challenges that I was getting first is distance and I use two hours to walk on the road and the other thing is when I came to school I didn't have books but I thank CAMFED now I am doing good

R6: Now in 2019 am about to finish my Form 4 studies the challenge that I was facing first is the bus didn't want to carry students with them and I had to walk a long distance but after I was funded by CAMFED they paid a hostel for me and those problems went away

R7: My parents couldn't afford to take me to school

It is clear from their statements as they were telling their life stories, that the CAMFED bursaries have made a transformational difference to their lives. They spoke passionately and with emphasis and clearly valued the support from the bursaries.

The following are specific benefits of the CAMFED bursary:

### **Personal Impact**

#### **Availability of psychosocial support**

Bursary girls can talk to the Teacher Mentor (TM.) if they need support from an adult whilst at school. Although matrons cater for the whole school, they are often also the discipline Teacher, to whom children are sent for punishment and thus do not have the same role as the TM, who is supposed to be chosen with the agreement of the bursary girls themselves.

*"...She (The TM) is the one whom we talk to most of the time and she usually helps us in many ways."  
(Bursary girl, Handeni, Tanzania).*

#### **Aspirations**

There was no observable difference in the aspirations of CAMFED supported girls compared with those who were not. Marginalised, non-bursary girls and boys frequently reported their dream to be a nurse, doctor, pilot, teacher, engineers, police women, etc. Some bursary girls like Respondent (R2) in Box 6 above, readily report their dreams and aspirations.

#### **Attendance – Fee payment**

In **Zambia**, payment of school fees by CAMFED support was recognised to have direct and indirect impact on households. First of all, girls in receipt of CAMFED bursary which was used to cover school fees were regularly going to school with the confidence that they had the fees covered. This scenario has the potential to inadvertently steer the situation away from the child experiencing any unwanted repercussions, punishments or humiliation at school or at home.

*There is a difference because before CAMFED, our parents were not affording to take us to school and that made us not to come to school as we would be asked to go back home to look for school fees. Since we have been on CAMFED that has not happened. We are always in school, no one asked us to go back home in search of school fees*

(BG, Mpika, Zambia)

Secondly, it emerged from interviews with CDC members that CAMFED support that covered school fees was seen as an opportunity to relieve household burdens thus giving the whole family a chance to gain leverage in their economic situation: the child receiving support to pay for school fees and other school materials was considered as an investment as the household did not have to worry as much about their financial upkeep and in turn had hope for improved future returns.

*“[Parents] also talked of not marrying off the children because they have seen that CAMFED is coming in, that is relief for them. So they are trying to push their children to go to school, so there is some relief from the parents and at the same time they have looked that the impact is coming as a result of the support that you are giving, the CAMFED is giving to them in terms of the shoes. Others were being discouraged to going to school walking along distance bare foot. Now that CAMFED is coming in terms of the funds that there are giving them, the children are being encouraged to go to school because they have least the shoe to go on at least a long distance it is not a problem. (CDC, Mpika, Zambia)*

As outlined in section 1.3, school fees for secondary schools in **Tanzania** were abolished in 2015. Where interview respondents from Zambia and Zimbabwe reported school fees to be a major component for support, in **Tanzania**, concern was for covering hostel fees which is further discussed below.

### **Provision of school uniform and materials impacting school completion**

In **Zimbabwe** beneficiaries felt that the most important component of the CAMFED support is school fees. This is on the basis that PCGs of the beneficiaries used to struggle to pay fees and levies prior to the support. Therefore most of the girls used to miss school frequently whilst some were on the verge of dropping out. Primarily, payment of school fees and levies prevented dropping out by vulnerable girls and reduced the rate of absenteeism. Girls in Mwenezi and Nyanga said that without CAMFED support, they would have found jobs (working as maids) in the nearby growth points and towns/cities.

There were girls who opted to stay at home before they had a bursary because they hated being punished for not having the correct uniform. The uniform therefore enabled girls to attend school without the fear of being punished. Having the uniforms has also prevented isolation of girls by other students. Being accepted by other students has made them to be even more confident among their peers. The beneficiaries also receive stationery. This has enabled girls to attend school regularly and they are able to do their work. Subsequently their attainment grades have improved. The girls have also been motivated to stay in school and not consider getting married early. The support from CAMFED has also given them the peace of mind. This is especially in relation to the fees that would have been paid. Summarily, the support from CAMFED has improved the likelihood of completing school. The most common factor that would hinder the girls from completing their education is falling pregnant/ getting married.

*“...so I love CAMFED, it helps girls to continue with school”. Beneficiary - Hurungwe*

*“In Form 3 (2018) the plan was that I go and stay with my grandmother because there was no money. That’s when the school called to say that I had been selected for CAMFED I was so happy”. Beneficiary – Hurungwe*

## Attendance - Hostels/Boarding Facilities

Key to attendance rates – and much beyond these - is the provision of hostels.

In **Tanzania** there has been a growth of community built (with government assistance for roofing) school-run boarding facilities. Entry to the facilities is sometimes reserved for Form 4 girls and boys. In some schools there is a fee payable of TSh 310,000 to TSh 325,000 per year that can be paid in instalments. This pays for both food and accommodation. Alternatively as in one school in Handeni, the hostel itself is free, including to non-bursary girls, but they must bring 10kg maize, 5kg beans and 1kg sugar per month and pay TSh 3,000 for a cook. Many parents and carers cannot afford this but for those receiving a bursary it has helped. In one school CAMFED also donated several beds and mattresses and these are well used and appreciated.

In the hostels, girls get three meals a day compared to two or one meal eaten by non-bursary girls. They report that they have time to study

*“In hostel we get much time to study than at home.”* Bursary girl, Chalinze

In Iringa, despite being informal, the girls prefer to stay in two classrooms at school than at home, as they get more time to study with their solar lamps and receive 3 meals a day, use the school toilets and wash their clothes in the well. There is a matron and security taking care of their safety.

The boarding facilities may be of poor standard and be very overcrowded. In Rufiji the researchers observed baboons in and around the hostels during the school day, where they frequently tear cloth and disorder the rooms. In Chalinze, girls reported that four pupils were sleeping in one bed. In another Chalinze school one bursary girl said:

*“The mattresses are not enough in the dormitory, you may find there are beds but no mattresses, in one bed we do sleep two or three, so it's good for telling stories but if you sleep you can't turn in bed otherwise you fall”*

Nonetheless, the presence of a hostel as an alternative to walking is seen as a great opportunity by most students. During times in the run-up to exams, schools that do not yet have hostel accommodation open a classroom and a “camp” is held, during which children bring their food with them.

In **Zambia** since the project works with primary and junior secondary schools, there was not such a tradition of hostels. In Mpika Village leaders noted that a positive impact can be had for girls where there is a boarding facility for girls at school so that long distances, travelling back and forward to schools with boys was avoided. In one school there was a staff house which they let Grades 8 and 9 children who live far from school stay in - students bring their own food and cook themselves.

In **Zimbabwe**, schools that do not have formal boarding facilities started offering “low-cost” boarding facilities to students who live far away from school.

### RECOMMENDATION

Where there is a hostel, there are multiple benefits that affect all areas of a girls' life, both relating to attendance and beyond attendance to their personal benefits and their opportunities for better learning outcomes and transition.

Recognising that CAMFED is not responsible for the provision of hostels and that there could be additional safety and security/child protection concerns from building new hostels, as well as daily running costs and upkeep, the EE still recommends that where possible CAMFED advocates for the appropriate provision of hostels.

### 6.2.3 Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage.

The drop-out rates from pregnancy and early marriage are very low at 0.9% for Zambia, 0.8% for Tanzania and 2.1% in Zimbabwe. Targets at present are a 10% reduction from baseline for **Tanzania** and **Zambia** however, no baseline data was collected to assess the change because this indicator was added to the log frame in 2018 and data was only collected from Term 1 in 2019. For **Zimbabwe**, the target is a 5% reduction from baseline however rates have remained the same since baseline.

In Zimbabwe and Zambia there are policies that either condone or positively support girls to return to school after having a baby. However, in Tanzania a girl cannot currently return after being found to be pregnant.

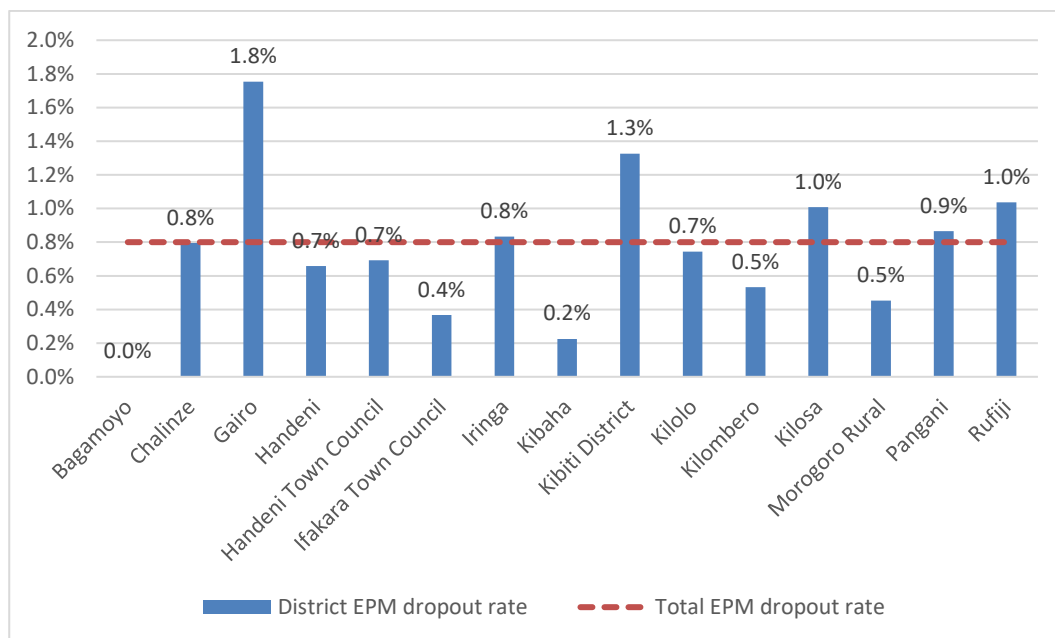


Figure 26: Girls who drop out due to early pregnancy or marriage – Tanzania (Midline)

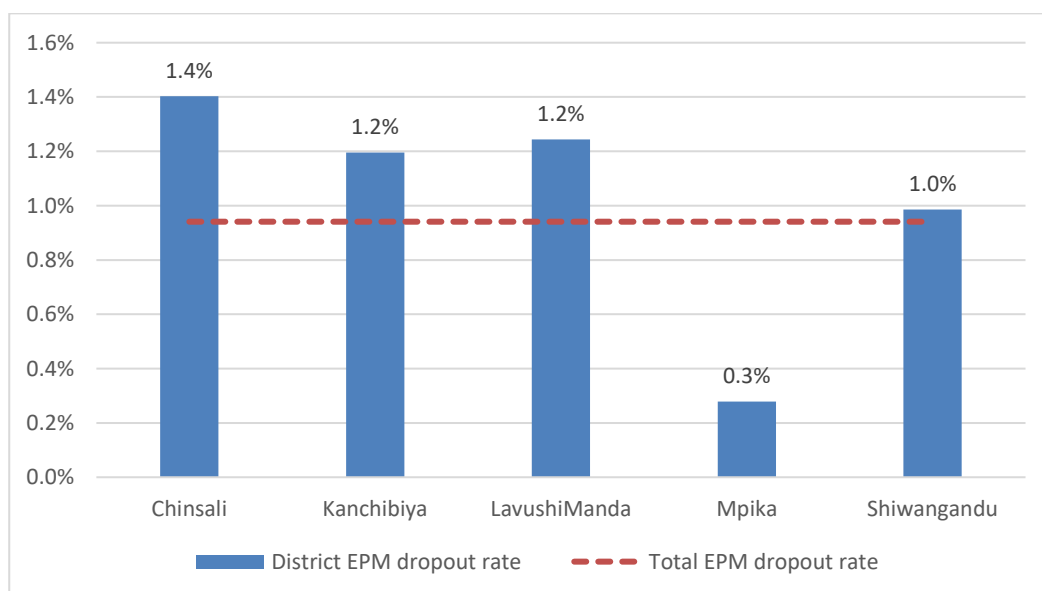
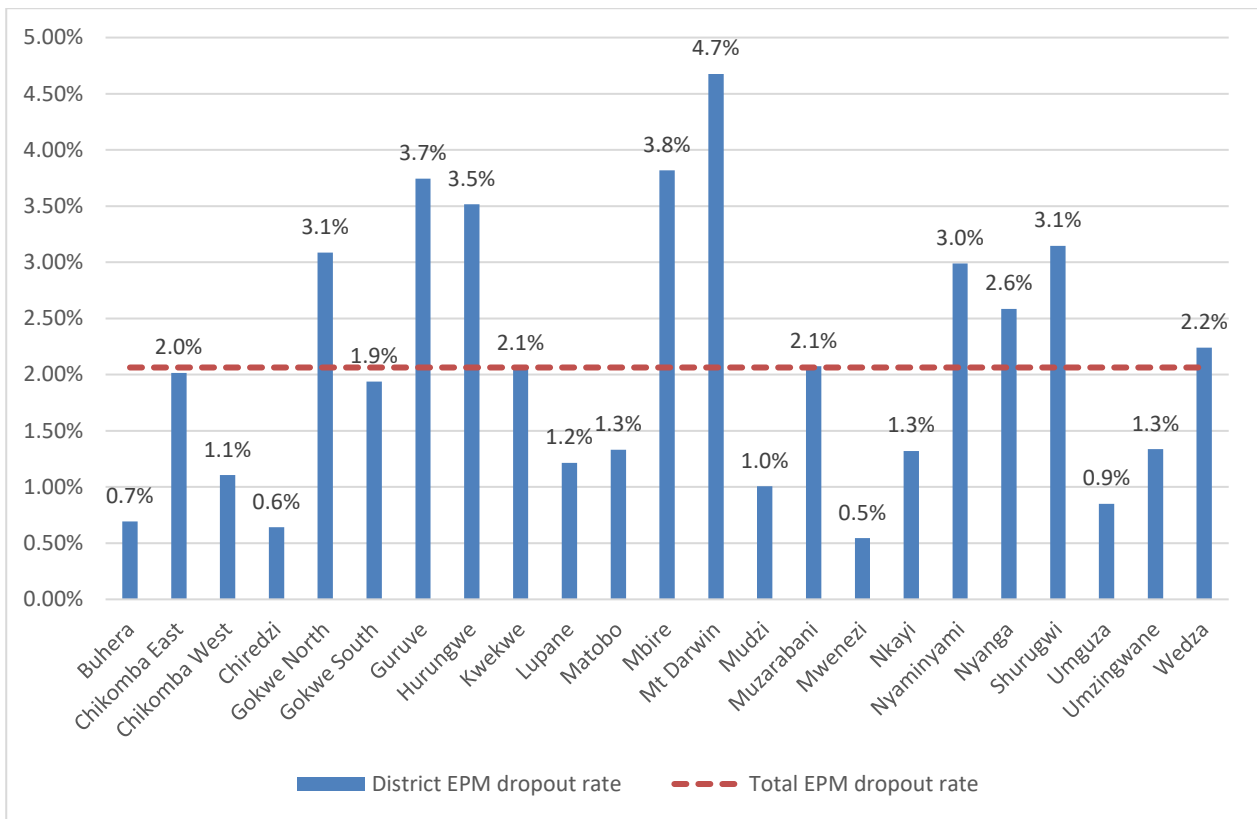


Figure 27: Girls who drop out due to early pregnancy or marriage – Zambia (Midline)



**Figure 28: Girls who drop out due to early pregnancy or marriage – Zimbabwe (Midline)**

Figures 26-28 corroborate the qualitative findings: pregnancy dropout rates have fallen marginally. In Zimbabwe and Zambia there are policies that either condone or positively support girls to return to school after having a baby. However in Tanzania a girl cannot currently return after being found to be pregnant.

#### 6.2.4 Engagement of community stakeholders in tackling early pregnancy and marriage (Qualitative)

The measurement of this indicator seeks to explain the quantitative indicator IO2.3 above through qualitative meetings with community stakeholders.

**Table 67: IO 2.4 Qualitative findings: Summary of Engagement of community stakeholders in tackling early pregnancy and marriage**

	CDCs/ Ward Officers	Community leaders	Learner Guides / Transition Guides/ CAMA Members	Teachers / Head Teachers	Parents/Guardians / Parent support groups
<b>Tanzania</b>	<p>Work with Ward Executives on actions that brings justice to girls fallen to early pregnancies by assaults.</p> <p>Ward Officers educate communities of government policies around early pregnancies</p> <p>Governments are encouraging communities to delay initiation ceremonies to ensure school girls and boys complete their studies before engaging with traditional rituals that introduces sexual practices.</p>	<p>Community leaders believe there is little early marriage or pregnancy in their village so they say they remain quiet on the subject</p>	<p>CAMFED materials used to educate students, CAMA members and parents on sexual reproductive health and family planning are perceived to have an impact on those attending in terms of the choices they are making.</p>	<p>Believe in the compulsory pregnancy testing as a deterrent to pregnancy.</p>	<p>Recognition that education around sexual reproductive health at school (and provided by CAMFED) is helping self-awareness and believes there is a reduction in numbers of pregnancies. Levels of poverty and the challenge of providing rigorous evidence against a perpetrator often finds families being paid off to drop the course of legal action. (Perception of some CDC members)</p> <p>Parents, especially mothers who have close relationships with their children talk about sexual health related topics</p>
<b>Zambia</b>	<p>CDC members liaise with schools and parents when girls fall pregnant. Parents seen to be marrying underage girls are to be taken to the Village Chief and the Victim Support Unit of the CDC and Police in a bid to stop early marriage.</p>	<p>In one district (Mpika), community leaders educate children not to engage in sexual practices. External NGOs supporting initiatives and educational programmes on Sexual reproductive health. Village Leaders working with Health Workers to educate children of the health and mortality risks of early pregnancies.</p>	<p>Learner Guides deliver sessions on sexual reproduction to students.</p>	<p>The school has a sexual reproductive health sensitisation programme. SBC-PSE group visits pregnant girls in their homes to encourage them to come back to school after the birth of their child.</p>	
<b>Zimbabwe</b>	<p>CDC supports schools and individual children when there are issues to address that require social welfare, Victim Friendly Units etc.</p>	<p>In some areas, Village Leaders were aware of early marriages and would work to prevent them, in extreme cases arrest all participating parties and the parents of the child for failure of safeguarding the child.</p>		<p>In the school there are guidance and counselling sessions in the timetable to help those that may be experiencing problems. Teacher Mentors visit the home of students who haven't been present at school and this applying pressure on parents to ensure children attend school and therefore seem to be having an impact on early marriages.</p>	<p>In Apostolic sects, early marriages can happen with little intervention from parents and police. Parents, especially mothers who have close relationships with their children talk about sexual health related topics</p>

Source: Qualitative interviews



## Early pregnancy

One reason for early pregnancy in Tanzania is when young women and their families' lack a wider view of possibilities according to Ward Executives on a CDC. They therefore believe that supporting young women to finish school and also communicating with their families to explain those possibilities, was very important.

*"Another challenge - the customs of this area. Parents do not have time to talk to their girls about the life and so they face problem and another challenge is awareness; they are not aware about education and about life so they don't see far, so they just think about getting marriage and making family. So if you talk to them about education it is very difficult for them to understand, but we do our level best to make sure they understand us (CDC member, Rufiji)*

Further, gendered attitudes towards women and girls that are precursors to the prevailing attitudes, will be discussed under IO5.

In order to provide support and deterrence, the CDCs reported following government policies including taking cases of early pregnancy to court. In one such case a girl staying in a hostel was found to be pregnant (Rufiji) and the case is in court. Other such cases of the CDCs actively intervening are reported in section 5.4.2.

In Iringa school communities, compared to Kilombero, Handeni, Chalinze and Rufiji, the parents were better educated and somewhat aware of child protection issues and the incidences of early pregnancy were less.

To increase access and participation of girls, Zambia introduced the Re-entry Policy in 1997<sup>55</sup> with the result that students getting pregnant are encouraged to return to school. In the rural schools visited during the GECT 5101 midline evaluation, CAMFED stakeholders were aware of the policy and its implications for students and parents, although they interpreted it as it has been explained to them.

In an interview the following procedure followed by village leadership was described:

*"The traditional chiefs have come in and others have come to teach the subject that no one must marry a girl who is in school, keep them in school... It has happened that the guardians of a child have been reported to the authorities after marrying off this underage (girl). And the community have taken it upon themselves to protect the girl child and that has helped"* (Ministry of General Education, Lusaka).

In interviews conducted during the Midline evaluation it was found that schools took steps to ensure that any pregnant girls were followed home and encouraged to return to school once the baby had been weaned, even if they had to repeat the academic year. In one case a school in Shiwa N'gandu was hoping that a girl who was due to give birth around the time of her Grade 9 exams would be able to take them rather than have to wait another year.

Not only is re-entry promoted, steps are also taken by CAMFED stakeholders to ensure that girls gather life skills around sexual and reproductive health and wellbeing

*"The school has sensitisation programs on early pregnancies and early marriages to tell them (the students) the danger of getting married and falling pregnant at a tender age. They (the students) are very knowledgeable (about sex) because we always tell them what happens when they involve themselves in those acts. It is either you will get diseases or fall pregnant"* (TM, Shiwa N'gandu).

This same TM suggested that especially the boys respond well to the programmes, because at that moment the school had no schoolboys who were responsible for any schoolgirls' pregnancies.

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<sup>55</sup> <https://www.girlsnotbrides.org/child-marriage/tanzania/> accessed 15/10/2019

Not only are TMs counselling students on sexuality but the PSG also talks to parents and students about sexual and reproductive health and safety outside school:

*“We go and talk to some boys and girls on behaviour change, good morals / so they talk about topics of sexual behaviour; that they should not have sex amongst themselves nor with other people because they may become pregnant and fail to come to school ...if we just single out school-going children who are in school, the situation is better because there are fewer girls who are falling pregnant now and drop out of school than before” (PSG, Mpika).*

These are only specific examples mentioned, but there is evidence that male and female teachers, heads of school and LGs in CAMFED supported schools in Zambia also counsel students on the risks and consequences of early pregnancies.

In Zimbabwe Primary Care Givers, Transition Guides and Learner Guides said that they have a role in addressing early pregnancies and marriages. PCGs have resorted to talking to girls so as to make them understand the benefits of staying in school and delaying marriage. The PCGs do this in their capacity as parents/guardians. TGs and LGs work with MSGs and in some cases with community leaders in addressing the communities on relevant pieces of legislation pertaining to child marriages.

The MSGs, traditional leaders and PSGs (where both the FSG and MSG exist) were very clear that they are actively engaged in tackling early pregnancies and marriages. All the MSGs interviewed mentioned that they often undertake home visits to meet parents and marginalised girls to discuss and discourage girls from early pregnancies and marriages. Some of the MSGs e.g. Chimukoko in Mudzi described some of the discussions they have with girls in the school –

*“Some days we just sit down with them and lecture them as far as the facts of life are concerned. May you concentrate with your education; do not rush into early marriages. Do not indulge in early sexual activities, do not rush to marry.”*

## **Early marriage**

Despite Tanzania having committed to eliminate child, early and forced marriage by 2030 in line with target 5.3 of the Sustainable Development Goals, there is evidence that 31% girls are married before their 18<sup>th</sup> birthday and 5% before the age of 15<sup>56</sup>. It was legal until 2016 for girls to be married at 14 with the court’s permission but boys could not be under 18. This inequality has now ended in theory and the punishments for early marriage for an older groom and the family of the bride have been increased to up to 30 years in jail.

Perhaps due to the high legal stakes, there is conflicting evidence about the state of advice against early marriage though there is no doubt expressed amongst most stakeholders including PCG, teachers Heads of School, the CDC and village leaders, that child marriage hinders school performance and transition. The key driver of early marriage is poverty. Heads of School and CDC members say that those girls who pass their standard 7 exam and arrive in Form 4 have survived the education system well without being married off. Those who fail Standard 7 are often married soon after, probably as a gendered poverty coping strategy on behalf of the wider family. Grooms are traditionally much older than brides. A head of school in Rufiji explained that the key time for drop out for marriage is Form 1 in his school.

Marriage does not only delineate when a traditional or religious ceremony has been undertaken between a woman and man but also when a relationship is stable and in the open. It does not always entail a marriage ceremony and thus the understanding of marriage as a term should be understood in this context. When officially married, girls would often have a significantly changed attitude to the balance of time and effort spent inside and outside the home including potentially dropping out of school, irrespective of pregnancy. In the coastal area of Tanzania where the CAMFED GEC-T 5101 project is undertaken, the tradition of initiation ceremonies means that once a girl has undergone the initiation ceremony, the communities

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<sup>56</sup> UNICEF State of the World’s Children, 2017

condone sexual relationships, regardless of religion. There is some evidence that the cultural attitude is slowly changing

*“Even the government is trying to contribute a lot to stop these initiation ceremonies when the children are they are at school until they complete, so even they prepared this kind of conference or a meeting to emphasize on that that you should not take the student out of the school for just making those celebrations. [Parents] they somehow reacted but later on they understood. Others don't even pass through the ceremonies” (Village leader, Rufiji, Tanzania)*

What is changing, though not on a timeline that shows significant change between baseline and midline study, is that the initiation ceremonies are being delayed until the girl has finished school.

Despite the fact that child marriage is illegal in Zambia, 6 % of girls under 15 are married.<sup>57</sup> Evidence from individual schools is that it still happens in certain schools and communities visited during this evaluation, “14 or even 15 (years of age), for them (in that community) it's normal” (TM, Shiwa N'gandu).

However, the same TM who made this comment also suggested that if girls are in school it happens less, as they get educated on the matter,

*“Because they will spend most of their time here at school and by the time they are going home they are tired and so they may not be able to engage themselves in illicit activities. And also the lessons they have here discourage them from engaging in certain behaviours” (TM, Shiwa N'gandu).*

Village leaders are also sensitive to what the law is and make parents aware of it:

*“As village headmen we also take it up on ourselves to ensure that there are no early marriages in our villages and if at all one has married off (a girl, those parents) are visited and talked to and if possible taken to Victim Support, a government wing under the Police for further action. So why village headmen do this, is to ensure that the importance that education has, be appreciated by the people in the villages” (Village Headman, Mpika, Zambia).*

A PSG in Mpika testifies that the traditional leaders support the girls not being married off:

*“They (the parents) were told if they find the parent marrying off the young girls, they will either be taken to a Chief or to the police” (PSG, Mpika).*

Although the practices in dealing with early pregnancies and marriages in schools and communities have improved (according to the interview respondents) it is not always clear exactly when it started changing and what exactly triggered it. What is clear is that Government policies about these matters are enforced and that CAMFED's support to schools, through its stakeholders, is benefitting this change.

*“Nowadays more girls come back to school (after pregnancy) because of the re-entry policy. Those who come back, they do better because they will be able to finish their education and to do something which will make them live comfortably compared to someone who has just dropped out” (LG Mpika).*

However, it is still easier for CAMFED beneficiaries to re-enter and continue school than for other marginalised girls.

To summarise: The Re-entry policy of the Zambian Government has certainly made it easier for girls to stay in school, but it still fails girls whose parents cannot afford to pay school fees and other accompanying costs, especially as they would also have to care for the girl's baby. The evidence reveals that stakeholders of CAMFED are aware of what is lawful about girls returning to school after pregnancy and marrying girls off earlier than what is prescribed by law.

In Zimbabwe there is counselling by parents and guidance elders against early and child marriages. PCGs have resorted to talking to girls for them to understand the benefits of staying in school and delaying

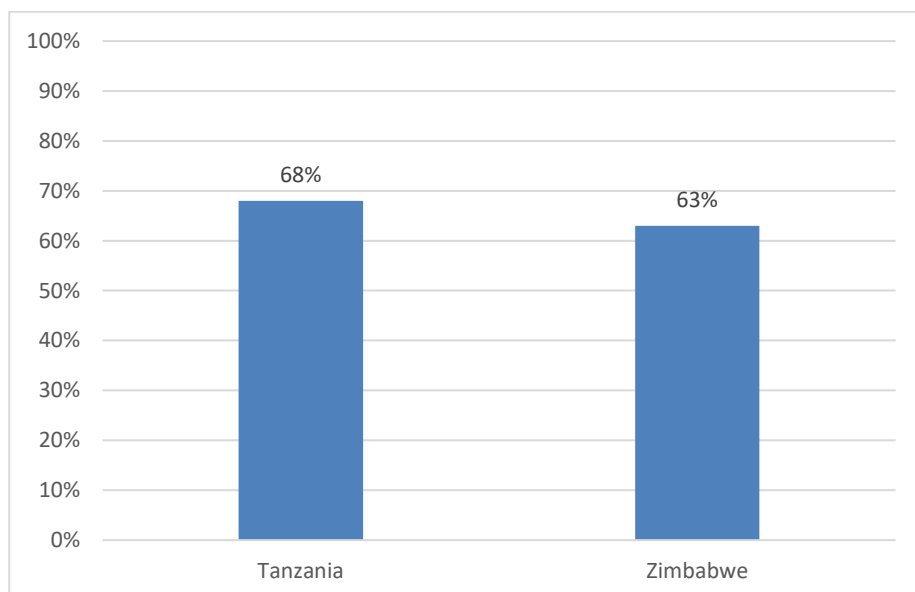
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<sup>57</sup>[1] See <http://www.bbc.com/news/world-africa-43836572>

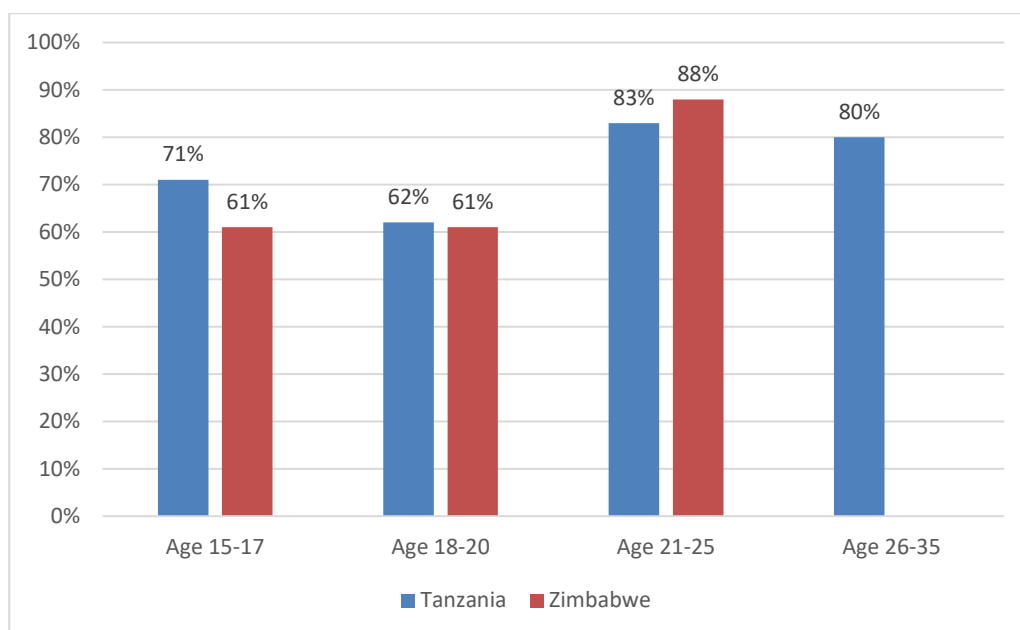
marriage. The PCGs do this in their capacity as parents/guardians. TGs and LGs work with MSGs and in some cases with community leaders in addressing the communities on relevant pieces of legislation pertaining to child marriages.

### 6.2.5 Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion.

Economic security was measured through surveys with participants of the Transition Programme. Economic security is measured using a composite of a number of economic empowerment measures including the proportion of young women with a monthly income, savings or involvement in an income generating economic activity. CAMFED collected this data and passed it to the EE and data is only applicable to Tanzania and Zimbabwe. The proportion of marginalised girls meeting one or more economic empowerment criteria on school completion has exceeded the mid-line targets of 68% against a target of 39% in Tanzania. This has risen from a baseline of 29% which is an increase of 39 Percentage points as seen in Figure 29. In Zimbabwe at baseline 24% of marginalised girls met one or more economic empowerment criteria on school completion, increasing to 63% at midline. This means that the target of 29% was exceeded by 34 percentage points. The achievement of older girls in particular exceeded the target – with 80% plus of those aged 21 or older meeting the criteria.



**Figure 29: Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion**



**Figure 30: Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criterion following school completion, by age**

### 6.2.6 Beneficiaries’ views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security (Qualitative).

Economic security was measured through qualitative interviews with CAMA members including LGs and TGs. The following table shows a snapshot of key impacts from qualitative research.

**Table 68: IO 2.6 Qualitative findings of Beneficiaries’ views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security**

CAMA Members	
<b>Tanzania</b>	<p>Kiva loans have been instrumental in the start-up of individual enterprising activities.</p> <p>Impact of CAMFED transition programme is increasing awareness on reproductive health and reducing early pregnancies.</p> <p>Active CAMA Members are finding ways to support younger CAMFED students through contributing small amounts of money, or gifts of stationary, books and in one case, cement to the school to contribute to school improvements.</p> <p>Increased recognition and respect from communities for being an active CAMA member- increased social capital.</p> <p>Where little income is generated from productive activities, there is still a sense of commitment to CAMFED to support contributions for new generations despite their difficulties in their own lives.</p> <p>Training on entrepreneurship has helped CAMA members engage with own activities.</p>
<b>Zimbabwe</b>	<p>Through CAMFED support, CAMA members have group projects.</p> <p>Impact of CAMFED transition programme is increasing awareness on reproductive health and reducing early pregnancies.</p> <p>Active CAMA Members are finding ways to support younger CAMFED students through contributing small amounts of money, or gifts of stationary, books</p> <p>In Chiswiti district, CAMA Members believe that respect and role model status comes with the success of productive activities, as of yet, not much to show, but some are active with projects.</p> <p>Believe that there are few economic opportunities in the areas they live in that they can benefit from, however CAMFED support has taught them how to run businesses in preparation.</p>

Source: Qualitative interviews

The Transition Programme (TP) and Start-Up Grants (Financial Literacy Grants) were expected to economically empower young women who have finished school. Grants were given to groups of young women to start income generating projects whilst Kiva loans were given to selected young women who had proved themselves with the original grants and been successful in their applications.

In Tanzania where there were TGs the TP seems successful, as reported in Section 4.3. The TGs in Rufiji Tanzania, reported a high number of completers and showed dedication to their work, sometimes repeating sessions four times in order to cover the ward well. Reporting about the Transition Programme itself occurs in Section 4.3 of this report.

Later on, once the TP was over, it was a mixed picture as to whether CAMA had been able to use their support to start up sustainable businesses, that is, to impact long term on their secure and productive livelihood. In CAMFED's 2<sup>nd</sup> Annual report (8<sup>th</sup> Quarterly report) it was stated that Training grant for young women to access financial services to support start-up and expansion of entrepreneurial businesses has cumulatively reached 35,670 and 40,000 young women (cumulatively) in Tanzania and Zimbabwe respectively.

From the Transitee Survey conducted by CAMFED and made available to the EE, it is reported that the background to the economic impact of the TP is that in **Tanzania**, of those interviewed 77% had not passed higher than a Form 2 examination but 90% did complete their Form 4 even though they didn't pass the exam. Only 4% had gone on to senior secondary school. 13% had a vocational or tertiary qualification and a further 8% were studying for one at the time of the survey. 79% of the 13% were undertaking or had undertaken a vocational or tertiary education course where they were studying for a certificate or had done a tailoring course. The picture in **Zimbabwe** was similar, with 90% of respondents completing Form 4 as in Tanzania. However 53% of the Zimbabwean sample had passed Form 4 as well, but only 7% had gone on to senior secondary school. 7% had gone on to vocational or tertiary education and 7% were studying for one at the time of the interview. 75% of the 14% were working towards a certificate. 4% towards a diploma and only 11% were at tertiary level.

It is against these educational attainment backgrounds that the TP was conducted. In terms of how useful as a transition from education to a safe and secure livelihood. The Transitee Survey revealed that in **Tanzania**, 79% of TP respondents said the TP had made a big difference to them. Of that 79%, 58% said it was business skills that had been most appreciated and 34% felt their self-awareness had grown. 84% Transitees in the sample felt they would have a safer transfer to a secure livelihood and 88% were more confident about making safe choices due to the TP. 81% respondents report having a better understanding about safe and unsafe ways of earning money with 81% less fearful and worried about their futures.

In Zimbabwe 79% of respondents on the Transitee Survey said it had made a big difference to them. Of this 79%, 36% said it was business skills they had learned most about and 33% said self-awareness. 89% Transitees in the sample felt they would have a safer transfer to a secure livelihood and 89% were more confident about making safe choices due to the TP. 82% report having a better understanding about safe and unsafe ways of earning money with 84% having a firmer plan of what to do and 79% less fearful and worried about their futures.

This was the background against which the Training or Financial Literacy grants were made. These differed in size per country. According to CAMFED's Transitee research in **Tanzania** 40% of Transitees received a financial literacy grant. The grant was most commonly of \$11 but the average size of the grant was \$24. Meanwhile in **Zimbabwe** 83% of Transitees (a much larger proportion of the total) received a much larger sum. The most common grant was of \$60 but the average size of grant was \$214.

**In Zimbabwe** 95% of the grants received by Transitees were going to be used to start a business, such as livestock, food, clothing, jewellery, buying and selling, whereas in **Tanzania** 95% of the grants were used or were going to be used to start a business such as livestock, soaps and cosmetics, food, clothing or shoes).

The EE met with some of the beneficiaries of the training grants and some had also had Kiva loans. These were all CAMA members and so it was the views from CAMA members as Transitees rather than as individuals, which were collected for this research.

In this regard there were instances of success of the Financial Literacy Grant. One such was in Chalinze, **Tanzania**, where it is reported that the CAMA association has 530 active members, though not necessarily undertaking economic activities together in groups. A successful grant and loan had launched one CAMA's career. When asked what she envisioned in the next five years she said she expected to be a big business woman. She had already built a house and has a thriving phone card business amongst other enterprises.

Only one group met in Tanzania had a successful and enduring CAMA group activity. The group in Rufiji had rented a small secure, duka (shop) and five sewing machines were inside it. They took commissions for uniforms and dresses/other clothes, and sold "CAMA" labelled pure honey as well as undertaking some less formal buying and selling (from observation).

This group said their chicken project was successful and all the chickens were sold from the initial training grant but they explained that the money was not enough to continue with keeping chickens so they put it in the bank and asked for a loan so as to "add it up" to be enough to do something more with. They did not divide the profit between them; instead they registered their group officially:

*"And also put a stamp from the court to our group's laws and rules and opened our group account"*  
(CAMA group member, Rufiji)

In Handeni, **Tanzania**, individuals had made a success of individual Kiva Loans received and paid back the original loan and were planning a second application. However, as a group they volunteered to the qualitative researcher that they were existing without direction and seemed very disjointed, reporting a lack of enthusiasm and motivation from other CAMA members. Their secretary had married and gone away and they were waiting for the District CAMFED Coordinator to both train them further and help in the nominations of the next leader. In this situation it was hard to see how they would function as a unit or how they would earn significantly for themselves, let alone support marginalised girls (see section 5.3.3 for more discussion on this).

In **Zimbabwe**, most of these projects (group and individual) were found to be facing viability challenges due to the harsh economic environment. In Hurungwe, all economic activities had stopped due to the operating environment and the fact that buyers were taking commodities on credit and delaying in making payments. According to the TGs in that district, the projects were doing well initially such that one Transitee was able to send her two young brothers to school. She was also in a position to purchase basic commodities for her household.

*"Generally things have changed for the better because now I can afford basics at home".* (Hurungwe TG, Zimbabwe)

The CAMA members reported that although economic activities had not necessarily stopped in the other districts, the enterprises were struggling. In Mwenezi, the group normally share profits and these have assisted girls to buy their personal beauty and hygiene products. This has reduced their reliance on parents. Moreover in Shurugwi, the CAMA group has not made any economic progress since they lost their funds to one of the members who absconded with the funds. Activities were also disrupted when the TG left the area for a while.

Essentially, the economic empowerment activities did not appear to have had a significant impact on the livelihoods of the beneficiaries met. Some of the beneficiaries have become disillusioned and believe that the TP is not beneficial. However, despite this, the beneficiaries have gained practical experience in running their own livelihood projects. Given a more stable environment, the girls should be able to run their own income generating projects even outside the district.

*"I think that if the grants are disbursed before students finish writing their exams, the girls will embark on projects as soon as they finish and will not be tempted to leave the community. TG in Mt Darwin"*

Set against the qualitative discussions, the Transitee research yielded the information that in **Zimbabwe** 63% of the sample had conducted at least one business transaction in the past month. Running their own business was the most common activity, at a rate of 56% of the sample. Interestingly, only 37% did household chores whilst 36% volunteered in CAMA or similar, whereas in **Tanzania** 68% of the sample had conducted at least one business transaction in the past month. As in Zimbabwe running their business was the most common way of earning money at 56% of the sample, but unlike in Zimbabwe, 77% of Transitees interviewed spent time doing household chores. 63% were involved in CAMA and 42% did farming on their family farms. Of those earning, 43% of those in **Zimbabwe** earned an income last month with the median income being \$95 whilst in **Tanzania** it was 48% who had earned a mean income of \$16 the previous month.

It seems that the experience of individual Transitees are perhaps different to that of the CAMA groups. CAMA groups seem particularly important though because of their ability to be mutually supportive of young women starting their livelihoods. Therefore supporting those groups to survive would appear to be a fruitful activity for CAMFED. From the qualitative research, the common factors in the success or comparative failure in the CAMA activities appear to be:

- Training and direction from the district CAMFED offices. Where the championship is not strong or where the girls are left alone for too long the viability of their projects and groups suffer. It is within CAMFED's remit and possibility to impact this. CAMFED DPCs/DOOs need to go out to these groups and not expect the groups/individuals to come to them. Although it may have been a coincidence or a misunderstanding, in one district where CAMA was not performing well in Tanzania, the DPC was twice asked whether he thought his job was in the field or the office and twice he replied the office.
- Where the individuals have nowhere to meet as a group. Ability to meet and act as a group whether or not conducting a group or individual economic activity would further enhance the bond and mutual support  
There is a natural turnover of active CAMA related to life stage. Once a CAMA is married or has children they do not have so much time at their disposal to be active. Whilst this is natural it does also undermine the ethos of CAMA having safe and secure livelihoods of their own and thus it would be excellent to pinpoint whether further support could keep those young women active.

## RECOMMENDATION

CAMA may be able to act independently once they have initial training and a grant/loan but commonly continue to need the support of local CAMFED staff and community stakeholders. The EE suggests :

1. CAMFED should tailor some of its training and support to the CAMA members in different stages of their post school life; for example, one programme for new recruits, another programme for new mothers in order to boost new members more and in order not to lose those who move to another phase of their lives.
2. Ensuring District CAMFED staff always have youth work, particularly CAMA work experience
3. Ensuring the District CAMFED staff pay close attention to rises and falls in active membership and propose and carry out effective strategies to keep the CAMA productive

### 6.2.7 Intermediate Outcome 2: Summary of Key qualitative points

Table 69 shows a summary of changes in the economic empowerment status of CAMFED beneficiaries since the midline, using qualitative and quantitative data.

For this IO it is important to note that there was one new change and that was in **Zimbabwe**, the articulation of enduring gendered stereotypes about which work was suitable for women. This by its nature



is clearly not new but it is interesting that it was clearly expressed during the midline, when the economic context of the country shows the stress that many people have in making ends meet.

In **Tanzania** there was hardly any mention of CAMFED bicycles in the midlines, compared with how the bicycles could help in finishing school and transitioning to a secure livelihood.

**Table 69: IO2 Summary of key qualitative changes since baseline**

Tanzania: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● The bursaries have had a positive impact on the lives of the girls and encourage positive outcomes</li> <li>● Bursary items, have had a positive influence on the empowerment of girls by encouraging regular attendance</li> <li>● MBW has led to many CAMFED girls becoming more confident and self-assured; they now aspire to have a career/work after schooling</li> <li>● The CAMFED bursaries have also had a dual impact on the household; it reduces the financial pressure on parents to support girls in school and also has led to a reduction in household duties for some girls. This allows them to focus on school and future job opportunities</li> <li>● Financial literacy grant been awarded to select individuals (including CAMA members) CAMA members receiving the KIVA loan have successfully engaged in business and entrepreneurial activities</li> </ul>
<b>In Baseline but not discussed in Midline</b>	<ul style="list-style-type: none"> <li>● Bursary items, especially, cycles, have had a positive influence on the empowerment of girls by encouraging regular attendance</li> </ul>
Zambia: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● CAMFED bursaries have kept girls in school for longer and reduced early marriage and pregnancy</li> <li>● Poverty means that girls are attracted to the informal economy</li> <li>● A lack of capital in our areas is the major problem. If there was support to these school leavers in terms of a small capital to help them they would be able to establish their own businesses.</li> </ul>
<b>In Baseline but not discussed in Midline</b>	<ul style="list-style-type: none"> <li>● Poverty means that girls are attracted to the informal economy, through selling relish or fritters after school, or engaging in activities seen by the community as immoral behaviour (e.g. staying around bars or through selling relish or fritters after school)</li> </ul>
Zimbabwe: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● The bursaries have had a positive impact on the lives of the girls and encourage positive outcomes</li> <li>● Bursaries have led to increased employment opportunities, as girls are able to focus better and are motivated on studies</li> <li>● But poverty has meant girls still look for jobs in the informal economy</li> <li>● Cross border trading was also a popular aspiration for girls. Crossing to South Africa was seen as the path to a better life; this impacts on their commitment in school.</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Informal economy - Persisting gendered attitudes exist and strong rhetoric that women can do only certain jobs)</li> </ul>
<b>In Baseline but not discussed in Midline</b>	<ul style="list-style-type: none"> <li>● CAMA members reported that CAMFED bursaries have led to some girls becoming Teachers, doctors and lawyers</li> <li>● Informal economy gold panning</li> </ul>

## 6.3 IO3: Life skills

**Table 70: Life Skills - Intermediate outcome indicators as per the logframe**

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
<b>Life Skills</b>	<p><b>IO Indicator 3.1</b> Level of self-esteem, self-efficacy and self-confidence among marginalised.</p> <p>Disaggregated by age, district and disability (by type and severity) Source: FM Life Skills Index and CAMFED's Attitudes to Learning assessment tool, designed by the external evaluator under Step Change Window and CAMFED.</p>	<p><b>Attitudes to Learning</b> scores for marginalised girls on Involvement, Reward and Adjustment (Mean=500; SD=100).</p> <p><b>Tanzania</b> Involvement : 499.19 Reward : 493.44 Adjustment : 481.75</p> <p><b>Zambia</b> Involvement: 509.08 Reward: 506.73 Adjustment : 488.93</p> <p><b>Zimbabwe</b> Involvement: 499.36 Reward: 493.15 Adjustment : 484.23</p> <p><b>Life Skills Index</b> <b>Tanzania</b> Learning to Learn 75% Learning for Life 80% Agency 88%</p> <p><b>Zambia</b> Learning to Learn 83% Learning for Life 83% Agency 74%</p> <p><b>Zimbabwe</b> Learning to Learn 63% Learning for Life 88% Agency 84%</p>	<p>Attitudes to Learning tool:</p> <p><b>Tanzania</b> Involvement: 519.19, Reward: 513.44, Adjustment: 501.75</p> <p><b>Zambia</b> Involvement: 529.08, Reward: 526.73, Adjustment: 508.93</p> <p><b>Zimbabwe</b> Involvement: 519.36, Reward: 513.15, Adjustment: 504.23</p> <p>For all countries/domains the target will be the total points stated above + the change measured in the comparison group</p> <p>FM's Life Skills Index: <b>Tanzania</b> Learning to Learn: 80%, Learning for Life: 80%, Agency: 90%, Total: 85%</p> <p><b>Zambia</b> Learning to Learn: 85%, Learning for Life: 85%, Agency: 90%, Total: 85%</p> <p><b>Zimbabwe</b> Learning to Learn: 70%, Learning for Life: 85%, Agency: 85%, Total: 80%</p>	<p>Attitudes to Learning tool:</p> <p><b>Tanzania</b> Involvement: 542.69, Reward: 514.36, Adjustment: 504.95</p> <p><b>Zambia</b> Involvement: 524.3, Reward: 555.6, Adjustment: 522.1</p> <p><b>Zimbabwe</b> Involvement 533.5 Reward 524.3 Adjustment 493.9</p> <p>Life skills Index</p> <p><b>Tanzania</b> learning to Learn 79% Learning or Life 95% Agency 90% Total: 89%</p> <p><b>Zambia</b> learning to Learn 82% Learning for Life 76% Agency 74% Total: 77%</p> <p><b>Zimbabwe</b> learning to Learn 60% Learning for Life 52% Agency 84% Total: 64%</p>	<p>ATL Tz I: Y R:Y A:Y</p> <p>Zam I: N R:Y A:Y</p> <p>Zim I: Y R:Y A: N</p> <p>Life skills Tz LtoL N Lfor life Y Agency:vY Zam: LtoL N Lfor life N Agency: N Zim: LtoL N Lfor life N Agency:N</p>	<p>Index: Targets tbc</p> <p>Attitudes to Learning tool (for Involvement, Reward and Adjustment):</p> <p>Baseline +20 points + change measured in the comparison group</p>	

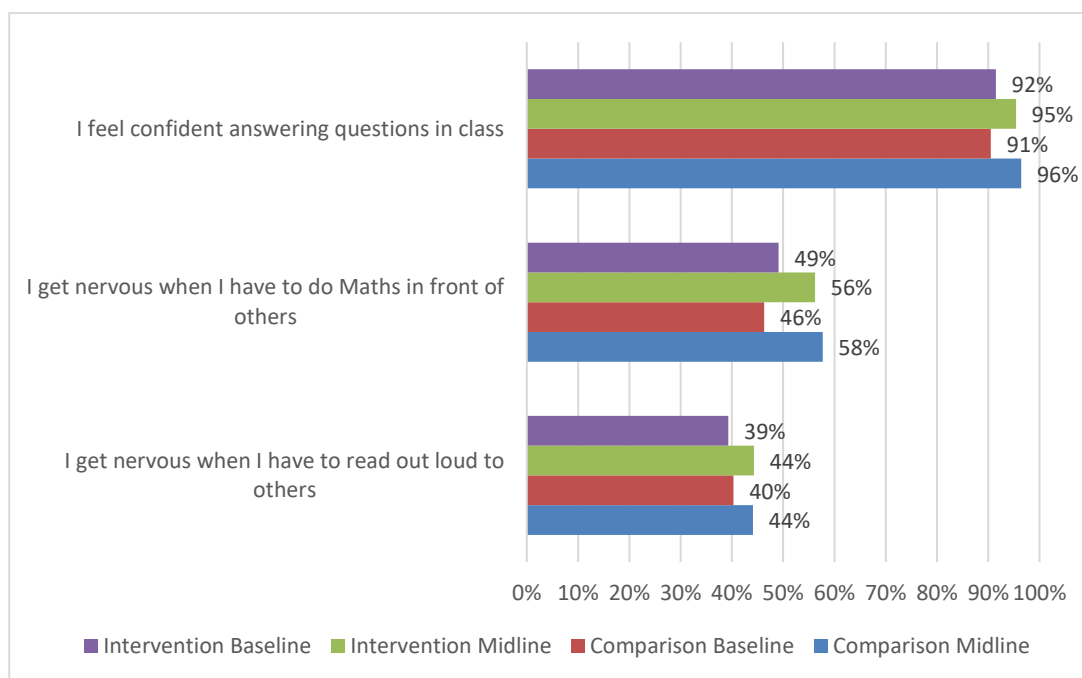
			Targets for Tanzania and Zimbabwe are for the baseline Form 2 cohort only, who will be in Form 4 at evaluation point 2.				
	<p><b>IO Indicator 3.2</b> Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition (Qualitative). Disaggregated by age, district and disability (by type and severity)</p> <p>Source: Focus group discussions and/or interviews with marginalised girls on their perceptions on their ability to succeed in the next stage of their transition</p>	<p>Marginalised girls' perceptions vary widely across and within countries. While they may not currently have high aspirations, the majority reported that they are determined to succeed in school and go on to further training, provided they are supported with school going costs. However, in spite of intentions to remain in school, some have to leave to earn income, support their family's seasonal agricultural activities or care for sick relatives.</p>	<p>Marginalised girls have increased perceptions of their ability to succeed in the next stage of their transition.</p>	<p>Marginalised girls do have increased perception of their ability to succeed in the next stage of their transition. Aspirations were high but not necessarily based in the reality of their situations.</p> <p>In all countries, the onset of puberty has meant increasing levels of insecurity in speaking out; this is countered by the extra self-confidence gained by participating in MBW sessions</p> <p>In Zimbabwe, despite the economic conditions girls have managed to stay in school and aim to move on to higher education, there is a higher level of payback after graduation from staying in school</p>	Y	<p>Marginalised girls have increased perceptions of their ability to succeed in the next stage of their transition.</p>	

### 6.3.1 Measures on the Life Skills Index

#### Learning to Learn

Tanzania results show that girls had an improvement in feeling more confident in answering questions in class, which were already at a very high level of 94%. However there was also an increase ‘getting nervous’ doing maths in front of others and having to read out loud to others.

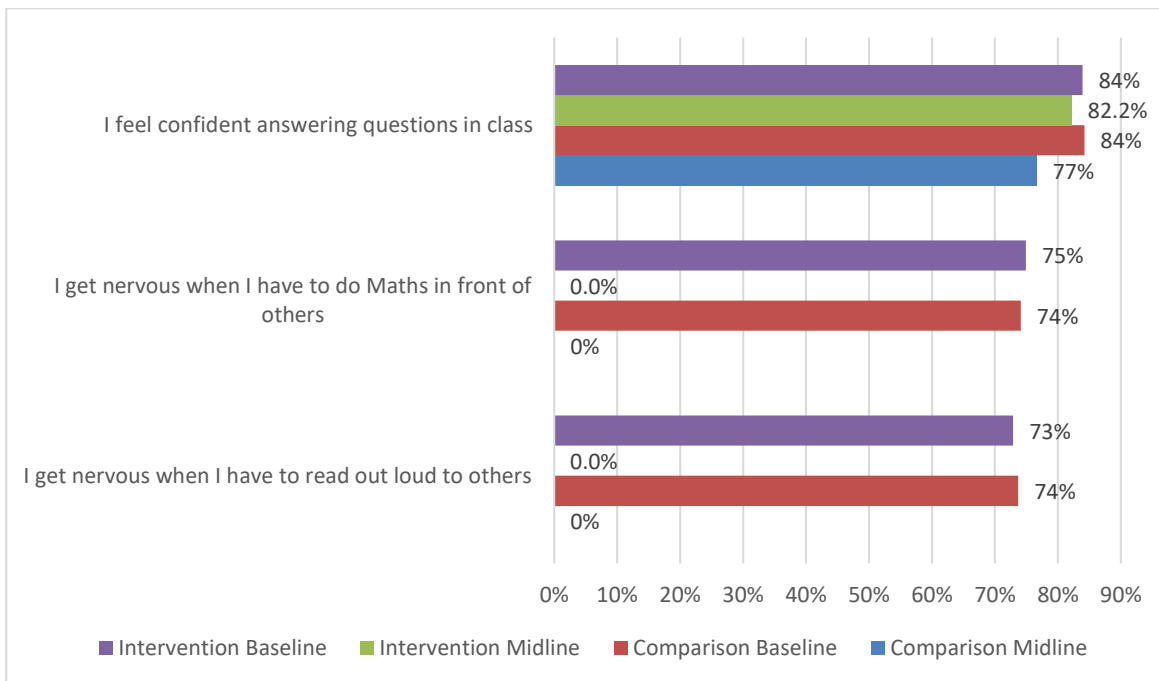
These patterns were replicated in the comparison areas, but with greater increases in nervousness for maths in front of others for comparison girls. In intervention areas there was an increase of nervousness 7pp in maths and 5pp in reading in front of others whilst in comparison areas the increase was 12pp in maths and 4pp in reading.



School based survey, student questionnaire. Marginalised female students

**Figure 31: Tanzania (Baseline/Midline) girls that strongly agree or agree on learning to learn**

In **Zambia** the measure of feeling confident answering questions in class decreased from 84% to 82% between baseline to midline. The comparison group showed greater deterioration in confidence in answering questions in class from 84%-77% over the same period.



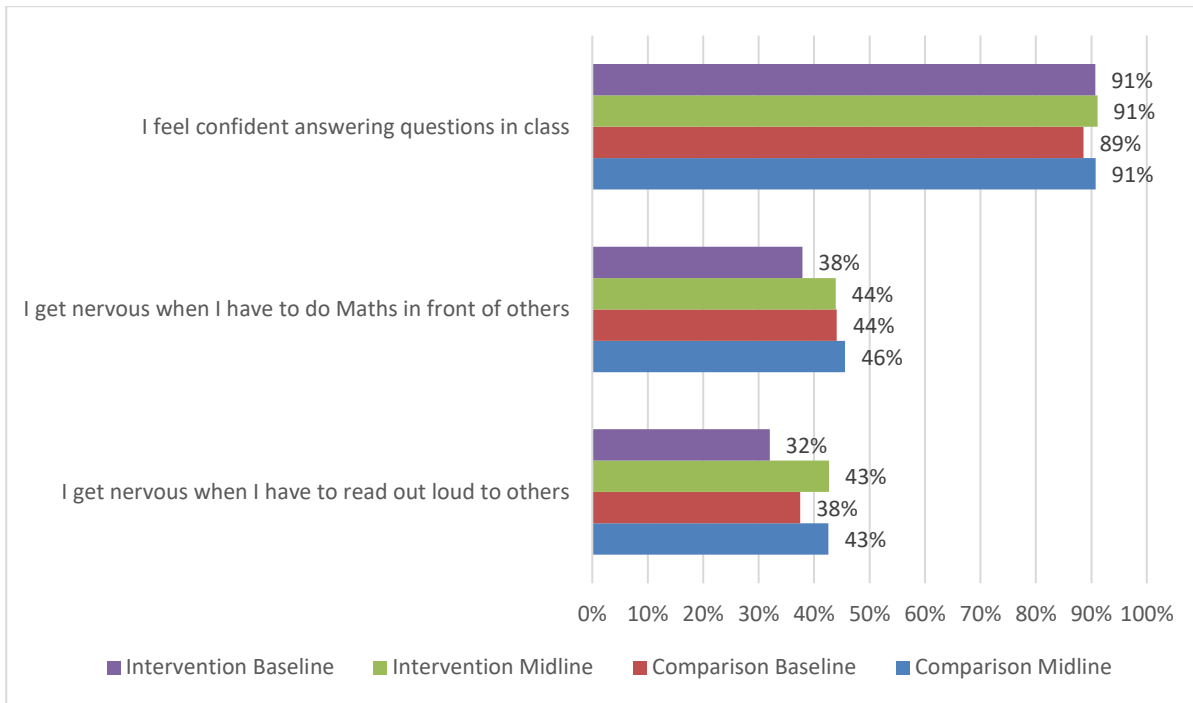
Source: Zambia School based survey, student questionnaire. intervention only, Marginalised female students

**Figure 32: Zambia (Baseline/Midline) girls that strongly agree or agree on learning to learn**

**Zimbabwe** results show no change in girls’ confidence in answering questions from baseline to midline, remaining at a high level of 91%. Comparison girls saw a slight increase in their confidence answering questions in class from 89% at baseline to 91% at midline.

However, the number of marginalised girls in both intervention and comparison groups feeling nervous having to do maths in front of others and having to read out loud to others increased from baseline to midline with greater increases for girls in intervention areas.

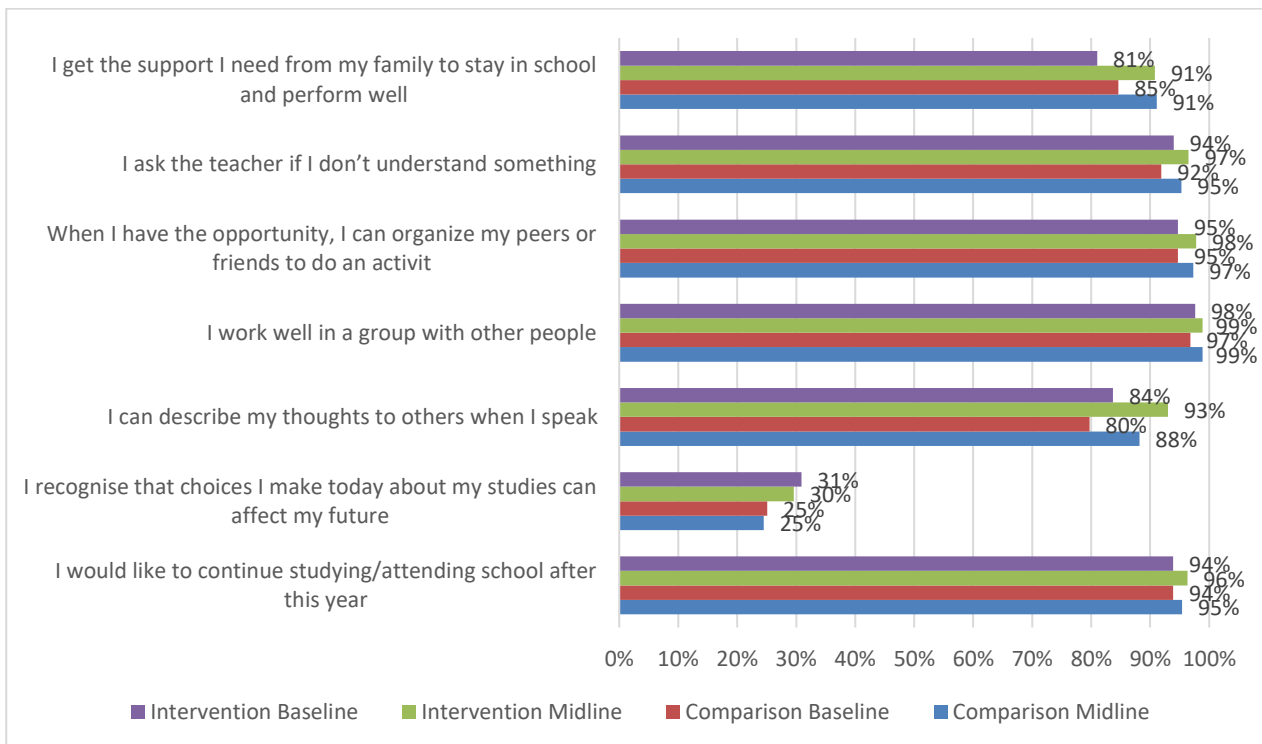
Results show an increase of 6 percentage points from baseline to midline for girls in intervention districts feeling nervous doing maths in front of others compared to a 2 percentage point increase for comparison girls. For girls in intervention districts feeling nervous reading out loud in front of others, there was an 11 percentage point increase compared to a 5 percentage point increase for comparison girls from baseline to midline.



Source: Zimbabwe School based survey, student questionnaire. Marginalised female students.

**Figure 33: Zimbabwe (Baseline/Midline) [some data missing] girls that strongly agree or agree on learning to learn**

In Tanzania, there were slight improvements across six of the seven learning for life questions indicating maintained and improving levels of emotional support, confidence and agency. The only question that results deteriorated slightly was “I recognise that choices I make today about my studies can affect my future”. These trends were mirrored across all areas in the comparison group.

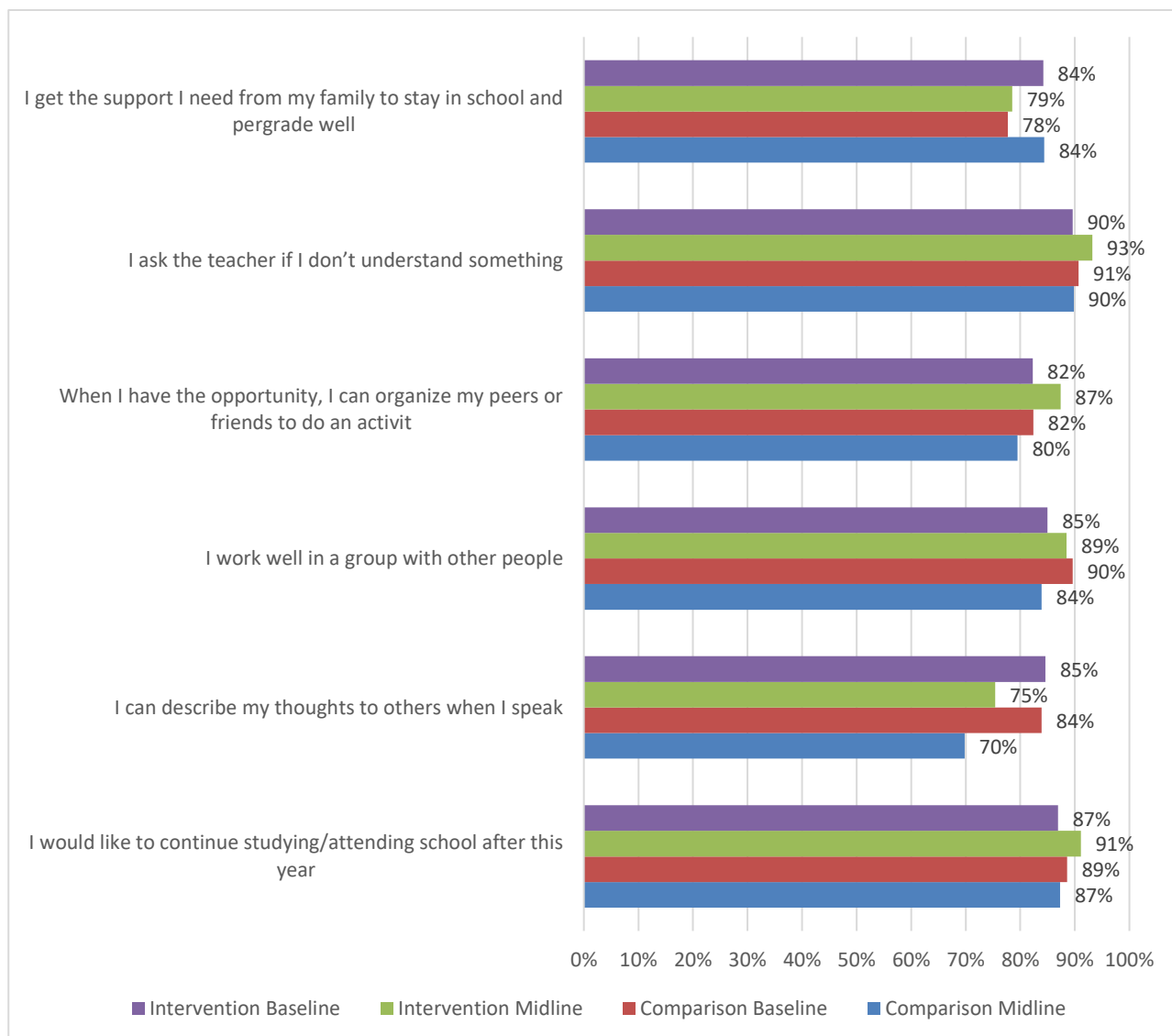


Source: Tanzania School based survey, student questionnaire. Marginalised female students.

**Figure 34: Tanzania (Transition) (Baseline/Midline): girls that agree or strongly agree in learning for life**

For the suite of questions on Learning for Life in **Zambia** results show that slight improvements were made for intervention districts for all questions except 'I get the support I need from my family to stay in school' and 'I can describe my thoughts to others when I speak', which deteriorated. The questions where intervention areas showed deterioration, comparison areas showed greater deterioration apart from the question 'I get the support I need from my family to stay in school and perform well' which saw improvement from baseline to midline. All other questions saw levels of confidence drop for marginalised girls in comparison areas.

It is important to note than none of these improvements were seen in comparison areas which all saw levels of confidence drop for marginalised girls across this suite of measures. The two areas that saw a reduction in levels of confidence for girls in the intervention were; I get the support from my family to stay in school and I can describe my thoughts to others when I speak. Girls in comparison districts improved over the first measure, but results on the latter mirror those in the intervention areas.

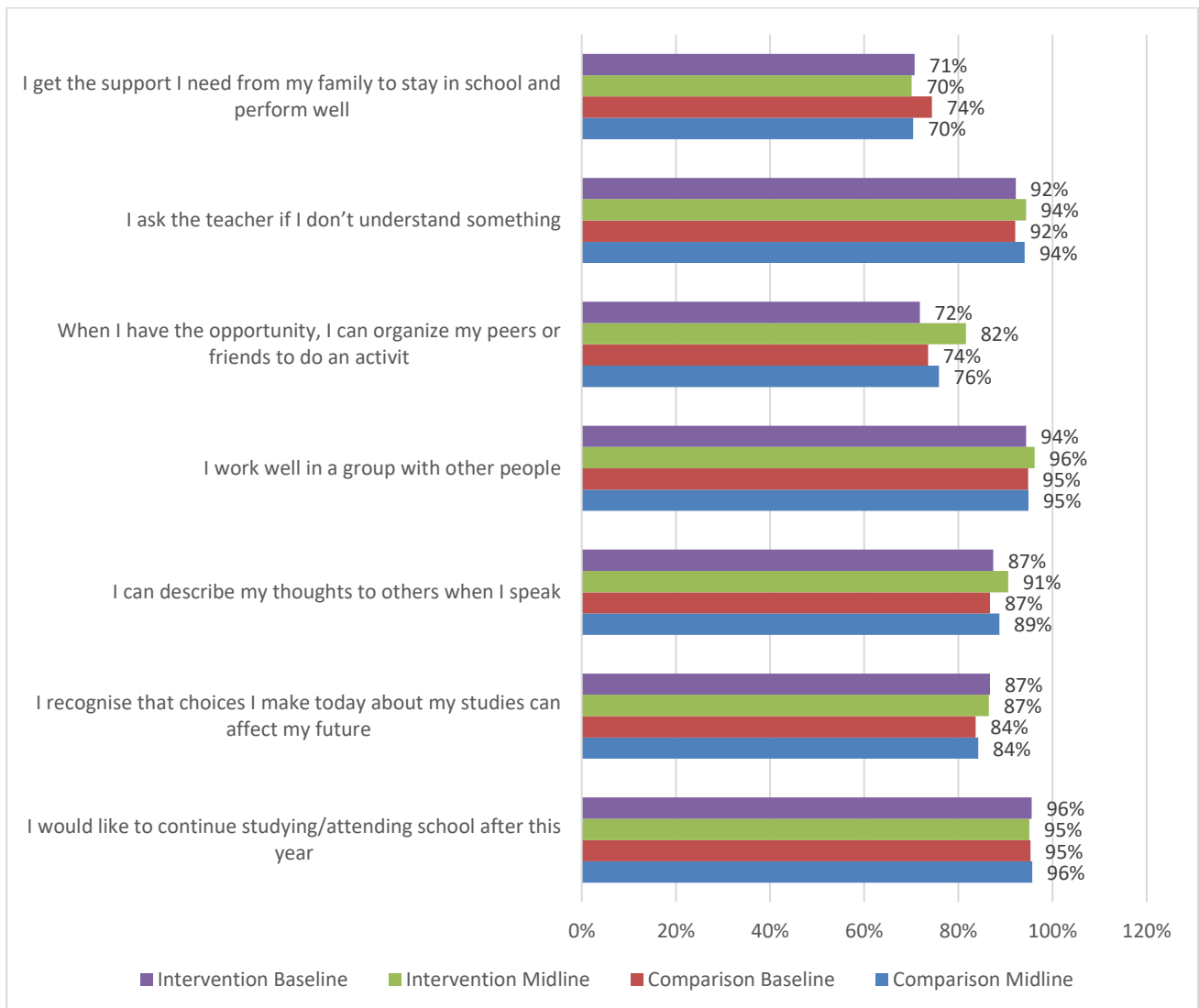


Source: Zambia School based survey, student questionnaire. Marginalised female students.

**Figure 35: Zambia (Transition) (Baseline/Midline) girls that strongly agree or agree on learning for life**

Results for questions on Learning for Life in Zimbabwe showed improvements or no change for girls in intervention districts in all areas except 'I get the support I need from my family to stay in school and perform well' and 'I would like to continue studying/attending school after this year' which both showed a slight decrease of 1 percentage point from baseline to midline.

These results are mirrored in comparator areas but with greater deterioration for 'I get the support I need from my family to stay in school and perform well'. Where comparator areas saw improvements, these were the same for 'I ask the teacher if I don't understand something' but less significant than for marginalised girls in intervention areas for all other questions. The question 'I would like to continue studying/attending school after this year' was the only question which saw improvements in comparator areas but not intervention areas.



Source: Zimbabwe School based survey, student questionnaire. Intervention districts only. Marginalised female students.

**Figure 36: Zimbabwe (Baseline/Midline) girls that strongly agree or agree on learning for life**



### 6.3.2 Attitude to Learning

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

#### Involvement

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

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

#### Reward

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

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

#### Adjustment

*Adjustment* is the opposite of *Reward* in that it reflects any negative attitudes girls have towards school and their perception of the relevance of school to their life. The term *Adjustment* therefore refers to the degree to which a student can successfully adapt to the school’s academic and social challenges. The scores were re-calibrated (standardised) so that higher scores indicate that students perceive the school as more interesting and more worthwhile and that the student feels less isolated and less anxious than peers with a lower score.

Table 71 sets out the overall scores for all three countries from the survey.

**Table 71: Attitude to learning scores for marginalised girls (Mean=500; SD=100).**

	Involvement (Baseline)	Involvement (Midline)	Reward (Baseline)	Reward (Midline)	Adjustment (Baseline)	Adjustment (Midline)
Tanzania	499.19	542.69	493.44	514.36	481.75	504.95
Zambia	509.08	524.08	506.73	554.77	488.93	521.64
Zimbabwe	499.36	533.45	493.15	524.31	484.23	493.86

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

Overall, attitude to learning scores have improved from baseline to midline with all countries meeting their targets except for Adjustment in Tanzania and Zambia, and Involvement in Zambia.

In Tanzania, targets were met on Involvement (542.69 against a target of 519.19), and on Reward (514.36 against target of 513.44), with the target on Adjustment also met (504.95 against a target of 501.75). Scores increased to more than the target in **Zambia** on reward – 554.77 compared with a target of 526.73 and also on Adjustment 521.64 against a target of 508.93. However, the target in **Zambia** on Involvement was not met (524.08, compared with a target of 529.08). In **Zimbabwe**, targets were met on reward (524.31 against a target of 513.15) but not on involvement (499.36 against a target of 519.36) and adjustment (484.23, compared with a target of 504.23)

Most significant changes from baseline to midline are for Reward in **Zambia** which increased by 48.04 reflecting that marginalised girls are enjoying school more and consider it worthwhile. Involvement in Tanzania also improved significantly from baseline to midline which increased by 43.5 suggesting that teachers are more involved in marginalised girls' academic experience at school.

Improvements are also seen for both Involvement and Reward in **Zimbabwe** with increases of 34.09 and 31.16 respectively from baseline to midline reflecting both increased involvement from teachers in girls' academic experience at school as well as girls considering school to be enjoyable and worthwhile to attend.

Results show less significant improvements for Involvement in Zambia which increased by 15 points from baseline to midline but missed the target suggesting needed improvement to teachers' involvement in pupils' academic experience in Zambia.

Standardised adjustment scores in Tanzania and Zambia have improved from baseline to midline, increasing by 23.2 and 32.71 respectively reflecting girls' adapting to the school's academic and social challenges. Less improvement was seen in Zimbabwe's results for Adjustment with a 9.63 point increase from baseline.

**Table 72: Attitude to learning responses, midline and baseline, by country**

Question	Response	Tanzania (%)			Zambia (%)			Zimbabwe (%)		
		Midline	Baseline	Diff	Midline	Baseline	Diff	Midline	Baseline	Diff
We use books	In most subjects	79.0	65.0	<b>14.1</b>	78.7	62.8	<b>15.9</b>	86.7	77.6	9.1
We do group work	In most subjects	84.4	66.2	<b>18.3</b>	68.1	58.6	9.5	64.6	54.5	10.2
The teachers ask us questions about what we have learned	In most subjects	92.2	82.0	10.1	78.6	69.3	9.3	87.2	84.6	2.6
There is time in school to talk to a teacher about how I am doing	In most subjects	76.5	63.9	12.6	70.8	63.4	7.4	71.2	62.6	8.7
My teachers praise me when I do my school work well	All teachers	56.3	47.0	9.3	58.7	51.7	7.0	56.8	44.4	<b>12.4</b>
The teachers can keep order in class	All teachers	75.4	71.1	4.3	58.3	52.1	6.3	63.5	59.7	3.8
My teachers regularly give us homework	All teachers	49.0	32.9	<b>16.1</b>	49.5	45.4	4.0	42.2	33.7	8.5
My teachers always mark my homework	All teachers	56.4	45.9	<b>10.5</b>	52.3	46.4	5.9	47.1	36.5	10.6
I would like more help with my homework from	All teachers	50.1	44.3	5.7	48.2	44.0	4.2	57.0	55.2	1.8
I am good at working on my own	Agree	80.4	58.9	<b>21.5</b>	81.3	62.1	<b>19.2</b>	69.3	59.0	10.2
I am confident asking a question in class	Agree	91.5	86.4	5.1	84.2	70.4	13.8	87.7	82.2	5.6
When I am with my classmates at school, I always say what I think.	Agree	91.4	69.9	<b>21.6</b>	75.4	65.8	9.6	79.5	71.3	8.2
I can speak well in front of my class	Agree	90.6	88.5	2.1	79.8	64.7	<b>15.0</b>	87.1	81.9	5.2
I am good at using books to look for information	Agree	92.4	85.0	7.4	83.8	69.2	<b>14.6</b>	85.3	77.2	8.1
I often feel lonely at school	Disagree	79.0	68.8	10.2	38.0	44.5	-6.5	46.8	44.4	2.4
I find it hard to talk to the whole class	Disagree	75.0	73.5	1.5	38.7	27.7	11.0	47.0	41.4	5.6
I ask the teacher if I don't understand something	Agree	90.2	91.7	-1.5	83.7	68.1	15.6	90.7	85.1	5.6
When I get a bad mark I ask the teacher to explain to me how to improve	Agree	89.5	88.0	1.5	82.2	71.6	10.6	90.2	84.5	5.7
Teachers make sure you do your homework	Often	75.9	71.0	4.8	65.3	50.3	14.9	74.2	64.3	9.9
Say they think school is important for your future	Often	93.7	91.9	1.7	78.8	59.7	<b>19.0</b>	86.5	81.4	5.1
Teachers speak to you about your school work	Often	84.4	78.7	5.7	71.8	55.4	16.4	77.2	68.8	8.4

Question	Response	Tanzania			Zambia			Zimbabwe		
		Midline	Baseline	Diff	Midline	Baseline	Diff	Midline	Baseline	Diff
Teachers check your homework	Often	75.1	66.2	8.9	63.1	54.3	8.8	68.9	59.0	9.9
Teachers tell you school is not worthwhile	Never	85.1	84.7	0.4	53.5	37.1	16.4	63.9	67.5	-3.7
My parents/guardians want me to stay in education as long as possible	Agree	85.8	77.2	8.6	85.6	71.7	13.9	92.0	80.5	<b>11.5</b>
Most of the time, I like being at school	Agree	98.4	96.7	1.7	86.9	63.0	<b>23.9</b>	93.2	90.0	3.1
School work is worth doing	Agree	95.9	94.8	1.1	82.6	63.1	<b>19.6</b>	92.0	87.2	4.8
My school should concentrate more on preparation for employment	Agree	90.7	88.2	2.5	80.8	68.6	12.2	82.6	74.8	7.8
Most teachers treat the pupils with respect	Agree	82.0	77.7	4.3	80.2	65.8	14.4	77.4	75.4	2.1
Pupils' opinions are listened to	Agree	86.2	83.8	2.5	70.9	54.8	16.1	78.8	75.8	3.0
Most teachers help pupils who have difficulty with their work	Agree	88.1	82.3	5.8	80.7	70.8	9.9	87.1	81.6	5.5
I would like to carry on studying when I have finished Form 4	Agree	97.7	97.3	0.4	84.1	68.7	15.4	94.7	88.5	6.2
I think that this is a good school	Agree	94.3	91.1	3.2	85.6	68.2	17.4	86.2	81.0	5.2
I work as hard as I can in school	All lessons	73.9	73.5	0.4	69.4	56.0	13.4	80.1	73.2	6.9
I am bored in lessons	No lessons	54.8	46.5	8.3	18.8	13.2	5.6	54.6	51.1	3.5
The work I do in school is a waste of time	No lessons	78.4	71.1	7.3	31.6	17.5	14.1	62.7	57.8	4.9
The work I do in lessons is interesting	All lessons	68.4	64.1	4.2	63.5	49.5	14.0	69.5	62.6	6.9
What I learn in school is relevant to my life	All lessons	78.6	77.5	1.1	68.2	53.7	14.5	68.8	59.7	9.1

Source: School based survey, Attitudes to Learning questionnaire. intervention districts only, All marginalised female students.

Tanzania (n=1,780); Zambia (n=1,753) Zimbabwe (n=1,680)

Table 72 shows a comparison of baseline and midline scores for marginalised girls in intervention areas on individual attitude to learning questions. In Tanzania, most percentage change in positive responses was seen in relation to girls always saying what they think and being good at working on their own (with agreement up by more than 20 percentage points) followed by group work and using books (up 18 and 14 percentage points).

Marginalised girls in intervention areas in Zambia were generally more negative at baseline than midline on many indicators, but were considerably more positive at midline, including significant progress on liking being in school (with agreement up almost 24 percentage points) and agreeing that schoolwork is worth doing (up almost 20 percentage points). Although Zambia’s attitude to learning targets have not been met, the table above shows considerable progress across many indicators.

In Zimbabwe, most progress is seen in parental views, with agreement that parents/guardians want girls to stay in school up 11.5 percentage points. Agreement that teachers praised children and group work was undertaken also showed more than 10 percentage points increase.

Significant challenges remain on how comfortable girls feel in school, with many girls in Zambia and Zimbabwe feeling lonely or finding it hard to talk in class.

### Financial support and attitudes to learning

At midline, the attitude to learning scores on ‘adjustment’ was significantly higher among girls in receipt of a bursary in **Zimbabwe** but not on ‘involvement’ or ‘reward’ reflecting bursary girls’ difficulty in successfully adapting to school’s academic and social challenges with girls feeling more uncomfortable, anxious and isolated. In **Zambia**, scores were significantly higher on ATL reward and adjustment while in Tanzania financial support was associated with higher scores across all three measures suggesting that while girls are enjoying school more and teachers are more involved in pupil’s academic experience, girls are still struggling with academic and social challenges at school.

**Table 73: Attitude to learning (mean) by whether received financial support: girls in intervention areas**

Whether receives financial support	Midline ATL Involvement (Standardised)	Midline ATL Reward (Standardised)	Midline ATL Adjustment (Standardised)
<b>Tanzania</b>			
Girls not in receipt of financial support	536.0	508.6	509.3
Girls in receipt of financial support	548.9*	520.5*	523.8*
<b>Total</b>	<b>539.3</b>	<b>511.7</b>	<b>513.1</b>
<b>Zambia</b>			
Girls not in receipt of financial support	522.7	554.2	525.0
Girls in receipt of financial support	537.4	582.0**	565.3**
<b>Total</b>	<b>523.8</b>	<b>556.3</b>	<b>528.0</b>
<b>Zimbabwe</b>			
Girls not in receipt of financial support	524.3	521.7	502.8
Girls in receipt of financial support	534.1	531.1	522.1*
<b>Total</b>	<b>525.9</b>	<b>523.2</b>	<b>506.0</b>

Source: Student Survey – midline, intervention district girls Significant \*P<0.05 \*\* P<0.01

## Disability and attitudes to learning

Attitude to learning scores for disabled students at midline were lower for both boys and girls compared to students without a disability. The scores of disabled boys and girls were similar across the measures.

These results tended to be driven by lower scores across a number of measures but interesting highlights include being less likely to agree that they are good at working on their own in Tanzania - 65% of disabled students agreed, compared with 80% of other students, also more commonly agreeing that they feel lonely in class (30% of disabled students, compared with 16% of other students in Tanzania). 17% of disabled students also disagreed that teachers helped pupils in difficulty (compared with 6% of other students).

In Zimbabwe, 45% of young people with disabilities and 33% of other young people said they found it hard to talk in class and 41% students with disabilities felt lonely in class (compared with 32% of other students).

In Zambia, 17% of students with disabilities disagreed that teachers helped pupils in difficulty (compared with 6% of other students) and 19% disagreed that teachers treated pupils with respect (compared with 8% of other students).

This suggests that young people with disabilities need more support to feel comfortable in class, which might then positively impact on their learning.

**Table 74: Attitude to learning (mean) by whether disabled, by gender (all students)**

Whether receives financial support	Midline ATL Involvement (Standardised)	Midline ATL Reward (Standardised)	Midline ATL Adjustment (Standardised)
<b>Tanzania</b>			
Female, non-disabled	523.6	501.8	513.4
Female, disabled	496.6*	456.6	458.7
Female	522.2	499.4	510.6
Male, non-disabled	534.4	505.1	510.4
Male, disabled	507.4*	431.6	459.7
Male	533.2	501.8	508.1
All, non-disabled	528.2	503.2	512.1
All, disabled	500.8*	446.9	459.1
All Tanzania students	526.9	500.4	509.5
<b>Zambia</b>			
Female, non-disabled	529.8	566.7	532.2
Female, disabled	481.1*	503.6	514.0
Female	<b>513.9</b>	<b>546.1</b>	<b>526.2</b>
Male, non-disabled	541.0	570.1	530.9
Male, disabled	490.1*	502.9	519.2
Male	<b>524.5</b>	<b>548.3</b>	<b>527.1</b>
All, non-disabled	535.2	568.3	531.5
All, disabled	485.4*	503.3	516.5
All Zambia students	519.0	547.1	526.6
<b>Zimbabwe</b>			

Female, non-disabled	515.3	521.7	519.1
Female, disabled	490.5*	484.2**	479.0**
Female	512.4	517.3	514.3
Male, non-disabled	526.0	512.6	497.4
Male, disabled	494.9*	464.4**	461.0**
Male	522.4	507.1	493.2
All, non-disabled	520.2	517.5	509.1
All, disabled	492.5*	475.3**	470.9**
All Zimbabwe students	517.0	512.6	504.7

Source: Student Survey – midline, Significant \* $P < 0.05$  \*\*  $P < 0.01$

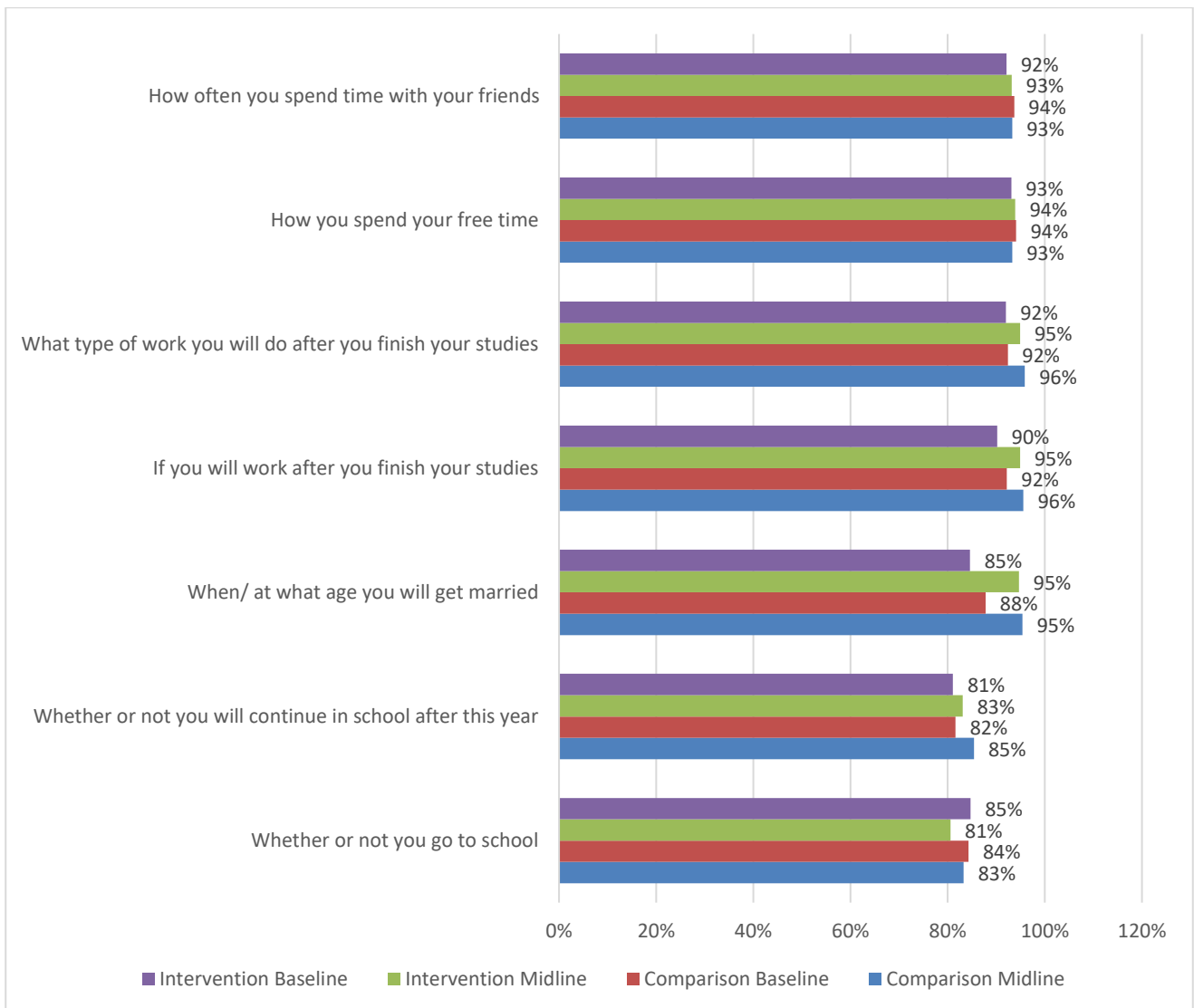
### Girls Agency

The school survey collects information about girls' involvement in the decisions that affect their life. For example; how they spend their time, whether they stay in school and also future decisions like marriage. This suite of questions aim to capture the level of agency or control that girls have in their lives.

In **Tanzania**, there was little or no change in responses to many questions on agency for marginalised girls in intervention and comparison groups. Greater improvements in girls' agency are seen in when/at what age you will get married, rising from 85%-95% in girls in intervention districts and 88-95% in girls in comparison districts between baseline and midline.

Improvements are also seen for both girls in intervention and comparison districts regarding 'what type of work you will do after you finish your studies' (3 and 4 percentage point increase respectively), 'if you will work after you finish your studies' (5 and 4 percentage point increase respectively), and for 'whether or not you will continue in school after this year' (2 and 3 percentage point increase respectively).

Results show a reduction in levels of agency on 'whether or not you go to school' for both groups. In both intervention and comparison groups this fell by 4% in the intervention (85-81%) and by 1% in the comparison group (84-83%).

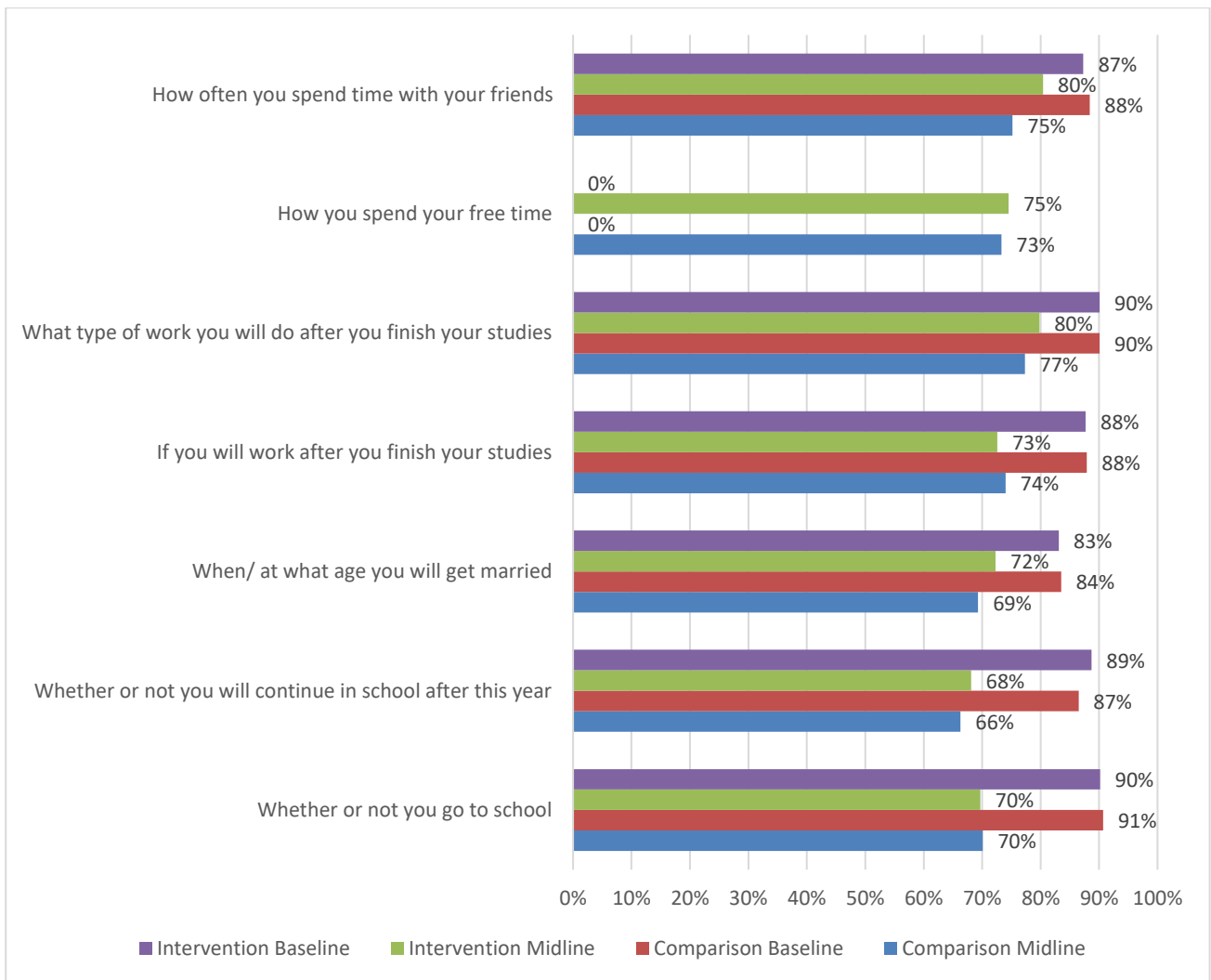


Source: Tanzania School based survey, student questionnaire, Marginalised female students.

**Figure 37: Girls' Agency in Tanzania (Baseline/Midline)**

Marginalised girls in **Zambia** showed lower levels of agency reported at midline compared with baseline for all questions. These results are mirrored for comparison districts. Greater deterioration can be seen for 'whether or not you will continue in school after this year' (down from 89% to 68% in intervention and from 87% to 66% in comparison) and 'whether or not you go to school' (down from 90% to 70% in intervention and from 91% to 70% in comparison). This might relate to the attrition rates among the older cohort in Zambia.



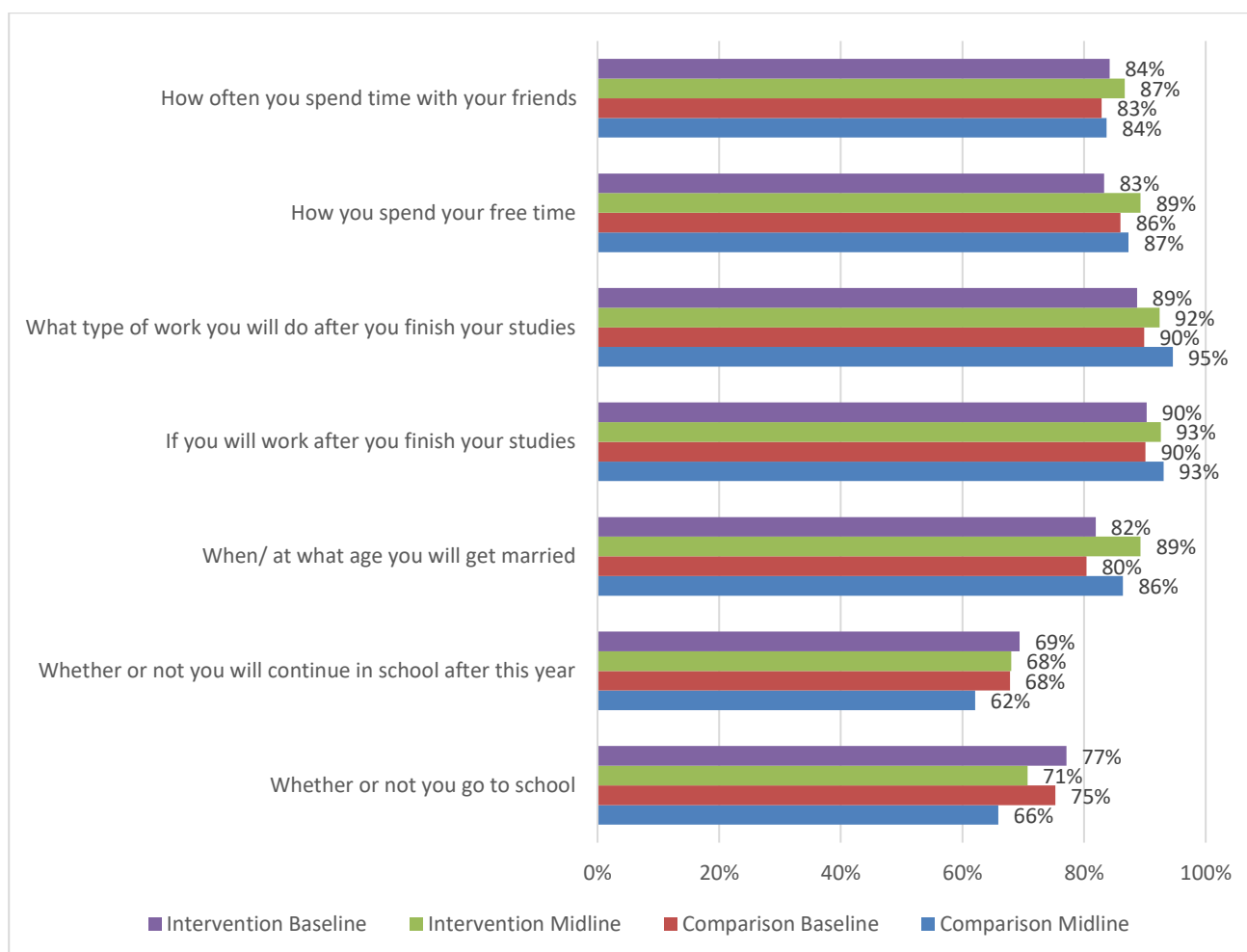


Source: Zambia School based survey, student questionnaire. Marginalised female students.

**Figure 38: Girls Agency in Zambia (Baseline/Midline)**

The data shows that there are improvements in girls’ agency between baseline and midline on key decisions determining in life outcomes for the girls in **Zimbabwe**. These improvements are mirrored for comparison groups with similar or less change except for ‘what type of work you will do after you finish your studies’ where results show a greater increase from baseline to midline for comparison group (5 percentage point) compared to intervention group (3 percentage point).

The greatest change is in girls’ decisions of when/what age they will get married which has increased from 82% to 89% for intervention groups and from 80% to 86% for comparison groups. Results also show change in girls’ decisions on whether or not they go to school. This has declined from 77% to 71% for intervention and 75% to 66% for comparison groups, indicating that girls have less agency in determining whether they go to school or not as they get older.



Source: Zimbabwe School based survey, student questionnaire, Marginalised female students.

**Figure 39: Girls Agency in Zimbabwe (Baseline/Midline)**

### 6.3.3 Level of self-esteem, self-efficacy and self-confidence among marginalised girls.

**Table 75: IO 3.1 Levels of self-esteem, self-efficacy and self confidence among marginalised girls**

Country	Key points emerging
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>Improved confidence after MBW leads to greater participation in class.</li> <li>Teaching methods increasing participation and confidence in studies.</li> <li>Greater sense of payback to the community after school graduation.</li> <li>CAMA members have an increased sense of being a 'role-model' after school graduation.</li> <li>Increased sense of social capital and respect in the community, increasing opportunities for productive activities.</li> </ul>
<b>Zambia</b>	<ul style="list-style-type: none"> <li>Girls who fall pregnant are seen to have lower self-esteem which affects their likelihood for returning to school after the birth of their child. Other children laugh at their situation which impacts on their confidence to continue.</li> <li>Increased confidence and self-esteem shown after school graduation attributed to receipt of CAMFED opportunities.</li> <li>Increased sense of self-esteem and confidence and transforming into an accepted member of society.</li> <li>Improved confidence leading to greater participation in class.</li> </ul>
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>Increased confidence and self-esteem with CAMFED opportunities after school graduation.</li> <li>Increased levels of self-esteem insecurity with onset of puberty.</li> <li>Increased sense of self-esteem and confidence and transforming into an accepted member of society.</li> <li>Greater sense of payback to the community after school graduation.</li> </ul>

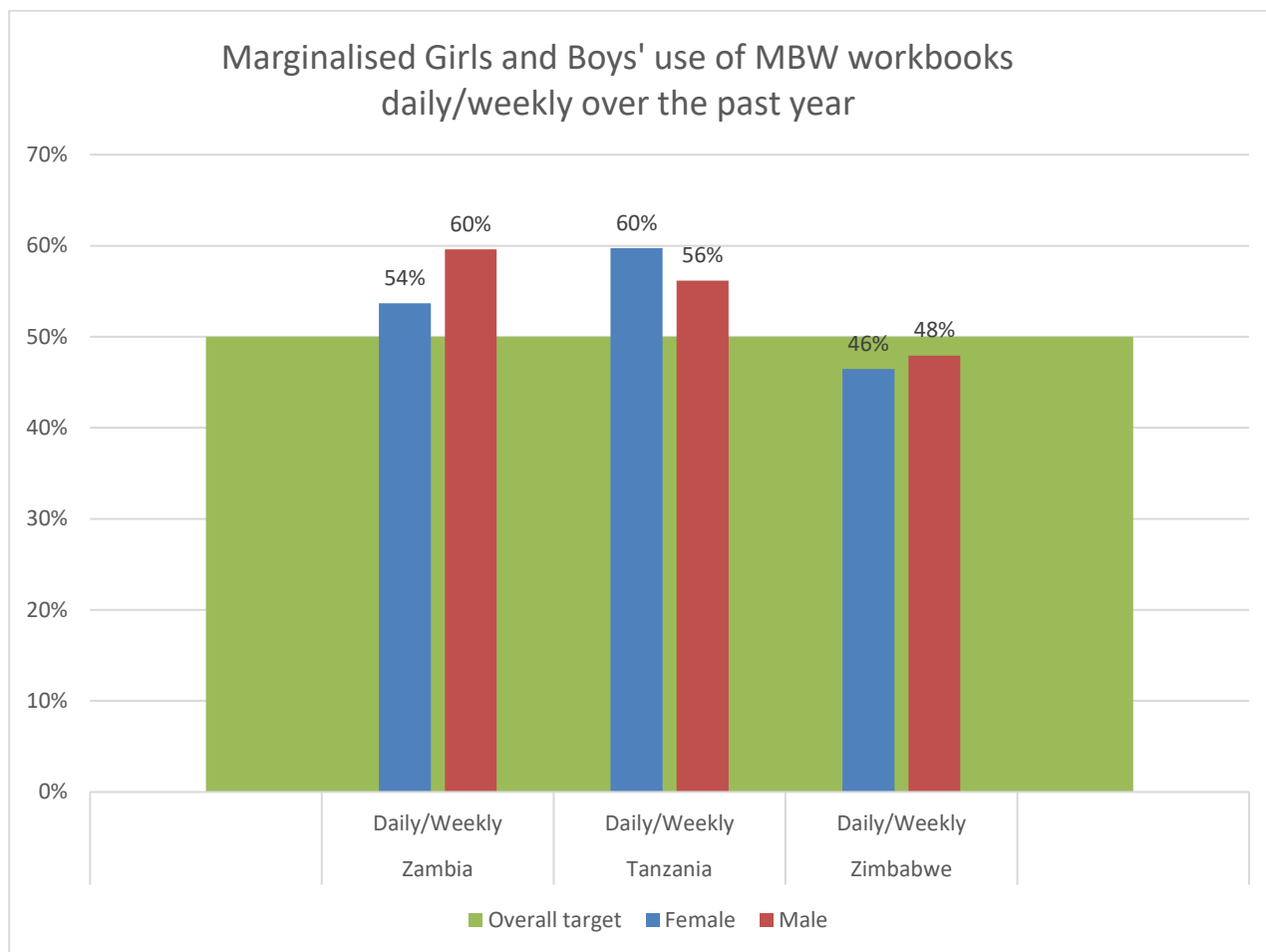
Source: Qualitative interviews

## MBW increasing confidence, self-awareness and self- esteem

It was reported in the qualitative research that in all countries, My Better World is having an impact on student’s levels of confidence, self-awareness and self-esteem in different spheres and stages in their lives.

Figure 40 which provides data also applicable to evidence IO4, shows that girls and boys are regularly using the CAMFED My Better World’ in the classroom A target of 50% of pupils using this at least once a week has been applied, similar to other learning tools. The data shows that this target has been surpassed in Zambia and Tanzania.

For the Zimbabwe pupils, 46% girls and 48% boys use MBW at least every week but this just fell short of the 50% target applied. It is interesting to note that more boys used the MBW regularly in Zambia, 60% of boys and 54% of girls. In Tanzania this was reversed in that 60% of girls and 56% of boys used MBW in Tanzania.



**Figure 40: Marginalised girls and boys use of CAMFED materials**

The overall frequency of use implies that marginalised girls and boys should be very familiar with the contents of MBW. Although this familiarity was not evidenced in **Tanzanian** qualitative research, it was recognised that girls were exhibiting a rise in confidence which was enabling them to become more active in the classroom, asking and answering questions without fear of peer opinions.

One Learner Guide in **Zambia** made the observation that as a result of My Better World and CAMFED support, she saw an improvement in individuals’ learning attainments:

*“She has really changed [...] Like in terms of speaking good English and writing, she can even be able to stand in front of their friend, even to someone whom she doesn’t even know. Can be able to stand and speak. As of now she is in G9. I think she has improved a lot, before we introduced this program, she was feeling shy, but this time she is able to stand in front of others speaking fluent English.”*  
(Learner Guide, Mpika, Zambia)

Other accounts offered an insight as to how girls, as individuals, felt more empowered as a result of the lessons from My Better World. It is implied by their positive feedback that the content of the programme is appropriate, relevant and useful for its intended audience and is having the desired impact on some lives. The content and quality of the programme is discussed further in detail in IO4. A CAMA member reflected on the impact that MBW had on her:

*“From my side it helped me in self-awareness, knowing my rights, what I am supposed to do and responsibilities as a girl” (CAMA, Chalinze, Tanzania)*

My Better World was also discussed to bring a greater sense of identity to the girls and their place within society. The lessons they were being taught through MBW was giving them key life skills that would help situate them in their context and live a meaningful life:

*“My Better World helps us to solve challenges and move forward and' to become someone in the world” (Marginalised Girls, Chinsonto, Zambia)*

As a result of increased self-awareness and assurance, some stakeholders that were interviewed believed that this was instrumental in girls' transition into productive lives: with greater self-assurance, one can start to harness entrepreneurial opportunities, contingent social networks and navigating challenging environmental and market conditions.

*“My Better World program helped them to be aware of themselves because we didn't have such book previous, so it has helped in personal development. It has also helped them become entrepreneurs.”*  
Teacher, Handeni, Tanzania)

There were some growing reports of low levels of confidence and self-assurance in the midlines as opposed to the baselines. In Zimbabwe the effects of poverty which include lack of uniforms, stationery and basic hygiene products were said to dent the self-esteem of girls. Beneficiaries and non-bursary girls revealed that it is not easy for them to attend school with a dirty uniform or with torn school shoes. They are also discriminated against by their peers and feel out of place. The self-esteem of beneficiaries improved after they started receiving support from CAMFED. Provision of sanitary pads has also improved their self-esteem as accidents no longer happen frequently during menstruation. It was also of interest to note that some of the girls opted to spend the day without food because they want to present their “status” which they feared would be eroded by being seen eating foodstuffs that are considered to be inferior e.g. boiled dried maize. It would seem like the girls want to hold on to the improved status at all costs.

It was observed that possibly due to changing biological circumstances over the two years since the baselines, girls were feeling more insecure and worried about peer opinions. In the case of Shurugwi, Zimbabwe, the topic of age which can be also interpreted as transition through puberty showed that perspectives and attitudes were changing about how girls were conducting themselves:

*“R.1: Mostly it could be because of the challenges at home.*

*R.2: Some children feel that they have grown too old to be doing sports.*

*R.3: Some fear being laughed at if they say a wrong answer so they remain silent.*

*Interviewer: Who is mostly laughed at boys or girls?*

*R.4: Girls are laughed at the most especially if they have a boyfriend in class” (CAMA Members, Shurugwi, Zimbabwe)*

In a similar fashion, particularly in Zambia and Zimbabwe where girls who are pregnant are encouraged to stay at school up until the birth of their child, these individuals experienced lower self-esteem and confidence due to attitudes towards them and their pregnancies which was having a negative impact on their attendance in school and return to studies.

*“They (pregnant girls) are allowed to get back to school but some they refuse to come back to school, but some do return to school after they have had a baby. If the children make fun of them they are encouraged to focus on their work and ignore them.” (Marginalised Girls, Chinsonto, Zambia)*

*“At first just from the time they realize they are pregnant their friend start laughing at them but here to encourage them, we tell them to concentrate on their education. So when they're close to giving*

*birth they tell that their tired and they want to rest, we give them leave then when they have delivered they come back and before going back to class we counsel them again so they accept the situation” (TM, Chumbu, Zambia)*

### **CAMFED opportunities creating purpose and confidence**

It was reported by Learner Guides that their involvement in CAMFED programme activities have had a positive impact on their personal development and reported increases of confidence in different aspects of their lives such as being able to present and teach to an audience, establish working relationships with students and build community links.

*“As for me I became a [n] LG because I had that passion looking at G9 because these books were distributed in schools and they didn’t have people who can guide them through. So that’s why we were trained, so that we can go and guide the learners with my better world books. What we have learnt, we have learnt how to stand in front of people, we know how to stand in front of others, we know how to speak with others, with confidence and we have seen the confidence in children they have learnt a lot. They know the importance of my better world and they have understood the book. They are very much interested in the session. There are no challenges as such.” (Learner Guide, Mpika, Zambia)*

A Learner Guide in Hurungwe, Zimbabwe insinuated that having built community links and imparted her knowledge with them, this all contributed to a prosperous future and would help attain aspirations of a successful business.

*“Interviewer: do you think you are going to continue working as a learner guide? Respondent 2: yes I want to continue working well with others; we hope to get loans so that we will be able to start our own businesses and women who can do things for themselves. Respondent 1: I will continue working because I learnt a lot that I also taught the community and have been given the opportunity to also upgrade myself. Interviewer: has your life changed ever since you became a learner guide Respondent 1: yes like I said before if we get these loans things will even get better once we have our businesses, the people at home are even happy that we are doing this and they encourage us to continue.” (Learner Guide, Hurungwe, Zimbabwe)*

Working with and for the community was a recurring theme that drove girls to be active and participate in the CAMFED programme. A sense of pride and citizenship for an improved society underpinned CAMA member and Learner Guide involvement. It was recognised by CDC members in Kilombero, Zambia that this movement could be attributed to increased confidence and self-awareness taught through the CAMFED programme.

*“CAMFED has a big contribution on the changing of the views of the parents especially through those CAMA members because now they have confidence, self-awareness they take the education to the society. If she knows, the whole society knows” (CDC, Kilombero)*

*“Interviewer: What made you want to be CAMA members, LG etc? R1: Because CAMFED supported us, in order to reach our goals we decided to volunteer so as to payback what we have been given by CAMFED to our young sisters and brothers, we are as their role models, so that they can get to their goals too. So we are saying thank you to CAMFED.” (CAMA Members, Chalinze, Tanzania)*

With increasing involvement with communities, this was reported to be having positive impacts on communities’ attitude and acceptance of CAMA individuals and their roles in society. CAMA members interviewed in Chalinze, Tanzania said that they had gained respect in the community through their active involvement in CAMFED initiatives.

*“Interviewer: What are the changes between two years ago and now? R1: From the way we were up to now there’s a huge change, because CAMFED has educated us, gave us entrepreneurship trainings we are now respected in the community and we have been able to keep our money safe.” (CAMA Members, Chalinze, Tanzania)*

Building on the theme of societal relationships, it was apparent to some girls that receipt of CAMFED support came with responsibilities which elude to the notion of pro-active citizenship and self-awareness. CAMA Members recognised that they were selected individuals who could 'champion' and advocate lessons learnt and influence others in similar living conditions as them: being a 'role model' was attractive to some but in some instances, believe that to be a role model they had to have achieved something to win that level of external appreciation and respect. It is insinuated that they had the potential to succeed and eventually become a role model for others, but it was not a given and purely assumed through the receipt of CAMFED support.

*"R2: We as TG's we saw how our elder sisters volunteered so they were our role models and we saw how they had changed and how they were leaders. When we saw what they were doing so we too decided to pass through that programme." (CAMA Members, Chalinze, Tanzania)*

*"Interviewer: are you not role models? Response: we are not there yet because there is nothing much to see from us. Interviewer: did you get loans? Did they not yield results? Who took loans? Response: raising hands Interviewer: Only 2" (CAMA Members, Mt Darwin, Zimbabwe)*

### **School Environment and Influence on Self Esteem including corporal punishment**

In **Zimbabwe**, generally, the girls seemed comfortable within the classrooms and outside. Both beneficiaries and non-bursary girls said that the classroom environment is free and facilitates their active participation. The girls who were facing challenges are those with boyfriends in the same class. These felt restricted as they feared making mistakes in front of their boyfriends. The school that was visited in Nyanga presented different dynamics. The vulnerable girls were day scholars learning at a boarding school. The general standards are set for boarders who are from average and well to do families. Although the girls said they were free to participate in class, they were conscious of the different economic standings.

*"...The boarders come from homes with a lot of tuck bought by their parents. So they laugh at you when you are eating your mangoes or buns... they act as if you are eating something that is not edible yet they too eat mangoes at their homes... at times you may eat alone on your way back home" non-bursary girl in Nyanga*

Some of the girls end up adopting adverse coping strategies such as having boy-friends as a means of fitting in with the rest.

*"...some of the girls are from backgrounds which are not stable and when they get to school, they try and fit in with others.... for some, school fees will be a challenge as parents may not be working or will be receiving a grants or pensions.... so when they get to school they may try and fit in with other students". Non-bursary girl in Nyanga*

This implies that paying school fees and giving those uniforms and stationery alone might not be enough to boost their self-esteem under such circumstances.

### **Toilets/WASH facilities**

In all countries the availability of toilet and WASH facilities can have an impact on self-esteem, particularly in girls going through puberty. In most schools, the design of the toilets does not offer privacy and comfort to the users. In Zimbabwe the Blair toilets did not have doors. This is worse in some schools where there are no separate toilets for F1s to F4s. For fear of someone walking in, some of the girls go to the toilets in pairs so that one stands guard outside the door.

*"...you will just need be brave to go to the toilet but it won't be conducive....like when you want to change there is nowhere to put the used pad as there are no bins and doors to close for privacy" non-bursary girl in Nyanga*

If the toilets are too badly kept, compounded with lack of sanitary pads, girls tend to stay away from school during periods because being ill equipped during their menstruation negatively affects their confidence and morale

### 6.3.4 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition

IO 3.2 is measured by girls' own perceptions of their ability to succeed in the next stage of their transition. A snapshot of the key issues found at midline is shown in Table 76.

**Table 76: IO3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition**

	Bursary Girls and Marginalised Girls	Primary Care Givers of Marginalised Girls
<b>Tanzania</b>	Very few job opportunities available to school graduates. School girls spoke of available jobs with disdain- aspire more that to be a house girl or selling in the shops. Constraints of geographical location make staying in the area undesirable, for example no electricity.	PSG perceived sense of demotivation from some girls who have already graduated at the lack of opportunities available to them- some school graduates sit at home and do nothing. Perceived obstacle for successful transition into productive activities is the lack of capital to support a start-up business. Jobs are hard to come by, even for school graduates with an education. Despite tough environment for small businesses, believed that anything is possible.
<b>Zambia</b>	Very few job opportunities available to school graduates- mainly farming which very few want to engage with. Many girls aspiring to have professions: nurse, policewomen, accountants, journalist, lawyer. One account reports that Teachers encourage students to have aspirations for future jobs, but the students are not informed what they need to do to get the job they want.	School graduation is favourably looked upon because it is anticipated that the school graduates will look after elder family members.
<b>Zimbabwe</b>	Strong perception that jobs are gendered and some jobs cannot be done by a woman: truck driving, digging holes for power lines, gold panning; jobs for women are: catering, nursing, teaching, maids etc. Very few job opportunities available to school graduates- mainly farming which very few want to engage with.	Recognition that students may have a lack of inspiration and motivation for certain professions because there is not a big market in their locations, therefore students only aspire to be what there already is (for example a nurse as there is a clinic in the vicinity).

Source: Qualitative interviews

#### Availability of opportunities

In all three countries, many different stakeholders were of the opinion that job opportunities in their local areas were few and restricted to certain activities such as farming, or piece work, or informal labour. It was recognised by school students in Tanzania, Zambia and Zimbabwe that the prospect of employment after school was limited, and even though they had had an education, it do not necessarily translate into employment.

In Zambia and Zimbabwe, the prospect of having to engage with farming was not highly regarded and very few students reported to want to engage in farming.

It was observed by PCGs in Zambia and Zimbabwe that due to limited job opportunities available for school graduates, it was common that school graduates displayed a lack of inspiration and motivation and were often found 'sitting at home and doing nothing'.

The informal job markets, in all three countries, make up a large proportion of their respective economies, often creating highly competitive and overcrowded markets, making it hard to thrive in such conditions. However, the opinion of a PCG in Tanzania was that despite the tough environment for small businesses, they believed anything was possible, especially with a little creativity:

*“If you work really hard, life goes on well, if you start a business, like if u want to sell pancakes, or farm pineapples, or tailoring, anything is possible here if you start any get little push-up and support”*  
(Primary Care Giver, Chalinze, Tanzania)

A key barrier to breaking into the small business market is the lack of capital to support a start-up business. Participants in both PCG and CAMA FGDs commented on the need to have seed-corn capital in order to start a business that would be sustainable. It was commonly raised as an aspiration but it could be that the respondents hoped that the qualitative researchers would be able to fulfil these wishes if they were to ask, despite it being carefully explained to them that researchers were not there to offer grants or loans.

Regardless of finances from CAMFED a Transition Guide related that they had the opinion that their experience with CAMFED had enabled them to value their identity and feel accepted in society.

*“Interviewer: What is the most thing that interests you and that you like the most about this program?”*

*TG: It has developed me to be a better person in life. I am now independent, can sustain myself and I am now a presentable person to others”* (Transition Guide Mwenezi, Zimbabwe)

## **Opportunities for further education and training**

Marginalised girls talk about their perceptions of opportunities for further education and training.

When talking about aspirations and what students ‘wanted to be’ after school, Zambian school girls talked animatedly about professions and further trainings that they would need to achieve said aspirations.

*“After grade 10, 11 and 12 I will go to university and become a journalist/ I will join the police / I want to be a nurse”* (Marginalised girls Mpika, Zambia)

Speaking on behalf of school girls, Primary Care Givers offered views on their aspirations for their children and the opportunities available to them. It can be observed that job roles are discussed in a gendered way where there are distinct jobs undertaken by men and women. (See Box 7) This emerged as a prominent observation in discussions with school girls: some jobs are gendered and some jobs cannot be done by a woman: truck driving, digging holes for power lines, gold panning (all Zimbabwe examples); and on the contrary, jobs for women are: catering, nursing, teaching, maids (all three countries).

### **Box 7: Primary Care Givers’ observations on further education and training opportunities**

We also have a vocational centre now so even if they do not do well academically they can go and learn about other practical skills. There are no jobs these days maybe those who have self-made jobs.”  
(Primary Care Giver, Hurungwe, Zimbabwe)

*“As for my side, my child after form four, he chose to go to driving Veteran ; TVET he finished, and soon graduate as a driver, and the other one, girl, after she finishes she will choose what to do, like tailoring or anything if she won’t pass, so as to support herself”* (Primary Care Giver, Chalinze, Tanzania)

*“As a parent, my expectations, is that she finished school but until now she is learning tailoring and her progress is good she can cut and sew, I expect her to do better and later when things are good, I will take her to learn more fashionable tailoring style, I tell her to put her plans well before thinking of marriage, I thank God she is doing well and she hasn’t brought up the marriage affairs”* (Primary Care Giver, Chalinze, Tanzania)

## **Aspirations unscathed by realities...sometimes**

Despite the hard conditions that shape and surround school girls’ lives and their prospects for productive activity after school, there remained high levels of aspirations and hopes for the future. Many girls in Zambia and Zimbabwe, aspired to have professions such as: nurse, policewomen, accountants, journalist, and lawyer.



### **Box 8: Aspirations of Marginalised Girls**

“I want to finish my studies and if my results are good I want to be journalist or a lawyer the reason I want to be a lawyer is they fight for people’s rights and want to get justice delivered to people and I want to stop corruption, corruption is high nowadays and that is bad.” (Marginalised girls, Mpika, Zambia)

“I want to be a journalist so that I inform people on what will be happening in the world.” (Marginalised girls, Mpika, Zambia)

“It was always my dream to become a lawyer. Ever since I was a child but I was worrying because when I was in grade 6 I was thinking how I’m going to afford to go to grade 8 if I pass. So I was worried but luckily the CAMFED helped and I’m now in grade 9 and I’m going to be a lawyer. Nothing can stop me. I won’t allow any obstacle to come my way.” (Marginalised girls, Mpika, Zambia)

However, it was observed by one account in Mpika district, **Zambia** that despite having aspirations, the institutional support of how to achieve those dreams is not necessarily in place:

*“The Teacher asks us what we would want to become when we finish school but they do not tell us what will be required to get the job we want.”* (Marginalised Girls, Mpika, Zambia)

### **Environment as a driving factor for motivation**

In **Zimbabwe**, it was observed in districts visited at midline that migration was common in school leavers and even drop-outs, in the search for better economic opportunities. In an interview in Umzingwane, girls offered several factors that encourage them to seek opportunities further afield. For example, it was perceived that not having electricity damaged their desired standard of life. In addition it was articulated that in their areas there was a dearth of job opportunities other than unskilled labour jobs (maid, farming, and shop tender).

### **Box 9: Environment as a driving factor for motivation, Umzingwane, Zimbabwe**

(Opportunities in the district: All the girls (except one) aspired to leave the district after finishing school.)

*Interviewer-so everyone here wants to go to Bulawayo only one of you said they want to come and teach here, why do we all want to go to Bulawayo*

*Interviewer-why don’t you want to go to stay here, there is only one who want to stay here I want to know why*

*Respondent-there no electricity here*

*Interviewer-oh electricity, what else makes us not come back here?*

*Respondent—it’s boring; you need to plough*

*Interviewer-what is boring isn’t we are having fun learning here*

*Respondent-there is no other job that I can do here besides teaching*

*Interviewer-can you not do projects here, and empower yourselves with projects as school leavers while seated here at home*

*Respondent-they are there but.....at home they won’t be looking after you properly so you would rather go start a new life elsewhere*

*Respondent-besides being a house girl or selling at the shops*

*Interviewer-can you not do projects here, and empower yourselves with projects as school leavers while seated here at home*

*Respondent-they are there but.....at home they won’t be looking after you properly so you would rather go start a new life elsewhere*

*Respondent-besides being a house girl or selling at the shops*

## Traditional views impacting on perceptions

As seen above, it is observed in many places that certain jobs are undertaken by women and some jobs by men. The example below is one of many and displays the perpetuating attitudes towards gender which have wider implications that are transmitted to the conditioning and decisions that young boys and girls make on their lives.

*“Interviewer: What would you like to be?”*

*Respondents: Teacher, policewoman, nurse*

*Interviewer: Now I would like to ask the nurse why don't you want to be a doctor?*

*Respondent: Because I am a girl*

*Interviewer: So you've never seen woman doctors?*

*Respondent: NO” (Marginalised girls, Lavishamandu, Zambia)*

In a similar fashion, in **Zimbabwe**, one account alluded that aspirations are harboured by their environment because where there is a lack of exposure; this inhibits a broad understanding of what is available. The PCG implied that students have a lack of inspiration and motivation for certain professions because there is not a big market in their locations, therefore students only aspire to be what there already is (for example a nurse as there is a clinic in the vicinity).

## Perception of impact CAMFED bursary can have on transition within school

There is significant qualitative data that indicates that CAMFED bursaries have a great impact on the individuals' lives. (See box 10 for individuals' accounts). However a common discourse running through the different regions and countries was the agreement that CAMFED bursaries help girls attend and stay in school. This is to say that the extent to which beneficiaries perceive the support to be impacting on their lives, it is mostly directed at the immediate and short-term window of their lives. This could also be reflective of the lack of opportunity to interview Transitees within the midline evaluation qualitative field visits. The Transitee Survey (See Section 4.3) elaborates the impacts of the CAMFED support to transition beyond school.

### **Box 10: individuals' accounts on the impact of CAMFED bursaries on their lives (attendance to school)**

#### **Tanzania:**

*“I joined my primary education 2009 in 2011 one of my parent died (father) but I didn't lose hope in studies. In 2015 I finished and join secondary school in 2016. Also I thank god that 2019 am doing and I hope I will do good I thank CAMFED for helping me with my school needs and now am doing good.” (Handeni)*

*“I was born in 2000 joining my primary level 2009 in 2010 my parent divorced so I lived with grandfather and at the end of that grandfather died as well so I live with my step mother and my father in 2016 I was allowed to join form one and had no school needs and I got help from CAMFED it has helped me till where I am now I thank god I am in hostel and I have all school items including food” (Handeni)*

*“I was born in 2001, in 2009 I join my primary education in 2012 when I was in class 4 my father died since then I started living with my aunt I thank God that she didn't lose hope she still took me to school I continued with school till I finished class 7 in 2105. in 2016 I joined form one when I was in form two CAMFED started supporting me I thank God that they have helped me with school items and it has been a help to me till now am in form 4 living in hostel am studying in a peaceful place right now” (Handeni)*

#### **Zambia:**

*“My parents both mother and father are dead so I stay with my mother's sister they don't manage to give me school fees so then came CAMFED. CAMFED manage to support us to go to school and my (guardians) feel happy about that, they are very happy and they support me to come to school every day.” (Mpika)*

*“For me I thank CAMFED because I don’t have my mother, my father he doesn’t support me, I have a brother who is in Grade 10 and my young brother who is in grade 6 here at this school so I live with my aunt and she can’t afford to pay fees for me, and the bursary helps me to pay the fees.” (Mpika)*

**Zimbabwe:**

*“This year we got sanitary wear and school fees. There is a difference because there is no way I will be told to go home because of school fees. This program makes me strive for the best because education will change your life because if I had not gotten the help I would not be here.” (Hurungwe)*

*“From CAMFED I get uniforms, shoes and books which is what I always wanted, so I love CAMFED it helps girls so that we can continue with school. Now I need help so that my brothers can also continue school because as for me nothing stops me from going to school. One brother is in grade 7 and the other one is in grade 5. This is the end of my story I wish to pass.” (Hurungwe)*

### 6.3.5 Intermediate Outcome 3 Life Skills: Summary of Key Points by Country

Table 77 sets out the overall changes in life skills for all three countries from the qualitative interviews.

**Table 77: IO 3 Key changes in life skills by country**

Tanzania: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>Quantitative data demonstrates girls in Tanzania have relatively high levels of life skills in terms of confidence and self-esteem</li> <li>Only 26% of girls recognise that the choices they make today will impact on their future</li> <li>MBW has had a positive impact on life skills in terms of confidence and improving learning</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>CAMA Members share increased levels of confidence after school graduation because of their role as a CAMFED girl, increasing their perceived expectation and new role in society.</li> <li>Low expectations for opportunities for income but aspirations remain high.</li> </ul>
<b>In Baseline but not discussed in Midline</b>	<ul style="list-style-type: none"> <li>FDGs and SSI suggest girls do have issues around low self-esteem and confidence</li> <li>Emotional support and social support systems, especially family relations have a critical impact on self-esteem and aspirations of girls</li> <li>Girls who mentioned having positive social relationships, whether it is with teachers, friends or family members tend to demonstrate higher levels of life skills and self-esteem.</li> <li>Student and teacher relationship is an important factor in improving the life skills of girls</li> <li>Teachers low expectations, gender bias and discrimination in classrooms significantly affect girls self-esteem performance and life aspiration</li> </ul>
Zambia: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>Life skills and self-esteem questions in the students’ survey show that in completing the questionnaires, students rated themselves highly in terms of confidence and agency.</li> <li>Despite being confident, over a majority of marginalized girls stated they felt nervous reading or doing mathematics in front of a class</li> <li>80% of marginalised girls felt differential treatment by teachers compared to the treatment of boys</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>MBW has had a positive impact on life skills in terms of confidence and improving learning</li> <li>CAMA Members share increased levels of confidence after school graduation because of their role as a CAMFED girl, increasing their perceived expectation and new role in society.</li> <li>Low expectations for opportunities for income but aspirations remain high.</li> </ul>
<b>In Baseline but not discussed in Midline,</b>	<ul style="list-style-type: none"> <li>Interviews indicated a need to increase life skills and self- esteem</li> <li>Student and teacher relationship is an important factor in improving the life skills of girls</li> <li>Vocational or academic pathways in Zambia encourage girls to increase and improve life skills; marginalised girls who suffer from lower academic performance are still encouraged by the school to increase their life skills and obtain a vocational route to employment.</li> </ul>
Zimbabwe: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>Life skills and self-esteem questions in the students’ survey show that in completing the questionnaires, students rated themselves highly in terms of confidence and agency.</li> <li>88% of Marginalised Girls recognise the choices they make today will impact on their future</li> </ul>

	<ul style="list-style-type: none"> <li>● MBW has had a positive impact on life skills in terms of confidence and improving learning</li> <li>● CAMFED girls take on leadership roles such as prefects, this enhances their confidence and self-esteem</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● CAMA Members share increased levels of confidence after school graduation because of their role as a CAMFED girl, increasing their perceived expectation and new role in society.</li> <li>● Low expectations for opportunities for income increasing the desire and need to migrate to find better opportunities to sustain their lives.</li> <li>● Persistent gender attitudes and beliefs limiting girls' perception of what job opportunities are available to them.</li> </ul>
<b>In Baseline but not discussed in Midline,</b>	<ul style="list-style-type: none"> <li>● The long term impact of MBW is questionable: girls still marry early despite taking the course.</li> <li>● Gender bias and differential treatment by teachers impacts on their performance, attitudes and self-esteem</li> </ul>

## 6.4 IO4: Quality of teaching/classroom practice

**Table 78: Quality of teaching/ classroom practice - Intermediate outcome indicators as per the logframe**

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
<b>Quality of teaching/ classroom practice</b>	<p><b>IO Indicator 4.1</b> Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.</p> <p>Disaggregated by gender and district Source: Surveys with Teacher mentors and Learner Guides about their classroom practice (using Question 42 from TALIS 2013 Teacher Questionnaire)</p>	<p>Teachers state that they use a range of teaching and learning methods in their responses to the TALIS questions in the Teachers' survey. This is not entirely borne out by students and head teachers. The survey responses show that while 78% and 68% Comparison school Teachers use question and answer, they score much lower on some of the more student-centred methods:</p> <p><b>Group work:</b> Int: 34%, Comp. 39%</p> <p><b>Problem solving:</b> Int: 46%, Comp: 50%</p> <p><b>Differentiation of work:</b> Int: 23%, Comp: 25%</p>	<p><b>Teacher Mentors</b> <b>Tanzania:</b> Question and answer: 96%; Groupwork: 90%; Problem Solving: 91%; Differentiation of work: 80%; Project Work: 35%</p> <p><b>Zambia:</b> Question and answer: 100%; Groupwork: 85%; Problem Solving: 91%; Differentiation of work: 72%; Project Work: 30%</p> <p><b>Zimbabwe:</b> Question and answer: 98%; Groupwork: 96%; Problem Solving: 96%; Differentiation of work: 65%; Project Work: 40%</p> <p><b>Learner Guides</b> <b>Tanzania:</b> Group Discussion: 80%, Quizzes: 35%; Role Plays: 35%; Debates: 35%</p> <p><b>Zambia:</b> Group Discussion: 70%,</p>	<p><b>Teacher Mentors:</b> <b>Tanzania:</b> Question and answer: 95%; Groupwork: 90%; Problem Solving: 62%; Differentiation of work: 78%; Project Work: 41%</p> <p><b>Zambia:</b> Question and answer: 100%; Groupwork: 88%; Problem Solving: 92%; Differentiation of work: 73%; Project Work: 33%</p> <p><b>Zimbabwe:</b> Question and answer: 97%; Groupwork: 92%; Problem Solving: 78%; Differentiation of work: 65%; Project Work: 33%</p> <p><b>Learner Guides:</b> <b>Tanzania</b> Group Discussion: 94%, Quizzes: 37%; Role Plays: 32%; Debates: 41%</p> <p><b>Zambia</b> Group discussion 92%, Quizzes: 16%; Role Plays: 42%; Debates: 19%</p>	<p><b>Teacher Mentors:</b> <b>Tanzania:</b> Question and answer: N; Groupwork: Y; Problem Solving: N; Differentiation of work: N; Project Work: Y</p> <p><b>Zambia:</b> Question and answer: Y; Groupwork: Y; Problem Solving: Y; Differentiation of work: Y; Project Work: Y</p> <p><b>Zimbabwe:</b> Question and answer: N; Groupwork: N; Problem Solving: N; Differentiation of work: Y; Project Work: N</p> <p><b>Learner Guides:</b> <b>Tanzania</b> Group Discussion: Y, Quizzes: Y Role Plays: N; Debates: Y</p> <p><b>Zambia</b> Group discussion Y Quizzes: N Role Plays: Y Debates: N</p>	<p><b>Teacher Mentors:</b> Zambia: Question and answer: 100%; Groupwork: 90%; Problem Solving: 93%; Differentiation of work: 80%; Project Work: 40%</p> <p><b>Learner Guides:</b> Zambia: Group Discussion: 80%, Quizzes: 35%; Role Plays: 35%; Debates: 35%</p>	Y

			<p>Quizzes: 25%; Role Plays: 25%; Debates: 25%</p> <p><b>Zimbabwe:</b> Group Discussion: 80%, Quizzes: 35%; Role Plays: 35%; Debates: 35%</p>	<p><b>Zimbabwe</b> Group Discussion: 79%, Quizzes: 31%; Role Plays: 29%; Debates: 29%</p>	<p><b>Zimbabwe</b> Group Discussion: N Quizzes: N; Role Plays: N Debates: N</p>		
<b>Main qualitative findings</b>							
	<p><b>IO Indicator 4.2</b> Percentage of Learner Guides who perform their role with students to the required pedagogical standard. Disaggregated by district Source: Observation-based assessments carried out by Core Trainers, in line with the procedures established for the assessment of the BTEC qualification</p>	<p>Tanzania: 94% - Early 2017, 416 classroom observations were carried out with 393 learner guides (94%) passing the assessment.</p> <p>Zimbabwe: 98% - Early 2017, 1,121 classroom observations were conducted with 1,099 Learner Guides (98%) passing the assessment.</p> <p>Zambia: Not applicable at this time of the project.</p>	<p>Tanzania: 95% Zambia: 98% Zimbabwe: 98%</p>	<p>Tanzania 99% No data for Zambia or Zimbabwe</p>	<p>Tanzania: Y Zimbabwe: ?</p>	<p>Tanzania: 95% Zambia: 90% Zimbabwe: 98%</p>	Y
<b>Main qualitative findings</b>							
	<p><b>IO Indicator 4.3</b> Frequency of use of learning materials provided by CAMFED, by students and teachers. Disaggregated by gender and district. Source: Survey questions for students and teachers on the use of learning materials at school and at home (midline and endline surveys)</p>	Not yet applicable	<p>At least weekly: Tanzania: 50% Zambia: 50% Zimbabwe: 50%</p>	<p>Tanzania: Students 74% Teachers 81% Zambia: Students 83%-88% Teachers 79%-80% Zimbabwe: Students 72% Teachers 59%</p>	<p>Tanzania Y Zambia: Y Zimbabwe Y</p>	<p>At least weekly: Tanzania: N/A (GEC cohort will have left school) Zambia: 50% Zimbabwe: N/A (GEC cohort will have left school)</p>	Y

## Main qualitative findings

Students did not always know whether they were using CAMFED materials or not but generally complained about the lack of materials. Even if CAMFED materials were being used they may not be effective if too many students were using each copy. In terms of MBW usage the quantitative and qualitative figures for Tanzania do not tally since most students told researchers that they had not used the books since Form 1 or 2. However they may have interpreted the question in the students' survey to mean principles from the books rather than the books themselves. Schools keep these books and no longer hand them out to students.

	<p><b>IO Indicator 4.4</b> Quality of learning materials provided by CAMFED (Qualitative) Source: Interviews/focus group discussions with beneficiaries and teachers on the quality of learning materials provided by CAMFED (midline and endline surveys)</p>	<p>Not yet applicable</p>	<p>Tanzania, Zambia and Zimbabwe: Students and teachers believe that the learning materials are high-quality, relevant and useful.</p>	<p>Tanzania, Zambia and Zimbabwe: Students and teachers do believe that the learning materials are high-quality, relevant and useful.</p> <p>E-readers could be more useful if battery chargers were sufficient and used well with Form 4 children. They need more set texts on them</p>	<p>Y</p>	<p>Zambia: Students and teachers believe that the learning materials are high-quality, relevant and useful</p>	
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### 6.4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices

As discussed in Section 3.11, teaching staff from all three countries recognised the value of active teaching methods and expressed that preference would be to incorporate more methods that supported active teaching if the conditions were more accommodating.

Key barriers to use of participatory methods in the classroom included limited allocated time to cover the syllabus; overcrowded classes make for challenging environments to control and to set up meaningful group tasks; classroom environment lacked space, tables, chairs (explored in further detail in Section 3.11).

Table 79 a-c presents the data provided in the Learner Guide surveys, with the most directly comparable data from teacher surveys, for Teacher Mentors.

Across the three countries there was considerable variation in the reported use of different participatory methods at the midline. Despite there being variances between the reported use of different types of methods being used, the three countries shared similar trends with regards to which methods were being used: group discussions and question and answer far more commonly used.

In **Tanzania**, the most frequently used method that was reported by Learner Guides was group discussions (average across 6 districts 94%). Similarly Teacher Mentors reported to use group discussions either daily or at least once a week on an average 87% (across 6 districts). The Table 79a shows the disaggregated percentages for each district and of their reported use of each active teaching method. It is observed that in Rufiji Teacher Mentors have reported a considerably lower use of group discussion (63%).

Teacher Mentors in **Tanzania** reported a greater use of question and answer (average of 95% across 6 districts).

A qualitative interview with a Teacher Mentors in Morogoro, Tanzania highlights that the use of group work tasks and discussions can be used flexibly as the groups are mixed by gender and ability. Given the challenging classroom conditions that teachers are presented with, the flexibility of group discussions make them a desirable method to easily deploy.

However it is also reported that there is more freedom to explore participative methods at the end of the year when the main syllabus is covered and time pressure is no longer an issue:

*They complete the syllabus in August then they have time for more interactive ways of teaching and learning. (TM, Morogoro, Tanzania)*

Similarly, Zambia and Zimbabwe show similar trends to Tanzania in favouring group discussions and questions and answers. In **Zambia** group discussions were reported by Teacher Mentors on average 88% across the 3 districts to be used daily or at least once in the week, and 92% reported to be used by Learner Guides. Question and answers were reported 100% by TMS in Zambia. Qualitative interviews with Learner Guides in Mpika and Shiwa N'gandu also reported that question and answers were a key technique that they used to explore student's understanding of the topic but will resort to lecture style when content is new or needs further explaining. An LG reported that their teaching style is complementary to what the teacher has already taught and will explain the content in a similar way. However what is unknown is the extent to which the Learner Guide and teachers work together to ensure teaching messages and approaches are harmonised.

*We have to explain according to the way the teacher explains because without explaining that one will get nothing /*

*R2: So you have to explain, when you get a topic you have to explain in detail. So that those they can understand fully.*

*R1: We give them group work / We give them different questions, so that they can debate. / Even to sing songs (Learner Guides, Mpika, Zambia)*



Although role playing is not a frequently reported method used by Learner Guides in Zambia (average of 42% in 3 districts), a Learner Guide from Mpika stated that they used role plays when discussing challenging and sometimes sensitive topics to explore how individuals may deal with adverse situations they may find themselves in. In Mpika Learner Guides reported 49% used role plays as an active method of teaching, higher than Shiwa N'gandu (12%) and Chinsali (46%).

*We teach them to abstain (from sex), how to abstain and just to concentrate on education. We give them role plays (Learner Guide, Mpika, Zambia)*

In **Zimbabwe**, across the 8 schools visited during the midline evaluation, it was of the view of the Teacher Mentors that they are implementing active teaching styles and practices. However, most of them when probed on this highlighted that most of the training they had received in the last two years or so was mainly around the role of Teacher Mentor and aspects like Guidance and Counselling and not necessarily on teaching styles and practice. One Teacher Mentor in Mwenezi, when asked about any obstacles they face in terms of implementing active teaching styles and practices mentioned 'they are not obstacles as such, just lack of resources'. This could mean that Teacher Mentors are aware of active teaching styles and practices but lack the resources to implement them effectively.

**Table 79: Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices**

**Table 79a: Tanzania**

	Group discussions	Teacher Mentors			Learner Guides						
		Debates	Role Plays	Q&A	Group discussions	Debates	Role Plays	Games	Storytelling	Quiz	Other
<b>TOTAL</b>	<b>87%</b>	<b>35%</b>	<b>38%</b>	<b>95%</b>	94%,	41%,	32%,	37%,	45%,	37%	4%
Chalinze	80%	40%	40%	100%	100%	50%	25%	75%	50%	25%	0%
Handeni	85%	46%	46%	100%	88%	38%	13%	13%	38%	38%	13%
Iringa	89%	32%	42%	89%	89%	33%	17%	33%	6%	50%	0%
Kilombero	90%	50%	30%	90%	83%	25%	25%	17%	33%	25%	0%
Morogoro Rural	100%	28%	44%	100%	100%	60%	20%	50%	70%	40%	20%
Rufiji	63%	38%	13%	100%	100%	40%	20%	40%	40%	40%	0%

*Note: Teacher Mentors saying they use each method daily or weekly (Teachers survey, TM only) Learner Guides saying whether they use each method at all. (LG Survey).*

In Zambia, less use was made of group discussions and role play among Teacher Mentors in Mpika compared with in Chinsali and Shiwa N’gandu. Learner Guides in Mpika reported more use of role play and group work though, while in Shiwa N’gandu far fewer Learner Guides said they used role play (12%).

**Table 79b: Zambia**

	Group discussions	Teacher Mentors			Learner Guides						
		Debates	Role Plays	Q&A	Group discussions	Debates	Role Plays	Games	Storytelling	Quiz	Other
<b>TOTAL</b>	<b>88%</b>	<b>27%</b>	<b>43%</b>	<b>100%</b>	<b>92%</b>	<b>19%</b>	<b>42%</b>	<b>10%</b>	<b>41%</b>	<b>16%</b>	<b>1%</b>
Chinsali	93%	20%	60%	100%	92%	27%	46%	12%	35%	15%	4%
Mpika	77%	32%	32%	100%	93%	15%	49%	8%	41%	14%	0%
Shiwa N’gandu	93%	29%	64%	100%	88%	18%	12%	12%	53%	24%	0%

*Note: Teacher Mentors saying they use each method at almost every lesson/frequently (Teachers survey, TM only) Learner Guides saying whether they use each method at all. (LG Survey).*

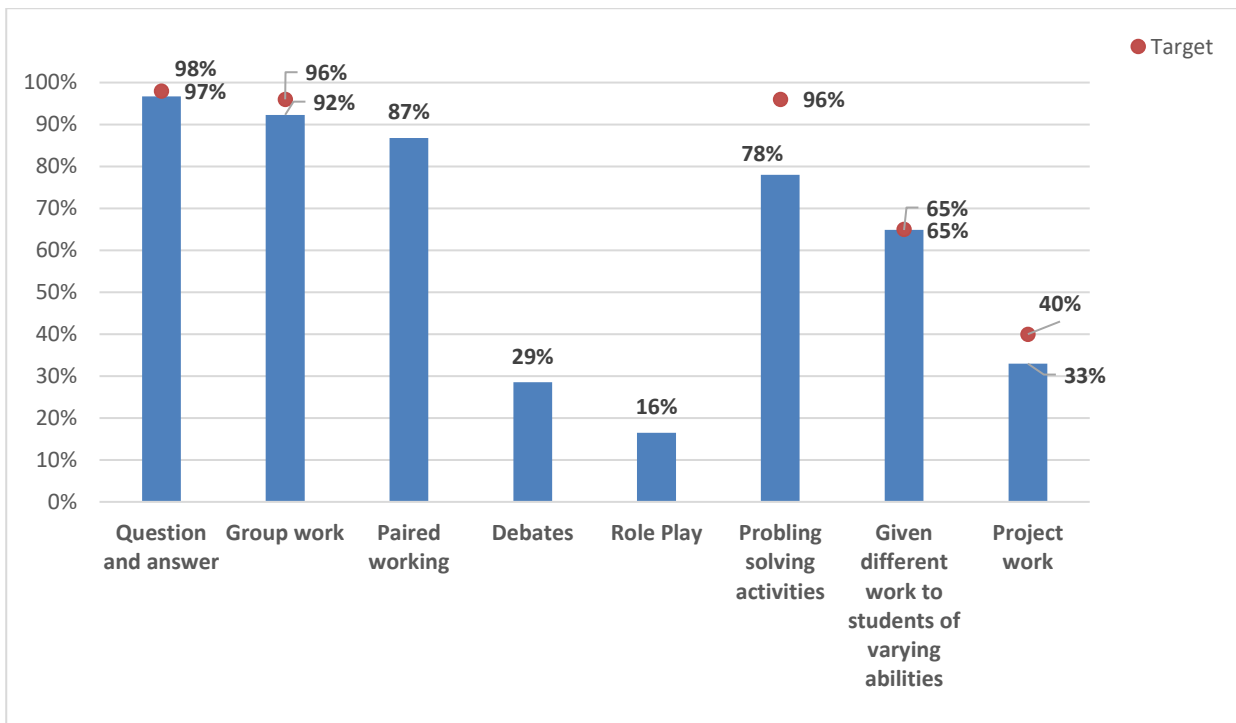
In Zimbabwe, role play was more commonly used by Teacher Mentors in Mwenezi (38%) and Learner Guides in Umzingwane (41%) and least commonly used by Teacher Mentors in Nyanga (0%). Group discussions were less commonly used among Teacher Mentors in Mt Darwin (though still common, at 75%) and among Learner Guides in Binga (67%) and Umzingwane (68%).

**Table 79c: Zimbabwe**

	Group discussions	Teacher Mentors			Q&A	Group discussions	Learner Guides				
		Debates	Role Plays	Q&A			Debates	Role Plays	Games	Storytelling	Quiz
<b>TOTAL</b>	<b>92%</b>	<b>29%</b>	<b>16%</b>	<b>97%</b>	<b>79%</b>	<b>29%</b>	<b>29%</b>	<b>23%</b>	<b>27%</b>	<b>31%</b>	<b>5%</b>
Binga	100%	40%	10%	100%	67%	20%	22%	7%	15%	24%	9%
Hurungwe	100%	30%	20%	100%	78%	36%	29%	32%	28%	37%	3%
Mt Darwin	75%	25%	25%	83%	77%	17%	26%	14%	15%	21%	5%
Mudzi	92%	8%	15%	100%	76%	18%	30%	18%	26%	34%	2%
Mwenezi	100%	0%	38%	88%	94%	31%	33%	24%	30%	28%	7%
Nyanga	100%	25%	0%	100%	81%	35%	32%	24%	43%	41%	5%
Shurugwi	89%	47%	16%	100%	88%	28%	30%	18%	38%	20%	8%
Umzingwane	86%	43%	14%	100%	68%	45%	41%	45%	45%	50%	9%

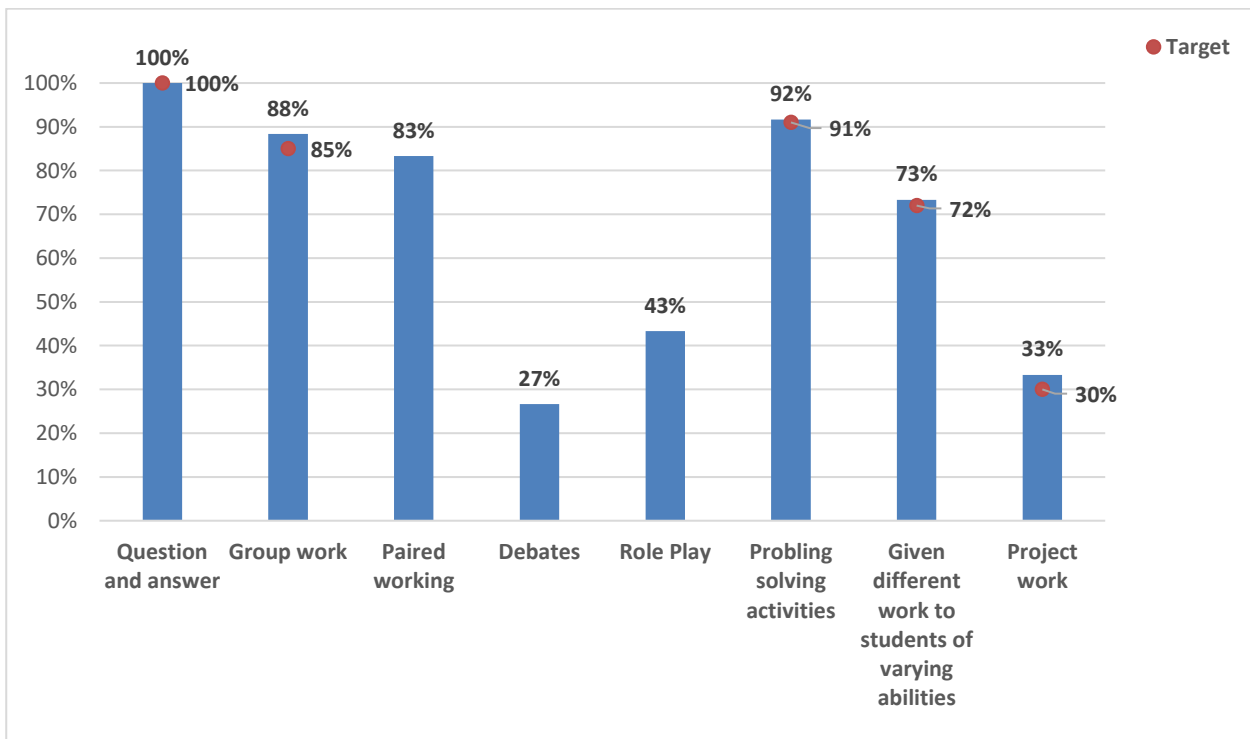
*Note: Teacher mentors saying they use each method daily or weekly (Teachers survey, TM only) Learner Guide Survey – any active teaching*

Figures 40-42 show that Teacher Mentors in Zimbabwe and Zambia have not quite met targets for active learning on group work and problem-solving. Most work appears to be needed on integrating problem-solving into lesson planning and teaching methods. This may mean that the training that is currently focussed on specific methodologies for TMs actually needs to incorporate more basic training on active learning methods and the educational reasons for those.



Source: Teacher surveys, Teacher Mentors (daily/weekly use)

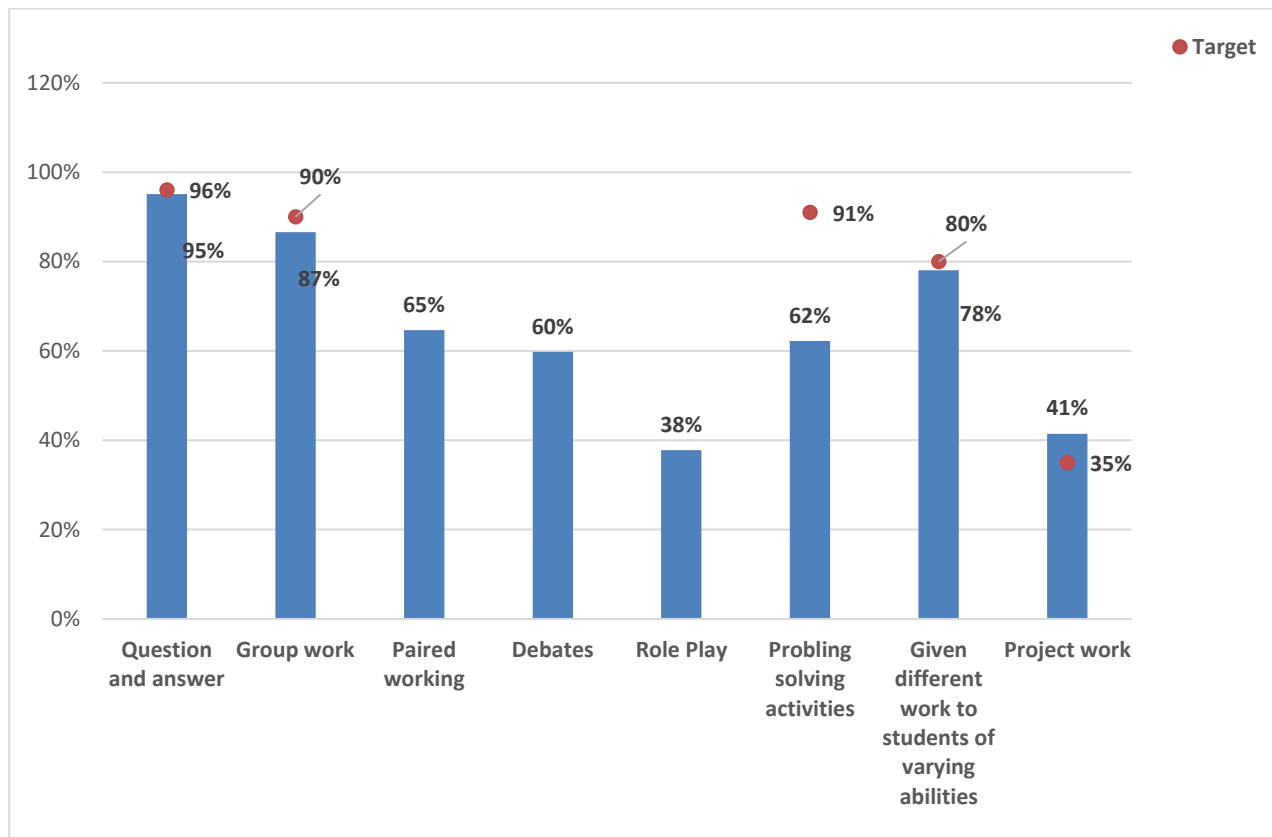
**Figure 41: Teacher Mentors implementing active teaching styles and practices in Zambia**



Source: Teacher surveys, Teacher Mentors (almost every lesson/frequently)

**Figure 42: Teacher Mentors implementing active teaching styles and practices in Zimbabwe**

In **Tanzania** we can see a similar pattern where most targets were narrowly missed apart from problem solving activities which only achieved 62% against a target of 91% (-29pp). Project work was the only target met and exceeded. The target for project work was 35% and 41% of Teacher Mentors said that they used this method.



Source: Teacher surveys, Teacher Mentors

**Figure 43: Teacher Mentors implementing active teaching styles and practices in Tanzania**

## RECOMMENDATION

Given that the TMs need to be champions and role models for active teaching methods and are missing their targets it is recommended that the TM training programme incorporate more work on basic active and interactive teaching methods and how to apply them through lesson planning and in the classroom. The current training can be reviewed and strengthened in the light of these findings.

### 6.4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard

CAMFED were not able to collect data from Zimbabwe thus only Tanzania figures are available. CAMFED have provided a figure of 99% of **Tanzanian** LGs who performed their role with students to the required pedagogical standard, as observed teaching in the classroom by CAMFED core trainers. Only in Kibaha and Kilosa were the results below 100% and these were in the 90s so the LGs who did not achieve the required pedagogical standards were a tiny proportion of the overall LG force. This should be very reassuring for CAMFED regarding the methods used to train LGs and means that CAMFED LGs in Tanzania are overall a very effective set of support teachers in schools.

## Training model used by CAMFED – Cascade

Despite the lack of quantitative evidence there is some qualitative evidence that suggests that the peer to peer training approach has not yet been as successful as intended or expected. This could be for different contextual reasons in the CAMFED country programmes. The specific variable that could help or hinder the cascade model working could be the culture of in service teacher training (INSETT) in each country. In **Zambia** for instance, (noting the LG standards have not yet been tested there) there is already a structure in place where people have already been trained as trainers and that has been going for a considerable length of time. For instance teachers meet regularly in the school where they discuss planning and co training where one teacher will be selected as a co-trainer. This scenario would be more like the **Zimbabwean** system in principle, though in current practice there is less evidence to suggest teachers have the motivation to keep this work going.

In **Tanzania** by contrast, there is no system like this where local or district staff will have been trained as trainers and who will therefore be able to pass this culture and practice along to both LGs and to teachers more widely. For teachers who have been trained by CAMFED in participatory practice, there is evidence that they go back to their schools and try to pass on their learning, however it will be a one-time only training of trainers session. Doing a one off training of trainers intervention is not going to make people in whichever role so effective. It is a long process to institutionalise and embed.

### RECOMMENDATION

- Many of the teacher trainers in all countries of GECT 5101 will still be using non participatory ways of teaching so they also need to have training on the appropriate in-service training techniques. CAMFED has collaborated with the respective governments in Tanzania and Zimbabwe to support training of maths and English teachers in terms of logistical and resources support. The EE understands that CAMFED are willing to do that again in the coming year.
- Given that the culture of in-service training and cascade training varies between countries if teachers, Teacher Mentors or Learner Guides go for training under GECT 5101 it is recommended that they are given substantial documentation to take away with them, to ensure that they can refer to it and use it when they go back to their schools. Therefore all training should be accompanied by a manual or guide of what they should do, shown in step by step.

### 6.4.3 Frequency of use of learning materials provided by CAMFED, by students and teachers

The students' and teachers' surveys asked about the frequency of use of CAMFED-[provided learning materials – How to Learn in English and the English, Maths and Biology study guides, where relevant. The tables here show, for each country, the proportion saying they used any of the materials available daily or weekly in class. For teachers, only those for whom the teaching materials were in a relevant subject were included.

Generally speaking, teachers in **Tanzania** were more likely to say that they used CAMFED teaching materials at least weekly in class, 81% overall said they had, compared with 74% of students overall. Female students in Morogoro rural most commonly reported using CAMFED materials weekly (83%), while 63% of male and 62% of female students in Rufiji reported weekly use. Only 67% of male teachers and 60% of female teachers in Handeni reported using the study guides weekly in class compared with the average of 81% of all teachers.

**Table 80 Frequency of use of learning materials provided by CAMFED, by students and teachers (% using weekly in class)**

**Table 80a: Tanzania**

	Students	Teachers
<b>Male</b>		
Chalinze	67%	80%
Handeni	75%	67%
Iringa	80%	93%
Kilombero	70%	92%
Morogoro Rural	79%	87%
Rufiji	63%	79%
<b>Female</b>		
Chalinze	66%	73%
Handeni	80%	60%
Iringa	76%	82%
Kilombero	70%	71%
Morogoro Rural	83%	90%
Rufiji	62%	88%
<b>All</b>	<b>74%</b>	<b>81%</b>

Overall, 88% of Grade 7 and 83% of Grade 9 students reported using study guide. There was also common use reported by Teachers, with 79% of Grade 7 teachers and 80% of Grade 9 s reporting using the guides (varying from 75% in Chinsali to 100% in Shiwa N’gandu).

**Table 80b: Zambia**

	Students		Teachers	
	Grade 7	Grade 9	Grade 7	Grade 9
<b>Male</b>				
Chinsali	89%	82%	75%	100%
Mpika	88%	82%	100%	91%
Shiwa N’gandu	88%	83%	100%	100%
<b>Female</b>				
Chinsali	87%	81%	67%	33%
Mpika	87%	83%	100%	50%
Shiwa N’gandu	88%	87%	83%	100%
<b>All</b>	<b>88%</b>	<b>83%</b>	<b>79%</b>	<b>80%</b>

Note: Teachers in Zambia were asked which form they taught while the student survey indicates grade

Generally speaking, teachers in **Zimbabwe** were less likely to say that they had used CAMFED teaching materials at least weekly in class, compared with students. Overall 72% of students and 59% of teachers said they used materials weekly.

Only 59% of male and 55% of female students in Mwenezi said they had used learning materials weekly. This compares with 80% of female students in Nyanga and 82% of male and female students in Hurungwe.

There was also considerable variation reported by district among Teachers, from 0% of male teachers in Umzingwane to 100% among male Teachers in Nyanga, for instance. Since only teachers of relevant subjects are included in the analysis (for whom the materials are relevant) and only English materials were asked about in Zimbabwe, sample sizes are likely to be small.

**Table 80c: Zimbabwe**

	Students	Teachers
<b>Male</b>		
Binga	71%	57%
Hurungwe	82%	62%
Mt Darwin	72%	82%
Mudzi	76%	70%
Mwenezi	59%	33%
Nyanga	75%	100%
Shurugwi	65%	85%
Umzingwane	70%	0%
<b>Female</b>		
Binga	77%	64%
Hurungwe	82%	62%
Mt Darwin	71%	42%
Mudzi	74%	69%
Mwenezi	55%	44%
Nyanga	80%	56%
Shurugwi	69%	48%
Umzingwane	76%	50%
<b>All</b>	<b>72%</b>	<b>59%</b>

In **Zimbabwe** from the qualitative research it appears the Revision Guides are the most frequently CAMFED-provided materials used by students and teachers. However, teachers at Binga suggested that CAMFED consult them before deciding on which materials to provide for them as they might have other more urgent and relevant needs e.g. Wi-Fi. They mentioned that with a reliable Wi-Fi the teachers and students would be able to access more learning materials online but that this is not a CAMFED provision.

#### 6.4.4 Quality of learning materials provided by CAMFED

**Table 81: IO 4.4 Beneficiary views of quality of learning materials provided by CAMFED**

	Bursary Girls and Marginalised Girls	Teachers
<b>Tanzania</b>	Some of the topics in MBW are of interest: 'Problem Solving' and 'Living with Others'. Reports of enjoyment of learning from MBW because it makes them aware of issues that are helpful to them.	Number of textbooks provided by CAMFED is insufficient for the number of students. E-reader is potentially a powerful tool as it has a large capacity to store many types of books. E-readers are not widely received in Tanzania.
<b>Zambia</b>	My Better World helps them to solve challenges and move forward and 'to become someone in the world'.	MBW – very useful as it gives realistic picture of 'where they are coming from, where they are and how they can change that way of life that they are living and to picture a world they can live in tomorrow.'
<b>Zimbabwe</b>	Appreciated the book "How to learn in English" – they found it helpful.  Little reference to the Guides because students do not have them.  Little reference to MBW by LGs as LGs use the SRH part of MBW and use the term SRH to refer to the whole MBW manual  Recognition of textbooks supplied by CAMFED which is for whole school use.	Revised Guides that are provided by CAMFED for Maths, English and Science are reported to be too 'light' on their topics. Schools believe that the SRH topics in the SRH manual are more appropriate to the targeted forms and have thus instructed LGs to use this instead of MBW

Source: Qualitative interviews



## “WorldReader” E-Readers

As part of a CAMFED literacy initiative aimed to combat the change in Language of Instruction (LoI) from Kiswahili to English, E-Readers are being piloted in select regions in Tanzania: Rufiji, Handeni and Chalinze. Since this is a new initiative, limited information was found in the qualitative research on the prevalence of use of the E-Readers in schools and the impact that they are having.

The way that the e-readers are used is always in class; they are not allowed to be taken home or to hostels. They are used in lessons for games and for reading practice. Most set texts are on the e-reader and thus they represent a good way of collecting together learning material where there are insufficient paper copies. At this stage they are a novel way of learning and thus generate excitement and enjoyment in lessons where teachers use them.

It was reported by teachers that they were shy to start using the e-readers with Form 4 students during the current academic year, being as it was their exam year. Instead they said they had piloted the use with younger students, principally in years 1 and 2. In the qualitative fieldwork researchers met boys from Forms 1-3; thus their testimony is the evidence used in this section. Students all said that they enjoyed the chance to use the E-reader. For both boys and teachers it represented an opportunity to use different teaching and learning methods. Boys from Chalinze, Tanzania related that they thought that the E-Readers were having an impact on learning capacities:

*“Since they (E-Readers) have been brought to us they have enabled us to read more efficiently and also we are getting good at spelling. It acts as a dictionary too since we can understand the meaning of the words and also the pronunciations.”* (Boys Form 1-3, Chalinze, Tanzania).

Teachers in one school were still doubtful that they could attribute any learning objectives to the e-readers and believe it was too early to tell if they were having the intended impact on learning outcomes.

In addition there were problems reported with the use of the e-readers. Principally these were related to practical issues not the teaching and learning opportunities inherent in the machines. The key problem was a lack of electricity and the challenge this provided of not being able to charge the devices presented. This presented teachers with a technical and logistical problem in ensuring their frequent use and being able to ensure they were a reliable aid when lesson planning

A further challenge reported in Handeni, was that there were insufficient devices to be able to use them adequately in classes. The school said they had 52 devices and a more appropriate number would be 100. This is related directly to the sizes of classes. Whilst it is recognised that the e-readers are a step forward in terms of collecting set texts in one place, it is hard to see an e-reader screen from an angle (they are designed to be hand held by the user). Thus they do not work so well if used in group work as opposed to independent work, where independent work such as reading, would have been the ideal teaching method.

Despite the challenges facing integration into regular class use, the E-Readers were highly regarded amongst teachers and students because they presented the opportunity to learn in a new approach using new technologies, and a single device stored many books of varying genres thus amplifying their use and value in a resource limited environment.

## Textbooks

Reports from all three countries said that there were insufficient numbers of copies of key textbooks in schools. Having limited resources available for student use, results in a less effective learning experience and attainment of results. This is due to the student not being able to become sufficiently familiar with the materials in the textbooks and the challenges created for independent study such as homework. In addition without sufficient textbooks active teaching methods are restricted.

There are mixed opinions on the content and quality of the textbooks and revision guides: Boys in Iringa, **Tanzania** reported to like the resource books because it provided a summary of lesson content. Similarly, in **Zimbabwe** the perception of all the teachers interviewed during the midline evaluation was that the learning materials provided were of good quality and that they had had a positive impact on the results of the schools.

*“CAMFED is doing very well in terms of resources. They come to the school to give textbooks, stationary even exercise books for student to write. Those facilities have impact on performance of girl child because some of the students do not even have anywhere to write and where to write, So those facilities improve performance. (head teacher, Mt Darwin, Zimbabwe)*

The only exception was the teachers in Binga who said the revision guides did not adequately cover the material as it was not in-depth enough.

#### 6.4.5 Intermediate Outcome 4: Summary of Key Points by Country

The following table shows key changes in the teaching and learning environment of GECT 5101 by country since the baseline. There is some evidence that teachers are beginning to use participatory methods in Tanzania and Zambia. Other than this there is not very much movement in the assessment of this IO.

**Table 82: IO4 Summary of key points by country**

Tanzania: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Shortage of teachers, especially science and mathematics teachers are a significant barrier to girls education</li> <li>● Lack of teachers influence classroom size and teaching methods; easier for teachers to lecture large groups</li> <li>● Quantitative data demonstrates that teachers use a variety of methods when teaching; the most popular is question and answer and the least popular is debates</li> <li>● Girls prefer interactive sessions; group work, debates and discussions</li> <li>● Limited support given to teachers to upscale their teaching skills or become familiar with new curriculum</li> <li>● School infrastructure makes it difficult for girls and boys to learn; lack of libraries, labs and classrooms</li> <li>● Serious lack of WASH facilities which affect girls especially when menstruating</li> <li>● Lack of learning resources create challenges for girls; it's difficult to share one text between vast number of students and means students can't take them home for revision</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Teachers use active teaching methods (when possible although impacted by school infrastructure and timetabling of curriculum) like discussion and question and answer to encourage learning as girls prefer interactive sessions</li> <li>● Remedial classes out of school hours to enhance learning outcomes</li> </ul>
<b>In Baseline but not discussed in Midline</b>	<ul style="list-style-type: none"> <li>● Lack of female teachers noted by girls as troublesome and also means lack of role models for girls</li> <li>● Teacher stereotyping produces negative outcomes for girls; gender bias is evident in subject selection with girls in sciences</li> <li>● Teacher morale is low</li> </ul>
Zambia: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Shortage of teachers, especially science and mathematics teachers are a significant barrier to girls education</li> <li>● Quantitative data demonstrates that teachers use a variety of methods when teaching; the most popular is question and answer and the least popular is debates</li> <li>● School infrastructure makes it difficult for girls and boys to learn; lack of libraries, labs and classrooms</li> <li>● Serious lack of WASH facilities which affect girls especially when menstruating</li> <li>● Lack of learning resources create challenges for girls</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Teachers use active teaching methods (when possible, although impacted by school infrastructure and timetabling of curriculum) like quizzes and debates to encourage learning as girls prefer interactive sessions</li> <li>● Remedial classes out of school hours to enhance learning outcomes</li> </ul>
<b>In Baseline but not discussed in Midline</b>	<ul style="list-style-type: none"> <li>● Lack of teachers' influence, class size and teaching methods</li> <li>● Lack of female teachers noted by girls as troublesome and also means lack of role models for girls</li> <li>● Government support given to teachers to improve their teaching skills</li> <li>● Teacher stereotyping produces negative outcomes for girls; gender bias is evident in subject selection with girls in sciences</li> <li>● Revised national curriculum expects girls to have access to ICT when most do not even have access to electricity</li> </ul>

## Zimbabwe: Key Points

<p><b>Present in Baseline and Midline</b></p>	<ul style="list-style-type: none"> <li>● Qualitative data shows shortage of teachers, especially science and mathematics teachers are a significant barrier to girls education</li> <li>● Lack of teachers influence, class size and teaching methods; easier for teachers to lecture large groups</li> <li>● Quantitative data demonstrates that teachers use a variety of methods when teaching; the most popular is question and answer and the least popular is debates</li> <li>● Teachers also use drama and role plays to encourage learning as girls prefer interactive sessions</li> <li>● School infrastructure makes it difficult for girls and boys to learn; lack of libraries, labs and classrooms</li> <li>● Lack of classrooms means sometime teachers are forced to teach under trees</li> <li>● Serious lack of WASH facilities which affect girls especially when menstruating</li> <li>● Lack of learning resources create challenges for girls; it's difficult to share one text between vast number of students and means students can't take them home for revision</li> <li>● Schools are still using old books based on the previous curriculum despite government introducing a new curriculum</li> </ul>
<p><b>In Baseline but not discussed in Midline</b></p>	<ul style="list-style-type: none"> <li>● Lack of female Teachers noted by girls as troublesome and also means lack of role models for girls</li> <li>● Government support given to Teachers to attend workshops and improve their teaching skills</li> <li>● Teacher morale is low</li> </ul>

Source: Qualitative interviews

NB Many issues in the table are discussed in section 3.11)

## 6.5 IO5: School-related gender based violence

**Table 83: School-related gender based violence - Intermediate outcome indicators as per the logframe**

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
<b>School-related gender based violence</b>	<b>IO Indicator 5.1</b> Students' understanding of Gender Based Violence	Not all girls are clear about what constitutes SGBV. They clearly understand that rape is wrong, and would not usually report it (although not always), but they often put up with a lot of teasing based on their physical attributes, sexual innuendoes and touching and accept it as 'normal' or just something they have to contend with. The majority of girls know what should be reported in terms of physical punishment in school, but do not always feel they are listened to because the punishment is served out by Teachers.	Qualitative research is completed to explore students' understanding of School-Related GBV. The target is to show improvement over the baseline.	More girls are aware of what constitutes GBV and SGBV across all countries  However girls still accept that these kinds of behaviours are "normal" and put up with them or treat as an occurrence of daily life.  There is recognition that when abuse happens it should be reported.	Y		Y
	<b>IO Indicator 5.2</b> Proportion of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon.  Disaggregated by age, gender, district and disability (by type and severity)  Source: Surveys with beneficiaries asking what type of person or organisation they would turn to in order to report cases of abuse and how confident they feel that their report would be acted upon (baseline, midline and endline surveys)	Tanzania: 39.3% Zambia: 51.6% Zimbabwe: 63.6%	Percentage point change from baseline: Tanzania: +10 Zambia: +10 Zimbabwe: +3	Tanzania: 43.6% Zambia: 56.8% Zimbabwe: 68.7%	Tz: N Zam: N Zim Y	Percentage point change from baseline: Tanzania: +20 Zambia: +20 Zimbabwe: +5	Y

	<p><b>IO Indicator 5.3</b> Students' understanding and perceptions of safety in school and on their way to/from school (Qualitative) Source: Interviews and/or focus group discussions with students, Teachers, head teachers and SBC members (baseline, midline and endline surveys)</p>		<p>Qualitative research is completed to explore students' experiences and perceptions of safety in school and on their way to/from school. The target is to show improvement over the baseline.</p>	<p>Qualitative research was completed but did not show a good improvement over baseline characteristics</p>	N	<p>Qualitative research is completed to explore students' experiences The target is to show improvement over the midline.</p>	Y
	<p><b>IO Indicator 5.4</b> Proportion of School Improvement Plans that include an action to promote child protection Source: Assessment of actions in School Improvement Plans in CAMFED partner schools (Plans collated by CAMFED district staff)</p>	<p>Tanzania: 42% (sample: 52 schools) Zambia: 39% (sample: 148 schools) Zimbabwe: 53%</p>	<p>Tanzania: 50% Zambia: 50% Zimbabwe: 63%</p>	<p>Tanzania: 93% Zambia: 82% Zimbabwe 85%</p>	Y	<p>Tanzania: 70% Zambia: 70% Zimbabwe: 70%</p>	Y

## 6.5.1 Students' understanding of Gender Based Violence

**Table 84: IO5.1 Students' Understanding of School-related Gender Based Violence**

	Teachers	Bursary Girls and Marginalised Girls	Boys	SBC / PSE	Head teachers
<b>Tanzania</b>	<p>Recognition that government is making stronger effort to implement laws on corporal punishment.</p> <p>Greater awareness among different stakeholders for the importance of education for girls and the negative impact on their lives if hindered.</p> <p>Training in female child protection.</p> <p>Team of school staff develop a child protection policy to ensure basic rights and protection of children whilst they study.</p>	<p>Recognition that teachers trying to seduce them is uncomfortable and they don't like it</p> <p>Recognised their right to protection and knew of Child Protection Policy.</p> <p>Related this to corporal punishment not sexual violence or predation</p> <p>Recognised that it was harder to avoid corporal punishment because of issues with being a girl</p>	<p>Boys showed wide knowledge of their rights with regards to the child protection policy, and within the law with respect to corporal punishment, sexual harassment.</p> <p>Showed awareness of the types and levels of violence that a girl would experience differently from a boy.</p> <p>Recognition that the child protection policy is to safeguard students both physically and emotionally.</p> <p>In classroom teaching, it was reported that sometimes boys were given preference over girls by the teacher in subjects such as physics, chemistry, biology, and maths (Chalinze)</p>		<p>Child protection policies are largely drawn up by a multi-stakeholder group comprising of the head teacher, teachers, members of the community and members of the school board.</p> <p>Desire an innovative way to present the child protection policy in a visual way to help spread the message.</p> <p>Recognition that the child protection policies cover safeguarding children from physical violence and sexual harassment.</p> <p>Child protection policy issues are discussed in parent meetings for wider engagement.</p>
<b>Zambia</b>	<p>Greater awareness among different stakeholders for the importance of education for children. In Shiwa N'gandu, a school has a School-Community Partnership which facilitates exchange between community members, students and school structures on important topics such as child protection.</p>	<p>They are aware of dangers to them and feel uncomfortable and unsafe if they stay too far away from school or have to walk alone.</p>	<p>Boys showed awareness of challenges and understanding the implications of pregnancy on a girl's life: parents preferring to invest in boys' education.</p> <p>Understanding of repercussions on the boy if they were to impregnate a girl.</p> <p>Some boys reported that because they were boys, if they could not pay for school fees, they would be chased by the local authorities but a girl would be left in school.</p>		<p>Child protection policy issues are discussed in parent meetings for wider engagement.</p> <p>Recognition that parents may favour not sending girl child to school, especially if a marriage proposal is offered (often a mechanism for coping/alleviating burdens of poverty).</p>
<b>Zimbabwe</b>	<p>Recognition that students are aware of their rights and are using them as a reason not to complete certain responsibilities.</p> <p>Discipline methods are widely reported to involve counselling.</p> <p>Pregnancy testing occurs when a girl is suspected to be pregnant; parents are consulted.</p>	<p>Some children will be abused and not want to report it and feel guilty</p> <p>They are aware of the word rape and can use it</p>	<p>Some boys reported that their needs were not being met as girls are being favoured over their needs.</p> <p>Some boys recognised the types and levels of violence that a girl would experience are different to a boy and require more support to improve girls' rights.</p>	<p>Aware of gender based violence and their role in ensuring there is no gender based violence in schools</p>	<p>Girl students are protected by child protection policy.</p> <p>Attendance of boys is deteriorating in some schools because of the overburden of farming responsibilities (herding cattle).</p> <p>Frequency of early marriage for girl child is perceived to be reducing.</p>

Source: Qualitative interviews

There are four indicators that combine to measure this intermediate outcome. The first indicator is to improve students' understanding and awareness of gender-based violence. The second indicator is to increase the proportion of students that know who to report cases of abuse to and feel confident that they will be acted upon. The third explores student experiences and perceptions of safety in school and on the way to school and the last indicator discusses the proportion of School Improvement Plans that contain actions to promote child protection.

In summary, indicators one and three focus on understanding student perceptions of violence and safety whilst indicator two focuses on reporting and indicator four on the development of a school level plan through which children can expect protection. The results against each of the indicators is discussed in detail below and whilst levels of child protection planning in schools is rising and reporting of certain incidents has improved marginally, there is little doubt that corporal violence is endemic in most schools in Tanzania and Zimbabwe and that safety to and from schools for adolescent girls has not improved between baseline and midline. As girls move further into adolescence, these factors form a growing barrier to attendance in schools and also potentially constitute a significant driver towards non-attendance and eventual drop-out.

## RECOMMENDATION

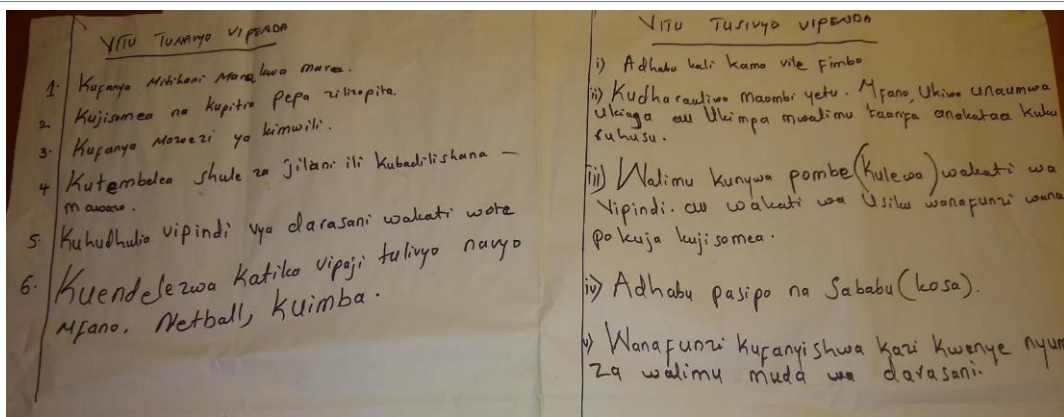
All in all, the activities to prevent violence in CAMFED supported schools is limited and whilst corporal violence under certain circumstances is legal in the countries that CAMFED works in, more could be done. The construction of this intermediate outcome is extremely weak and is perhaps a reflection of the lack of focus of CAMFED's programme on School based violence. A recommendation for CAMFED is to review all its school-based activities with a view to building a much stronger school based violence prevention programme. It is also recommended that this Intermediate outcome be revised to reflect a stronger, more robust approach to violence against girls in CAMFED supported schools.

Student's understanding of school related Gender Based Violence (GBV) and sexually motivated Gender Based Violence (SGBV), introduced in Chapter 2, was investigated through interviews and participatory methods such as drawing maps and games, activities, such as tossing a ball between girls and drawing or writing followed by discussion. Corporal punishment and solicitation and attacks on the way to and from school were some of the key issues that emerged from evidence collected in all the three countries and are discussed in detail below.

### Corporal Punishment in schools

In **Zambia** corporal punishment is now illegal and there were no reports of corporal punishment taking place. Both teachers and students identified the range of punishment taking place as watering plants, digging rubbish pits, cleaning the toilets and sweeping the classroom or the school compound. Most of these tasks are also allocated as part of the general morning duties of the various classes. The law in Zambia says that such punishments should not take place during class time, however, students indicated that they would be told to carry out these tasks when they should have been in the classroom learning. At no time did teachers suggest that corporal punishment was preferred or necessary.

**Tanzanian** girls in schools (marginalised and bursary) deeply disliked corporal punishment and this frequently came up in discussions with girls and their lists of likes and dislikes. The highest ranking 'dislike' in both groups was being given the stick (corporal punishment). It seems that girls also questioned why they were given the stick as both complained about being administered punishment for no reason highlighting that such punishments are used potentially without any reason given to the girls. Girls also disliked being asked to work in teachers' houses potentially doing domestic work and teachers being drunk. These issues contravene school policies and should be raised with head teachers and Teacher Mentors.

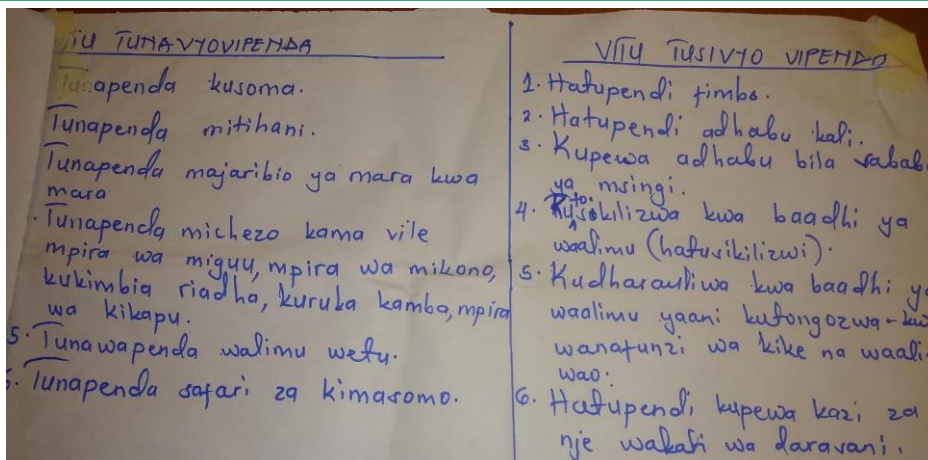


#### Things we like Group 1

- To do tests/exams from time to time
- Reading and reviewing past papers
- To do physical exercise
- To visit neighbouring schools and to exchange views
- To be able to go to all lessons all the time
- To develop our talents

#### Things we don't like Group 1

- To be punished like with stick
- To be disparaged for our views. Example, if you are ill and you tell a teacher and she refuses to give you permission
- Teachers drinking alcohol (being drunk) when they should be teaching
- To be punished without reason (fault)
- When students are told to work in the teachers' houses during school time.



#### Things we like Group 2

- We like to study
- We like exams
- We like games from time to time
- We like games like football, handball, jumping the rope, etc.
- We like our teachers
- We like school trips (study trips)

#### Things we don't like Group 2

- We don't like the stick
- We don't like punishment
- To be given punishment without a basic reason
- To not be listened to by some teachers
- To be demeaned by some teachers like female students being seduced by their teachers
- We don't like to be given work outside during class time.

Source: Focus group discussion with marginalised girls, Handeni

Figure 44: What girls like and do not like in school





- Being late, regardless of why, for instance walking for two hours to arrive in school by 6.30am to clean the school grounds
- Wearing a dirty uniform, despite maybe not having more than one uniform, or there being no means to wash it at home overnight
- Failing a test
- Answering back
- Coming back late from break in school
- Coming back late from holidays

Girls felt that the humiliation associated with corporal punishment distracts them and demotivates them from their learning. They “feel bad” (Handeni student) when they get the punishment. The passion with which they spoke about being demeaned, humiliated and scorned by some teachers was telling about how much this plays on their minds. Girls commented on teachers who do not use corporal punishment with greater warmth. One example of such scolding was given by girls in Chalinze who had brought food to school when told not to (they could not pay for the school food and the school water was too salty to drink). The teacher took the food and ate it in front of them and threw away the food that was not in packets, whilst knowing the child would go hungry that day.

Due to this unprofessional and unkind behaviour, girls often feel that they cannot approach many teachers with problems for fear of them being compounded and receiving corporal punishment as a result. The application of corporal punishment directly undermines the effectiveness and contradicts the approach of the My Better World programme where self-esteem, self-knowledge and the expectation of being treated and treating others fairly, is taught. Ridicule and corporal punishment are important gender based factors in girls’ comparative silence in class and may be directly limiting their learning outcomes.

Boys on the other hand, do not seem to suffer the consequences of corporal punishment to the same extent. They talk about it as inevitable, but say they can “play by the rules” more easily than girls, to avoid the punishment, and they are not so personally affected by it when it happens to them.

In terms of which parts of the body a girl is hit, depends somewhat on the culture of the school. In Iringa, girls said they were caned on the hand which was reported as more painful than other parts of the body. Only boys were caned on the buttocks. But in several schools the term used by the girls was “tunapigwa ovyo”, in other words, “we are hit anywhere, without a system”. In other places the girl is made to kneel down for a long time. The researchers witnessed this in one school in Chalinze. A FGD with Primary Carers found that the severity of corporal punishment can be such that parents and even the police were reported to have been involved, in the past though no fines or imprisonment were reported.

Teachers are much respected people and this may in some way lead a greater acceptance of these behaviours in the community. That said, PCGs corroborated the excessive nature of the punishments that can be given and complained that schools should not be allowing them, but potentially felt powerless to change the system.

In **Tanzania**, corporal punishment is legal. However to be conducted legally, it has to be administered under very strict circumstances and girls were less aware of these conditions and certainly not able to articulate or challenge punishment meted out to them on the day to day basis. Teachers all reported openly that they administered the punishments legally and could talk about what that entailed theoretically, but this was an expected position and not substantiated in the qualitative findings. It is extremely doubtful that the corporal punishment all girls talked of was administered in a legal fashion. None of the girls raised or articulated any procedures that surrounded the punishment or said it was only the head of school who administered the punishment. No head of school volunteered any written details of punishment. On the contrary one said

*“...it is vanishing in one way or another, we do believe in counselling and talking to students, though corporal punishment cannot be stopped at once, it is a process” (head of school, Handeni)*

*Interviewer: So you are saying, if you talk to students they can understand and you need them to follow the rules and you don't have to use the stick much. (No direct answer)” (interviewer)*

The only change noted from baseline is that in general, girls do report a reduction of the regular and unstructured nature of corporal punishment the “anyhow, anywhere” nature of being hit. However it is still very much part of school life.

Traditional and community leaders had a perspective on the corporal punishment. They said:

*“Challenges might be there but if as a village leader I would need to get specific reports otherwise it is hard for me to notice as I don’t deal with every child. If I get different information, challenges, from the students for example students reporting a teacher committing a violation in school like that I do make follow up by calling the teacher and educate or explain that a child cannot learn if they are frightened, so if I am given different challenges because the children may not be telling the truth (they are not being transparent) like that I do make follow up by calling the teacher and educate, there are no big challenges received like students being raped”* (Female community leader, Chalinze)

This shows that in fact there are instances where insight is strong that a frightened child cannot learn and this is also key to CAMFED’s programme being successful. This is also borne out by Table 16 in Chapter 2 that shows a positive correlation between learning outcomes and enabling environment including feeling of safety at school.

Whilst CAMFED cannot intervene in the legal issue, corporal punishment is also a human rights issue and thus CAMFED should continue to advocate at school level, district level and Central Government level for the minimum, and correct, application of corporal punishment. Reducing and stopping corporal punishment is so important for the self-esteem of girls that it is bound up inextricably in the intentions of CAMFED towards the development and successful transition of young women from school. Whilst girls are afraid of their teachers in terms of their physical and mental well-being, the opportunities arising from a marginalised girl being able to attend a secondary school cannot be optimised.

#### RECOMMENDATION

CAMFED should continue to focus on the importance of following the law and explaining the impacts on children with respect to corporal punishment, through the application, support and monitoring of the CDC, incorporating this aspect into all future training with teachers and Heads of School.

Through the CDC Heads of school should be expected to give championship to appropriate and non-corporal punishments and to strongly counsel teachers that punishment for poverty or gender reasons beyond the child’s comparison is illegal and must be stopped.

In **Zimbabwe**, the view of the boys on corporal punishment was that it was acceptable when administered reasonably. There were similarly distinctly strong messages coming from parents and guardians that corporal punishment is an accepted norm and that they do not recognise alternative effective methods for discipline.

This seems to be mirrored by girls who feel safe at school. They perceive schools as safe spaces for them.

*“What I like here is that we learn in a free environment”*. Non bursary girl in Shurugwi

Only one girl in Umzingwane indicated that she does not like being beaten by other students at school. Girls did not perceive corporal punishment as a negative but rather as justified. The perception cut across all the districts and is recognised as a deeply embedded social norm in rural schools.

*“...your misbehaviour determines the kind of beating one gets. Most of the times the beatings are justified because some behaviours are really bad....girls get beaten on the palms of their hands and for boys at their buttocks”*. Bursary girls in Mwenezi

The perception is shared by PCGs who felt that corporal punishment is necessary to curb errant behaviour among children. The PCGs said that they actually encourage teachers to administer corporal punishment. This is despite the fact that they are aware of its illegality.

In Zambia there was no reported corporal punishment. It is not encouraged in schools and schools have found other ways to discipline children and it did not come up as an issue in any quantitative or qualitative research findings.

### **Sexual Gender Based Violence against girls in school**

In **Tanzania**, sexual harassment (euphemistically called ‘pestering’) is so prevalent and ingrained that almost all girls interviewed regarded it as part of everyday life. Schools, particularly on the east coast of Tanzania, are based in a society where girls’ are to have sex from puberty or at /a young age. And in a country which only banned marriage for 14 year old girls in 2016, power relations, peer pressure and cultural expectations play out in schools. From the responses given sexual harassment/Sexual Gender Based Violence (SGBV) is normalised and girls do not always recognise that this is gender based or about violence. Boys at one school frequently teased the girls and told them they could not study for thinking about them. Girls say they brush it off and don’t want the attention but are clearly ignored. When talking about girls to researchers though, boys always referred to them as “our sisters” suggesting a kinship relationship that differs from their behaviour when talking to girls themselves. This unwanted flirting/“pestering” is harassment (and thus part of SGBV) and does not always lead to physical violence but it puts girls under daily pressure and on guard. A more dangerous outcome is that, when repeated frequently it becomes normalised, like grooming. There is a high likelihood that girls were not comfortable reporting any SGBV that had occurred and that it had potentially occurred. The legal stakes are quite high now (in the current situation relating to pregnancy in schools since perpetrators can be fined or sentenced to up to 30 years in jail for impregnating a school girl) and the blame could rebound more fully on any girl that did report an abuser and so they mostly remain vague.

In a similar situation, girls at another school reported that their teachers used to try and seduce them, and that they did not like it.

It was not possible to discover if this had resulted in any assault or abusive relationship. Contrary to the baselines, this was the only report of such abuse by teachers in the midline visits for Tanzania and because of the near presence of external actors to the room where the meeting was taking place with the girls; the researcher could not follow up the issue. Although there is a sense that the CDC may watch a CAMFED partner school more closely, there is still impunity by teachers as readily illustrated by their attitudes to corporal punishment.

In Iringa interviewed boys explained that “Girls might not always reveal the name of a man who had sex, raped or abused her, because the family might take a bribe for her to keep quiet”

In Chalinze a CDC member said

*“...That [to find out if the abuse happened in school] is hard because many children mention people from outside; For instance, there is one girl, she says the man who impregnated her is someone who works in livestock auctions and these auctions move from one place to another. So to find someone like that is difficult. But if you make a close follow up you find out they are not saying the truth, they hide those who have impregnated them. They mention only those by any means you cannot reach out to them. So that is where the difficulty is. Afterwards when she has left school few years later you will now know. Example when before coming to this secondary i was in Rugoba, 2 students got pregnant and both of them were in form 4 and the girls were expelled from school. After being asked who gave her the pregnancy one said in the June holiday i was in Dar es Salaam and i was studying tuition and the tuition teacher made me pregnant. But now she is in Chalinze as a cook in kiosk and the boy who impregnated her was a fellow student in the same class, and he completed school. Now he is veterinary officer and the girl is just selling in a kiosk. When I pass sometimes she says now you wanted me to mention his name and he could be expelled too?” (Male CDC member, Chalinze)*

This seemed to be a common perception as the CDC in Handeni had a similar view

*“The biggest part is the barrier in early pregnancy to girls and they do not cooperate to say the person who impregnates her. No justice [is found] because most of the ones who impregnate girls are*

*the cousins, teachers and other street boys and girls is expelled from school” (male CDC member, Handeni)*

CDC therefore feels fairly powerless to intervene and make the necessary behavioural changes required on behalf of the school community, in order to reduce the prevalence of SGBV.

### **Box 11 Case study of Dropped out bursary girl Handeni**

This young woman had dropped out of school through pregnancy. She drew her life journey she was not able to divulge who the father was but through the trauma, she was crying as she told her story. Despite a good school career and a CAMFED bursary she said was sufficient to keep her in school, she was pestered and seduced. The perpetrator has escaped and she is taking care of the baby on her own. The perpetrator may have been at school or in the community

The word “rape” was not used by girls but all kinds of terms that play down the harmful exchanges were referred to, such as “Kutongozwa” – to be seduced (not necessarily ending in sex), “teased”, “pestered” etc. which shows their socialisation to expect SGBV as nothing unusual. It was not explicitly referred to as SGBV which suggests that there is a very long journey to be taken before girls can challenge the behaviours they are exposed to.

In **Zimbabwean** schools there were no cases of sexual violence reported by girls.

Further discussion of SGBV outside school is given in section 6.5.3 following.

There are many recommendations made in the baseline report that are still pertinent and are therefore repeated at midline as no evidence has been found that they have been directly acted on:

### **RECOMMENDATIONS**

**CAMFED National offices have excellent reputations with national level stakeholders. In this role they should also take a championship role in national fora on SGBV to ensure it is taken extremely seriously, made visible and addressed. In Tanzania this is already happening but further investment in strategies and all avenues related to SGBV will need to be made before attitudes really start to change**

**CAMFED works with ministries of education to advocate for compulsory Sexual and Reproductive Health and MBW sessions for girls and boys in all schools.**

**All teachers in CAMFED schools, not just Teacher Mentors, receive further mentoring in combating SGBV. It suggested that although not currently within CAMFED’s mandate, if CAMFED were to take this on then there would be better results under IO5. It would be a way to move the issue forwards to redouble the current efforts. Further CAMFED practice is so well regarded at national level that were a pilot to be funded in some districts, it may have very positive impacts in country.**

**Development of a training manual, training of head teachers or providing a directive to Teacher Mentors and Learner Guides to provide regular discussions with staff sessions may be more possible.**

### **Compulsory Pregnancy Testing**

In Tanzania all schools visited reported compulsory pregnancy testing for all girls not just Form 4 girls. Along the coastal zone there is a perception that during the long holidays girls may undertake their initiation rights and come back pregnant, thus testing is often done both before and after holidays (twice per year) for the whole year. Or if a pregnancy is suspected, heads of schools and TMs reported that a small group of girls is taken to a dispensary where the tests are done, or they are done at school in the attempt to discover the pregnancy status of the suspected girl. In Tanzania there is no route back to school after a pregnancy is discovered; the girl is expelled.

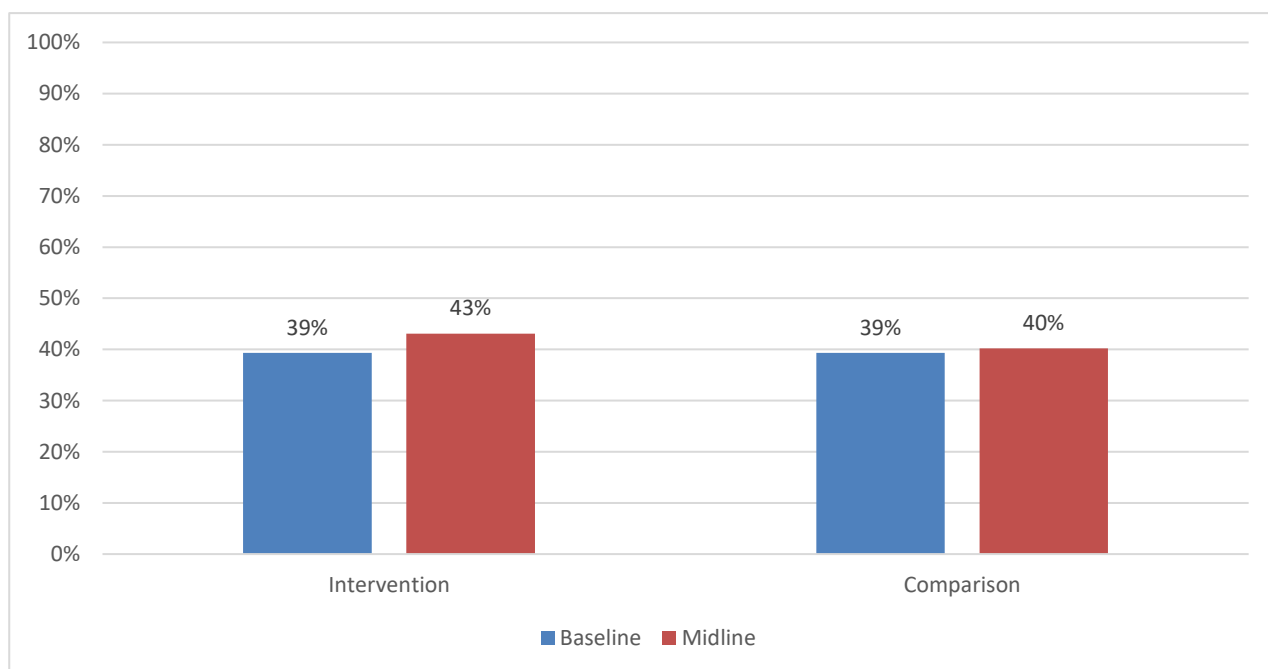
Girls seemed inured to this and did not comment on whether they thought it infringed their rights.

### 6.5.2 IO5.2 Proportion of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon

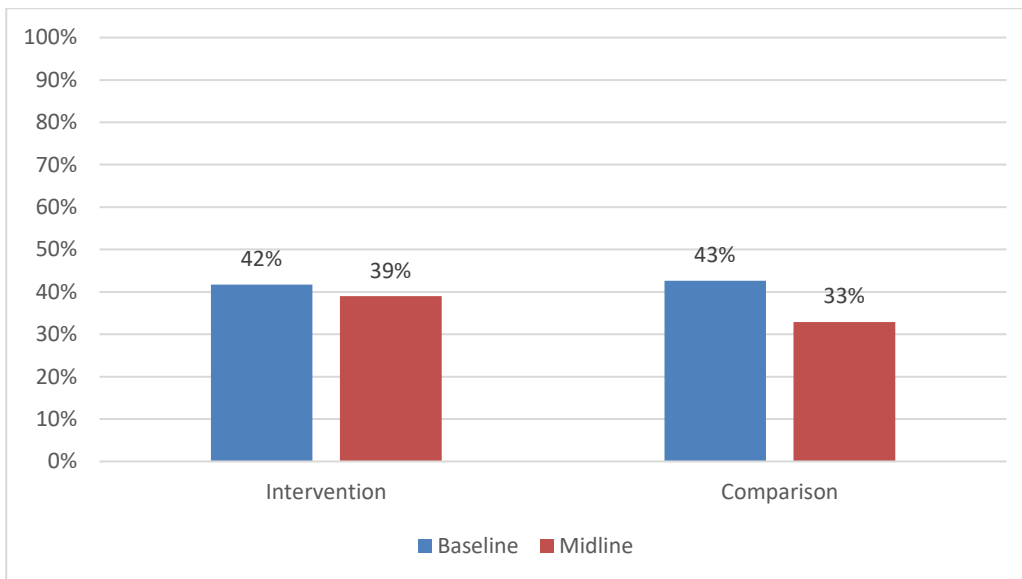
This indicator is taken from surveys with student responses in the student questionnaire. It is based on two responses from the student questionnaire of knowing who to report to and feeling confident that the report will be acted on.

#### Tanzania

In Tanzania less than half the girls reported knowing who to turn to and report harassment and abuse and feel confident that it will be acted upon. Although levels rose slightly in both the intervention and comparator areas it still remained low at 43% and 40% respectively. With boys these levels actually reduced between baseline and midline falling from 42-39% in intervention areas and 43-33% in comparison areas – a full ten percentage point drop.

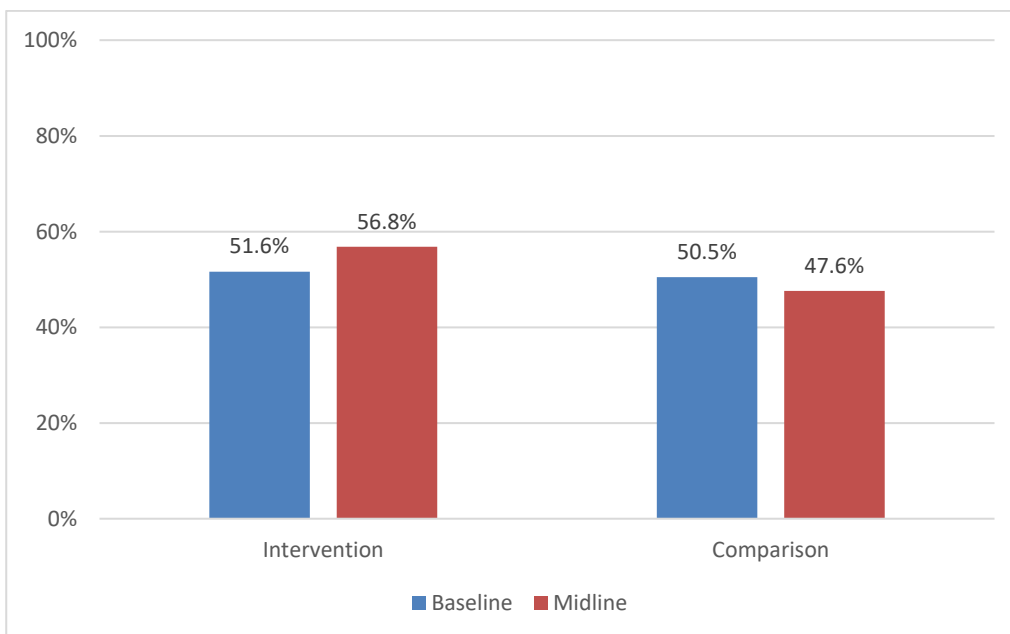


**Figure 46: Girls who know who to turn to and feel confident that their report will be acted upon in Tanzania**



**Figure 47: Boys who know who to turn to and feel confident that their report will be acted upon in Tanzania**

In **Zambia**, the percentage of girls who know who to turn to and feel confident in reporting gender based violence has marginally increased in intervention but not in comparison groups between baseline and midline. The intervention group is higher than the comparison group but this is not a significant difference.



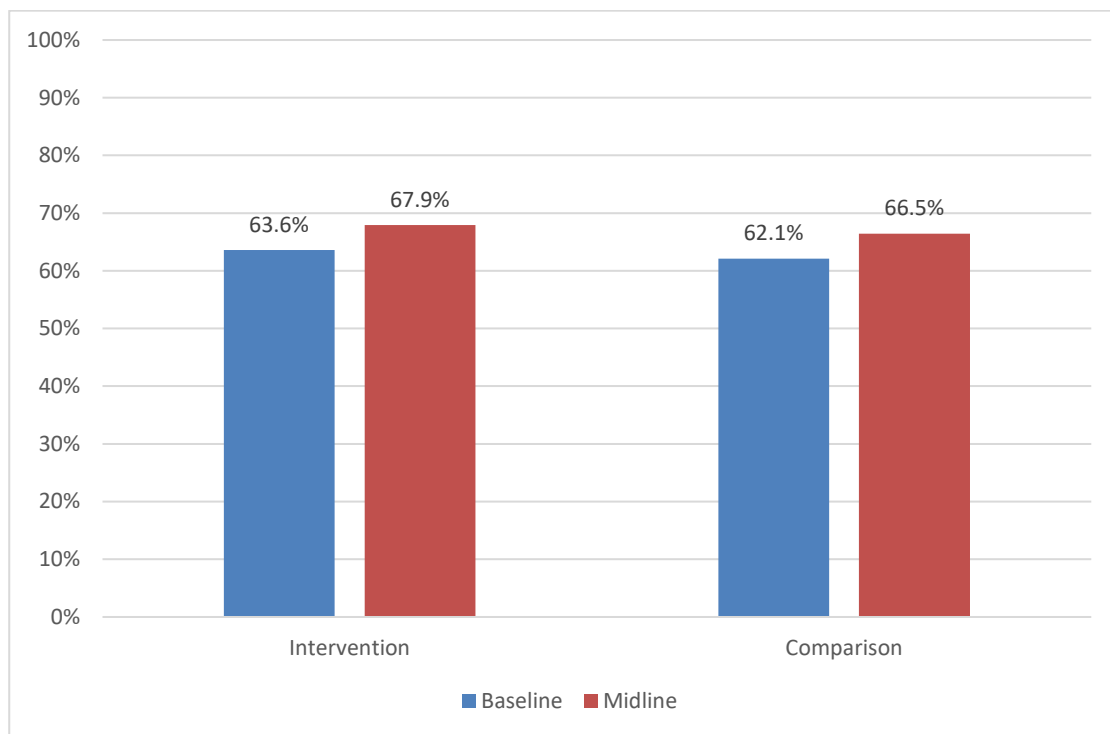
Source: School based survey, intervention and comparison at baseline and midline

**Figure 48: Girls who know who to turn to and feel confident that their report will be acted upon in Zambia**

In **Zimbabwe** there has been a slight improvement on knowing who to turn to and reporting, among girls in intervention and comparison groups between baseline and midline although boys dropped over the same period from 65-63.9% and 60.5 to 59.4% in intervention and comparator areas respectively.

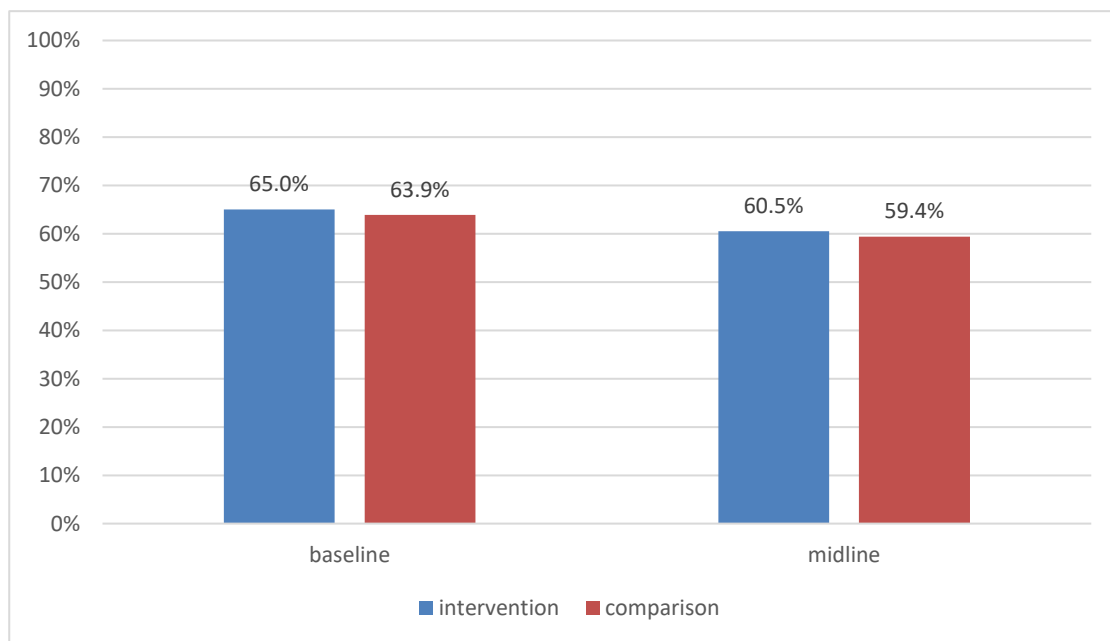
Combined scores on knowing who to turn to in order to report cases of abuse and feeling confident it will be acted upon in Zimbabwe appear lower than in Zambia, particularly among the intervention group. Better scores were achieved at midline among girls in Hwange (up from 21% to 24%) and girls and boys in Mutare (46% to 50% and 45% to 51%) and boys and girls in Binga (up from 9%-14% and 9% to 17%). Scores were lower at midline for girls in Uzumba-Maramba-Pfungwe (down from 33% to 25%) and boys in Hwange

(21% to 17%). Again, this shows a mixed picture across intervention and comparison districts Progress between baseline and midline is not consistently better in intervention districts compared with comparison districts, pointing to localised factors as explaining these differences at least in part.



Source: School based survey, intervention and comparison at baseline and midline

**Figure 49: Girls who know who to turn to and feel confident that their report will be acted upon in Zimbabwe**



**Figure 50: Boys who know who to turn to and feel confident that their report will be acted upon in Zimbabwe**



**Table 85: Percentage of students within a district who know who to turn to, by district in order to report cases of abuse and feel confident that their report will be acted upon.**

**Table 85a: Percentage of students within a district who know who to turn to, by district in order to report cases of abuse and feel confident that their report will be acted upon**

	Form 2 (4) BASELINE		Form 2(4) MIDLINE		Form 4(6) BASELINE	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised
<b>Tanzania</b>						
<b>Female</b>						
<b>Bahi</b>	-	22.4%	-	22.5%	-	12.2%
<b>Chalinze</b>	8.2%	-	8.6%	-	12.0%	-
<b>Handeni</b>	14.6%	-	12.2%	-	14.5%	-
<b>Iringa</b>	28.8%	-	25.30%	-	28.4%	-
<b>Kilindi</b>	-	6.0%	-	9.4%	-	13.4%
<b>Kilombero</b>	13.5%	-	17.7%	-	18.3%	-
<b>Lindi</b>	-	11.2%	-	11.6%	-	6.7%
<b>Morogoro Rural</b>	26.7%	-	24.8%	-	18.0%	-
<b>Mpwapwa</b>	-	18.7%	-	12.0%	-	13.0%
<b>Muheza</b>	-	7.3%	-	6.9%	-	12.2%
<b>Rufiji</b>	8.2%	-	11.40%	-	8.8%	-
<b>Wanging'ombe</b>	-	34.4%	-	37.7%	-	42.5%
<b>Male</b>						
<b>Bahi</b>	-	23.5%	-	25.3%	-	16.9%
<b>Chalinze</b>	7.0%	-	5.8%	-	5.7%	-
<b>Handeni</b>	11.8%	-	14.6%	-	13.6%	-
<b>Iringa</b>	25.8%	-	26.6%	-	27.9%	-
<b>Kilindi</b>	-	6.1%	0.0%	8.2%	-	8.9%
<b>Kilombero</b>	19.1%	-	19.7%	0.0%	21.8%	-
<b>Lindi</b>	-	17.1%	0.0%	14.3%	-	12.2%
<b>Morogoro Rural</b>	25.2%	-	24.1%	0.0%	20.7%	-
<b>Mpwapwa</b>	-	21.0%	0.0%	19.2%	-	15.0%
<b>Muheza</b>	-	11.0%	0.0%	9.9%	-	8.9%
<b>Rufiji</b>	11.2%	-	9.1%	0.0%	10.4%	-
<b>Wanging'ombe</b>	-	21.3%	0.0%	23.1%	-	38.0%

**Table 85b: Zambia Percentage of students within a district who know who to turn to, by district in order to report cases of abuse and feel confident that their report will be acted upon**

	Grade 5 (7) BASELINE		Grade 5 (7) MIDLINE		Grade 7 (9) BASELINE		Grade 7 (9) MIDLINE	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised
<b>Zambia</b>								
<b>Female</b>								
<b>Chibombo</b>	-	5%	-	28%	-	2%	-	3%
<b>Chinsali</b>	29%	-	28%	-	26%	-	28%	-
<b>Chitambo</b>	-	30%	-	25%	-	30%	-	35%
<b>Kapiri Mposhi</b>	-	67%	-	51%	-	68%	-	62%
<b>Mpika</b>	42%	-	45%	-	50%	-	42%	-
<b>Shiwa N'gandu</b>	30%	-	27%	-	25%	-	30%	-
<b>Male</b>								
<b>Chibombo</b>	-	2%	-	23%	-	0.7%	-	2%
<b>Chinsali</b>	25%	-	25%	-	26%	-	34%	-
<b>Chitambo</b>	-	31%	-	23%	-	39%	-	37%
<b>Kapiri Mposhi</b>	-	67%	-	52%	-	60%	-	61%
<b>Mpika</b>	44%	-	48%	-	51%	-	49%	-
<b>Shiwa N'gandu</b>	32%	-	27%	-	23%	-	18%	-

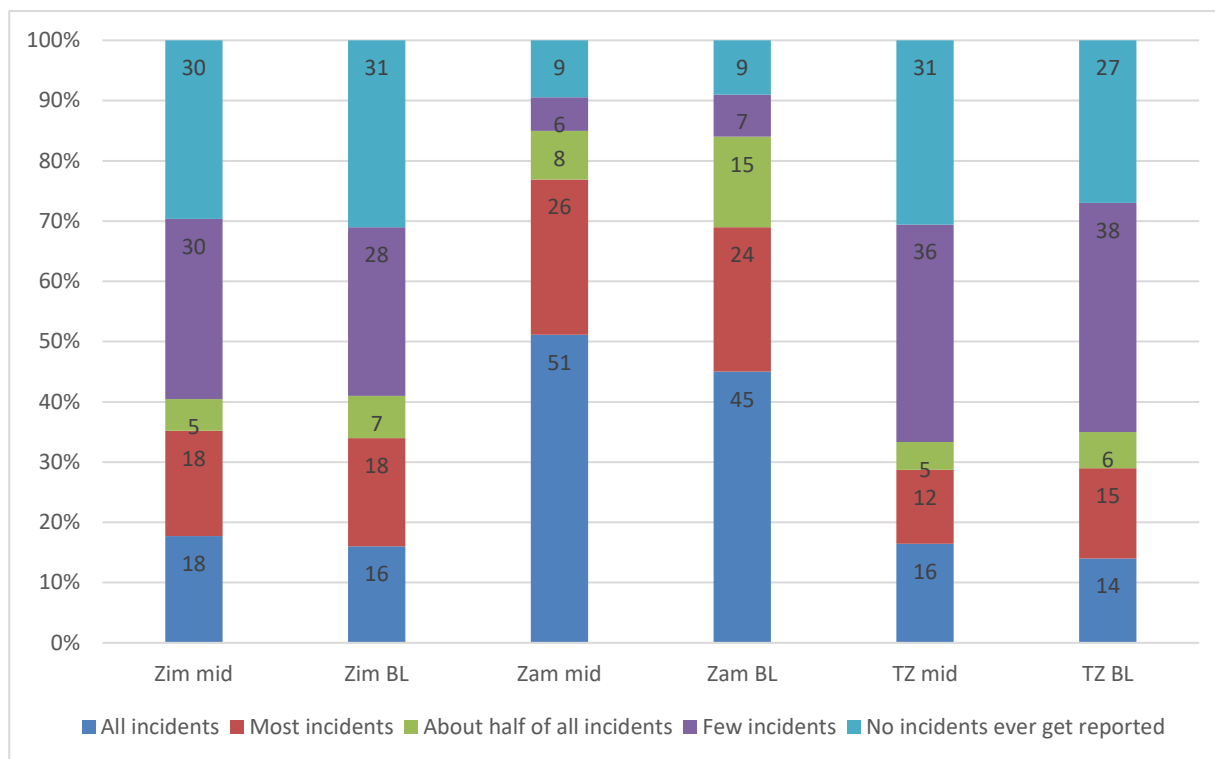
**Table 85c: Zimbabwe: Percentage of students within a district who know who to turn to, by district in order to report cases of abuse and feel confident that their report will be acted upon**

	Form 2 (4) BASELINE		Form 2(4) MIDLINE		Form 4(6) BASELINE	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised
<b>Zimbabwe</b>						
<b>Female</b>						
Binga	9%	-	14%	-	10%	-
Hurungwe	13%	-	11%	-	10%	-
Hwange	-	21%	-	24%	-	24%
Mt Darwin	15%	-	15%	-	20%	-
Mudzi	13%	-	13%	-	13%	-
Mutare		46%	-	50%	-	48%
Mwenezi	13%	-	11%	-	10%	-
Nyanga	15%	-	13%	-	13%	-
Shurugwi	17%	-	16%	-	20%	-
Umzingwane	4%	-	5%	-	5%	-
Uzumba-Maramba-Pfungwe	-	33%	-	25%	-	29%
<b>Male</b>						
Binga	9%	-	17%	-	9%	-
Hurungwe	14%	-	10%	-	11%	-
Hwange	-	21%	-	17%		23%
Mt Darwin	15%	-	18%	-	18%	-
Mudzi	14%	-	12%	-	14%	-
Mutare	-	45%		51%		51%
Mwenezi	11%	-	7%	-	12%	-
Nyanga	15%	-	13%	-	17%	-
Shurugwi	18%	-	18%	-	17%	-
Umzingwane	4%	-	6%	-	3%	-
Uzumba-Maramba-Pfungwe	-	34%		32%		26%

This section separates out the results of students reporting and levels of comfort in reporting and to whom.

The figure below shows a very similar profile in perceptions of how many incidents of physical violence in school are reported, with 51% of students in intervention areas in **Zambia** at midline saying that all incidents are reported compared to 45% at baseline.

By contrast, 59% of Zimbabwe students at baseline and 60% at midline said that few or no incidents were reported. In Tanzania at baseline this was 65% of students who felt few or no incidents ever get reported. At midline this had increased to 67%. This suggests some progress in Zambia but limited progress in Zimbabwe and Tanzania since baseline.

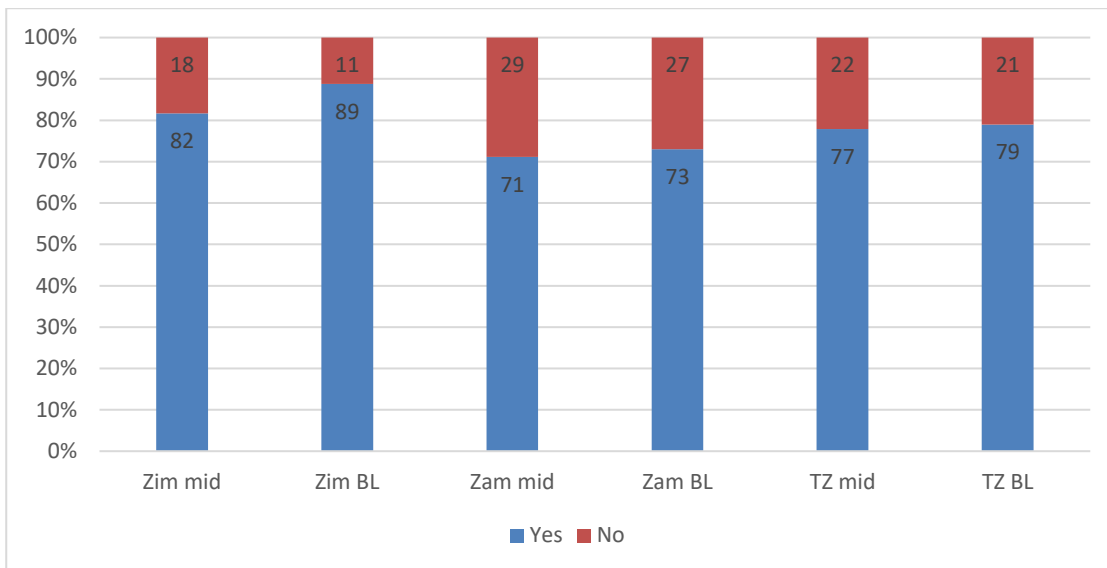


Source: Student questionnaire, intervention areas only

**Figure 51: Proportion of students who say that incidents are reported**

Overall, the majority of young people in intervention areas would feel comfortable reporting harassment or abuse, ranging from 71% of students in Zambia at midline to 82% in Zimbabwe. There were no signs of improvement in being comfortable to report harassment in school between baseline and midline.

It is interesting that students in Zambia (77%) were far more likely to say that all or most incidents get reported, but were less likely to say that they themselves would feel comfortable reporting an incident.

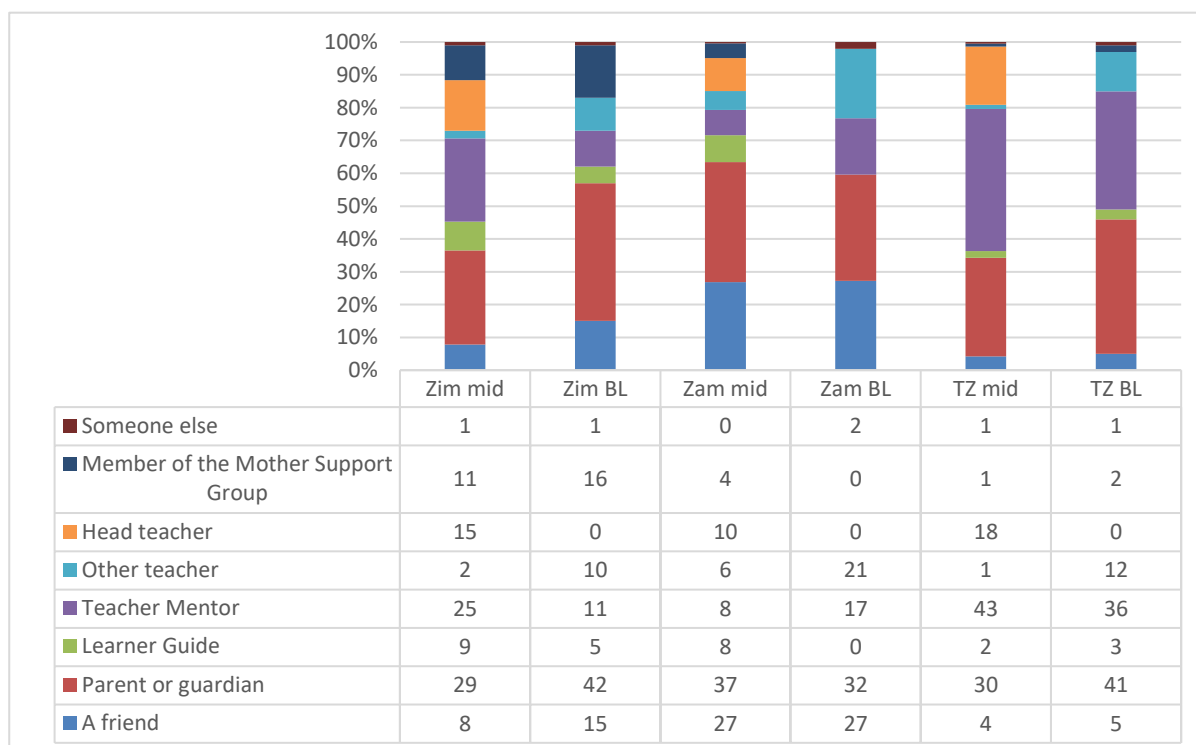


Source: Student questionnaire, intervention areas only

**Figure 52: Whether students would feel comfortable reporting harassment or abuse in school**

Across all three locations, the range of sources of support for harassment had increased between baseline and midline. At midline, young people in Zimbabwe and Tanzania were more inclined than at the baseline to say that they would report harassment or abuse to a Teacher Mentor. This was not the case in Zambia where reporting harassment or abuse to Teacher Mentors reduced from 17% to 8%. **This role has become particularly important in Tanzania, where 43% of those in intervention areas said they would report harassment in this way.**

Mother/parent support groups were more commonly mentioned as a source of support in Zimbabwe compared with elsewhere. At midline the surveys asked specifically about reporting to teachers and head teachers whereas at baseline only other teachers were named so this is a new category at midline.



Source: Student questionnaire, intervention areas only

**Figure 53: Who students would report harassment or abuse to**

It is interesting to note in Tanzania that levels of “knowing who to turn to and being confident that the report will be acted upon”, has gone up for girls, but for boys has gone down.

**Table 86: Students’ views on who to turn to in order to report abuse and confidence that report will be acted upon**

	Students (Boys and Girls)’ views
<b>Tanzania</b>	In some schools (Handeni), teachers chosen by students are assigned pastoral roles who are designated members of staff that students can talk to in times of need. The child protection policy has increased students awareness of their rights, therefore provided a platform to be able to report where incidences surpass the law. Complaints can be directed to designated members of staff and taken to the head teacher when not acted upon (Chalinze). Reports of teachers not acting upon reports of abuse because they implicate their fellow colleagues. In this instance, students turn to parents and they sometimes take action and talk to the head teacher and/or police.
<b>Zambia</b>	Child protection policy has in place mechanisms for grievance if a child needed to report a case of abuse to the school: there are designated staff members, nominally the Teacher Mentor, Guidance Teacher or head teacher. (Mpika) In other schools, there is no designated member of staff that receives students’ reports of abuse and students seek a favoured teacher to talk to, generally the head teacher. Child protection policies were shared with the student and community members to raise awareness of the intent of the document.
<b>Zimbabwe</b>	Girls reported that they would feel ashamed to tell a teacher if they had experienced sexual harassment. Unlikely to tell the teacher for fear they will talk to others.

Source: Qualitative interviews

Girls and Boys in **Tanzania** found it easy to talk about this subject if they knew anything about it at all. In addition, some girls knew about the Child Protection Policy which is adopted and used by schools as their own.

Boys in Iringa said they were safe in school and at home:

*“Yes, it is safe and if someone humiliates a child will be punished by the government. Example if a person rapes a child, he will be jailed for 30 years so students are safe in these villages” (Boy, Iringa)*

The primary care givers interviewed related to that school, by comparison, had little insight about the Policy.

The Bursary girls knew that the Teacher Mentor was there for them and to support them.

*“She is the one whom we talk to most of the time and she usually helps us in many ways” (Bursary Girl, Handeni)*

*“: at school here there are two teachers that are assigned, a male and a female teacher. The teachers who were chosen by the students themselves because they can listen to the students’ problems and find solutions to the problems. The matter of safety, I can say that has increased because when we were in Form One for us who are in form four now, we didn’t have the special teachers that were to listen to the students’ problems. But for now those teachers are available and I can say that is one of the ways of maintaining the safety of the students at school.” (Boy, Rufiji)*

A meeting with girls in Chalinze revealed the perception that:

*“There is child protection policy particularly for those who stay in the hostel but is not that good but when a student gets sick, you take them to Madam (matron) gives a student first aid and calls a parent’ (Girl, Chalinze)*

This “Madam” is not the TM but the matron who looks after all children and is also usually the discipline teacher. Whilst in most cases the girls were confident in being able to tell either of these teachers their problems, sometimes there was a negative answer. The girls did not voice any conflict of interest they may have felt in these dual roles, but the boundaries of being guide/counsellor and disciplinarian do give mixed messages.

The CDCs supported and promulgated the Child Protection Policies though they reported that culture had a bearing on whether it was followed successfully:

*“The child protection policy is implemented in school as children are loved, protected and I usually pass through schools to make follow up in particular cases For example one head teacher was engaging in love affair with the student and I made follow up until the head of school was expelled out of school; Interviewer: what about gender based violence in school and community? CDC member: this is done in school, because people are coming from different areas following patrilineal [kinship], but in Handeni matrilineal is followed, so in Handeni there is no issue like that. Interviewer: so you are saying that Zigua women have a lot of power? CDC member: Yes and it is an obligation of the mother to feed the family. (Male CDC member, Handeni).*

This is irrelevant in pursuit of a child protection policy in school but what the CDC member may have been referring to is cultural norms that do not apply to his own ethnic group and which he did not approve of.

In **Zambia** the TM was acknowledged as being there for the girls:

*“We have a teacher mentor who talks to us and encourages us to study hard, abstain from sex and early marriage” (Marginalised girl, Zambia)*

In **Zimbabwe**, Bursary and non-bursary girls knew who to turn to in order to report cases of abuse. Girls in all districts, except one, mentioned that they would report to teachers especially the TM if they had been abused. According to the girls, the teachers are approachable and capable of rendering assistance. Therefore, the girls are free to talk to them. In addition, they are easily accessible since they meet them *at school for the greater part of the week. This was for abuses that happen in and out of school.*

*“...I like that the teachers we have, they are friendly and approachable. If I have a problem that I am even failing to share at home I can freely talk to my teachers and I know they will assist me.” Non-bursary girl in Shurugwi*

However, some of the bursary girls in the same district said that it might be difficult to report to anyone especially if one is threatened and if the perpetrator is closely related to the girl. The girls were not comfortable telling the teachers as they felt that the teachers would tell others before offering assistance. This points to lack confidence among some of the girls. This is a conversation between Shurugwi bursary girls:

**Respondent 2:** *It might be sexual abuse. One might not speak out that she is being abused by a parent or guardian and just keeps quiet. This will then disturb her in her studies*

**Interviewer:** *Ok so tell me, as girls, why would you not be able to speak out?*

**Respondent 5:** *you will be afraid*

**Respondent 4:** *Or they might even point a knife at you. You might be afraid to tell the teacher maybe they will not listen.*

**Interviewer:** *Ok so you might be in fear and not report. So if you cannot report elsewhere, is it not easier to report at school if you are being abused at home?*

**Respondent3:** *It’s because we think that if I tell a teacher my problem, she might help but she would have told her other friends then I will be ashamed. She might tell others before I even get the help.*

From the girls’ responses, it is evident that most of the abuse happens at home, more than at school or in the community. Therefore, it is more difficult to raise the issue at home where the abuse is happening. In

Umzingwane and Mt Darwin, the girls are free to report to the Child Protection Committees. In Mt Darwin, there is the child-led CPC that is school based and the girls were aware of the role of the committee members. The CPC was said to be pro-active as they did not simply wait to receive reports but would identify students who are abused at home or are living in difficult circumstance and bring these to the attention of the teachers.

All of the non-cohort boys interviewed during the midline evaluation were very clear on whom to turn to in order to report cases of abuse in the school. They all seemed to feel confident that their report would be acted upon. For example, in Shurugwi the boys mentioned that if they have something troubling them; they will either report it to the Teacher Mentor, Senior Teacher or the student representative on the School Child Protection Committee. However there seems to be a lack of clarity in terms who to report to when there are cases of abuse or something troubling them at home or in the community. In Mudzi the boys mentioned that sometimes in cases where the abuse is being perpetrated by a step parent or relative, they find it difficult to report because *'some parents say our issue stays here I don't want to hear it anywhere else'*. Some of the boys said in such situations they would report the case to the police, Headman or an uncle.

### **6.5.3 Students' understanding and perceptions of safety in school and on their way to/from school**

The following section studies the understanding and perceptions of students regarding safety in school and on their way to and from school. Table 90 below shows the key aspects discussed in the qualitative research during the midline evaluation.



**Table 87: IO 5.3 Students’ understanding and perceptions of safety in school and on their way to/from school**

	Teachers	Bursary Girls and Marginalised Girls	Boys	SBC / PSE/CDC	Head Teachers
<b>Tanzania</b>		<p>High sense of security and safety in hostels. Corporal punishments come in the form of push ups, being struck with a cane.</p> <p>On the way to school, girls experience unwanted attention from boys and men – scooter drivers offering lifts for exchange of sexual activities.</p> <p>Perceived danger of rape on route to and from school especially when the distance is far.</p> <p>Reports of students feeling unsafe due to drunk Teachers (Handeni); male Teachers seducing girls (Handeni)</p>	<p>Perceived change in safety in the school environment due to child protection policy and designated members of staff who assume pastoral roles.</p>	<p>In some areas, wildlife poses a threat to safety on the way to school and in some cases at school where there is no school fence.</p>	<p>The Child Protection Policy has helped reduce corporal punishments.</p> <p>In some schools they have hired security guards to improve the sense of security in and around the school, especially at night time.</p> <p>Recognition that issues of safety and security and sense of safety and security, for girls in particular, require improvements of school facilities such as WASH facilities, and self-contained hostels that have integrated WASH facilities (Handeni); and school fences.</p>
<b>Zambia</b>	<p>Recognition that student safety beyond the school gates needs to be addressed with the help of local authorities (police) and communities as communities have their own security systems.</p>	<p>On the way to school, girls experience unwanted attention from men- often drunk men outside the pub.</p> <p>Perception of feeling unsafe walking to and from school, especially in the afternoons when it gets darker. To combat issues of safety, girls tend to walk in groups.</p> <p>Girls in multiple districts reported that sometimes boys tried to disguise their actions as unintentional but would inappropriately touch them on their bodies. Little to no reports of corporal punishment from girl students: alternative punishments given such as classroom sweeping or digging holes for waste (for boys only).</p>	<p>Perception of some boys is that boys treat girls well at school.</p> <p>Boys have been taught how to behave towards girls by parents and Teachers</p> <p>Told that if men or boys abuse schoolgirls they are taken to the village chief or the police; boys can be forced to leave the school</p>	<p>Ensuring students have a safe learning environment is a priority for the CDC and is in line with MoGE policy.</p> <p>CDC Confirmed corporal punishment is prohibited and that alternative punishment must not take place during learning time.</p> <p>CDC member from Social Welfare - SW has a child protection committee from across government departments; carry out community sensitization, work with community based GBV units and police to ensure perpetrators of violence are dealt with</p> <p>In most schools, range of stakeholders involved in development of CPP, including Village Heads; in</p>	<p>All schools have a CPP.</p> <p>HTs confirm there is no corporal punishment and that girls who drop out are followed to get them to come back to school.</p>
<b>Zimbabwe</b>	<p>Some Teachers feel the concept of the CPP has gone too far with children demanding rights but not accepting responsibility</p>	<p>Few reports of perceived safety issues: girls walk together to avoid unwanted attention from boys/men, there is also perceived danger from wild animals.</p>	<p>One group of boys discussed role of MBW in helping girls talk about abuse they have suffered; another group said that parents do not want them to discuss such things out of the home.</p>	<p>One group of parents are impressed with how complaints regarding boys behaviour against girls is dealt with now. Parents feel girls are safe in school.</p> <p>CDC will take action if they hear about incidences of abuse.</p> <p>Parents feel that corporal punishment should be allowed in school and at home.</p>	<p>Pregnancy testing is needed to keep girls in school</p> <p>Counselling provided by Teachers for boys and girls</p>

## Instances of sexual predation on girls on their way to and from school

Sexual predation on girls on their way to and from school is one of the key deterrents to school attendance, key causes of SGBV and also key causes of school dropout and thus, needs constant emphasising by CAMFED. Although there are dangers in school and feelings of safety are not always high, the risk of SGBV outside school, particularly to and from school, is far worse.

In all schools visited in **Tanzania** girls reported that they were resisting attempts to seduce them. Mostly these are related to Buda-buda drivers. Buda-buda boys are regarded as a concern because they give the girls lifts and expect sexual favours in return if the girls can't pay. Often the Buda-buda drivers are unlicensed, renting the motorbikes from their owners; they lurk "in the bush", drop girls "in the bush" and do not approach the school compound so that their identity is not noticed (head of school, Chalinze). Whilst the whole of the eastern areas of Tanzania are verdant it was observed that in Chalinze the landscape is somewhat flat in the wards where fieldwork took place, with much scrub, elephant grass and other places in which someone looking to predate could obscure themselves.

*"The main temptation is the Buda-Buda boys who offer our girls free lifts to school"* (PCG in Kilombero).

PCGs also say that friends who have already dropped out can also be a bad influence on the girls, as well as older men who offer them money for food or lifts on bicycles.

The core problem is that the girls have no money or means to get to school quickly, thus they cannot pay for lifts. In addition, where their way to school is near a road, bus drivers often won't admit them because they only pay half fares. Thus they must often walk a long way alone. If she is hungry or late there is a temptation for a girl to receive any food or transport offered for "free" and to resist may not help if a boy has already singled her out for attention. Although in **Tanzania** the language used is "temptation" or "love temptation", it is a poor way to describe a human need and suggests that girls are doing something that they can only blame themselves for. To deny themselves a lift or a piece of cassava after a day spent in hunger, means undergoing very harsh conditions. This is another way in which gendered language is used pejoratively against girls who are marginalised and in need.

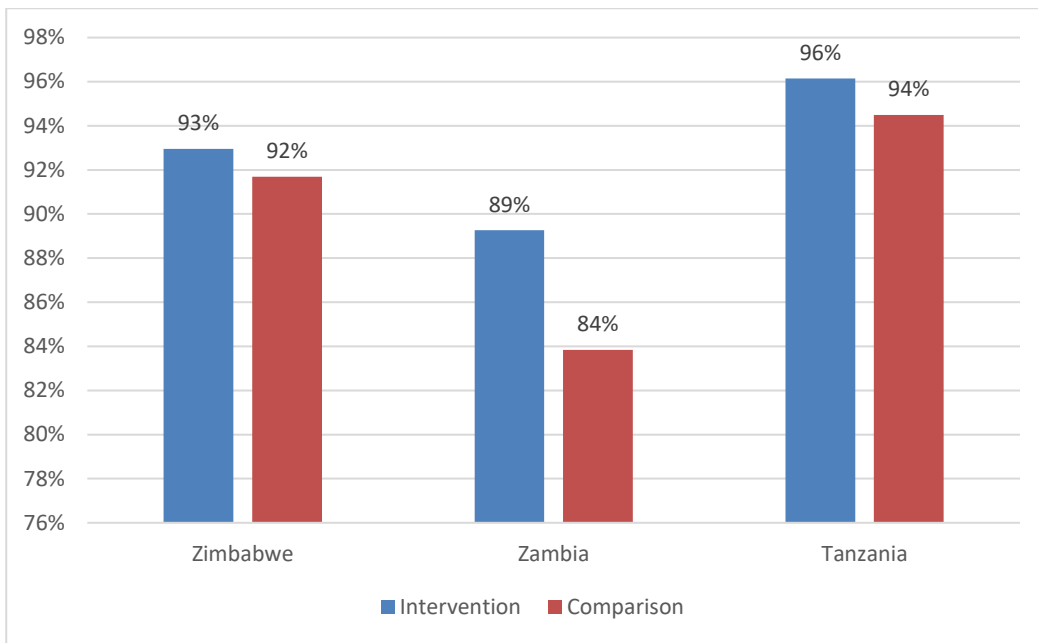
In Morogoro, **Tanzania** in the CDC FGD, a CDC member commented that girls are more sexually active compared to boys and sometimes do it with the parent's knowledge and even profit from it.

*"Parents use girls to something out of it"* (CDC member, Morogoro)

This example from a CDC member is one indication of the level of SGBV girls are subjected to, and suggests that it is possible that some girls have no safe space at home. But girls in Iringa say that cases of rape or men forcing themselves on young girls would be reported by the school or parents and then the police will act. They are not always successful in tracing the men or have the men convicted.

These examples from the qualitative research corroborate responses in the student survey.

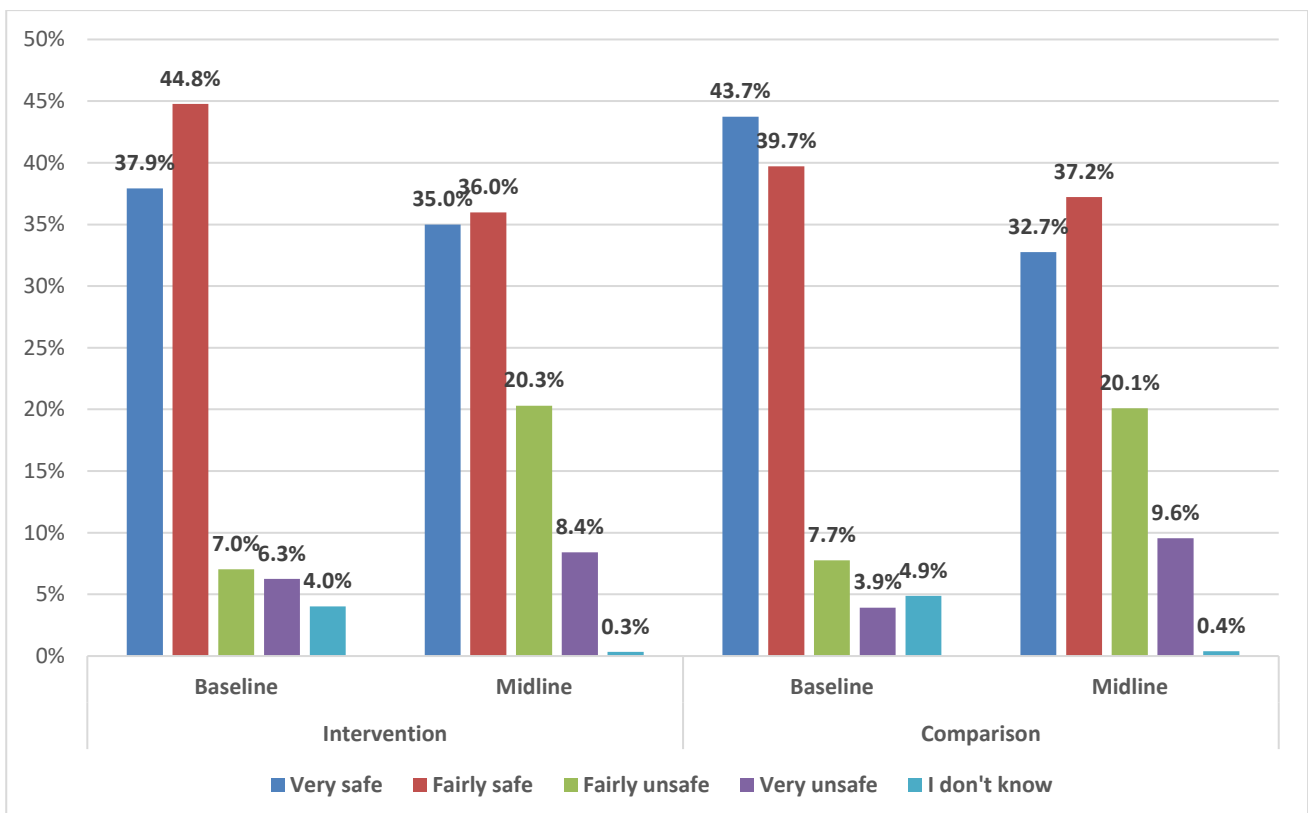
At midline the quantitative data tells a story about the feelings of safety in school. Young people in intervention areas were more positive about safety in school, ranging from 89% in Zambia (84% comparison) to 93% in Zimbabwe (92% comparison) to 96% in Tanzania (94% comparison).



Source: School based survey, intervention and comparison midline

**Figure 54: Girls and boys that feel very safe or quite safe at school – intervention and Comparison districts**

In **Tanzania** the student survey results show a marked increase in the proportion of marginalised girls saying they feel fairly or very unsafe on the way to or from school at the midline in both the intervention and comparison areas, from 13% to 29% in the intervention areas and from 11% to 30% in the comparison areas. This occurs along with a reduction in ‘don’t know’ responses from between 4% and 5% to less than 1%.



Source: School based survey, intervention and comparison at baseline and midline

**Figure 55: How safe marginalised girls feel on their journey to and from school - Tanzania**

In **Zambia**, in both intervention and comparison areas there has been an increase in the proportion of marginalised girls saying they feel safe on their journey to and from school, which has narrowed the gap between the intervention and comparison groups. Now 11% of girls in intervention districts feel very or fairly unsafe, the same as at baseline but 9% of girls in comparison districts feel very or fairly unsafe, compared with 14% previously. 4% of girls in intervention areas and 8% in comparison areas don't know whether they are safe. So, on balance Zambian girls in intervention areas are slightly more likely to say they feel 'very safe' and slightly less likely to express uncertainty about their safety.

In Zambia the impact on the data of attrition of the cohort must be taken into account since it may have affected the intervention and comparison groups differently. In other words it might be that those who felt unsafe have dropped out from the intervention cohort only leaving the girls who feel safer on their journey to school, whereas the comparator area shows a more mixed picture of perceptions of safety.

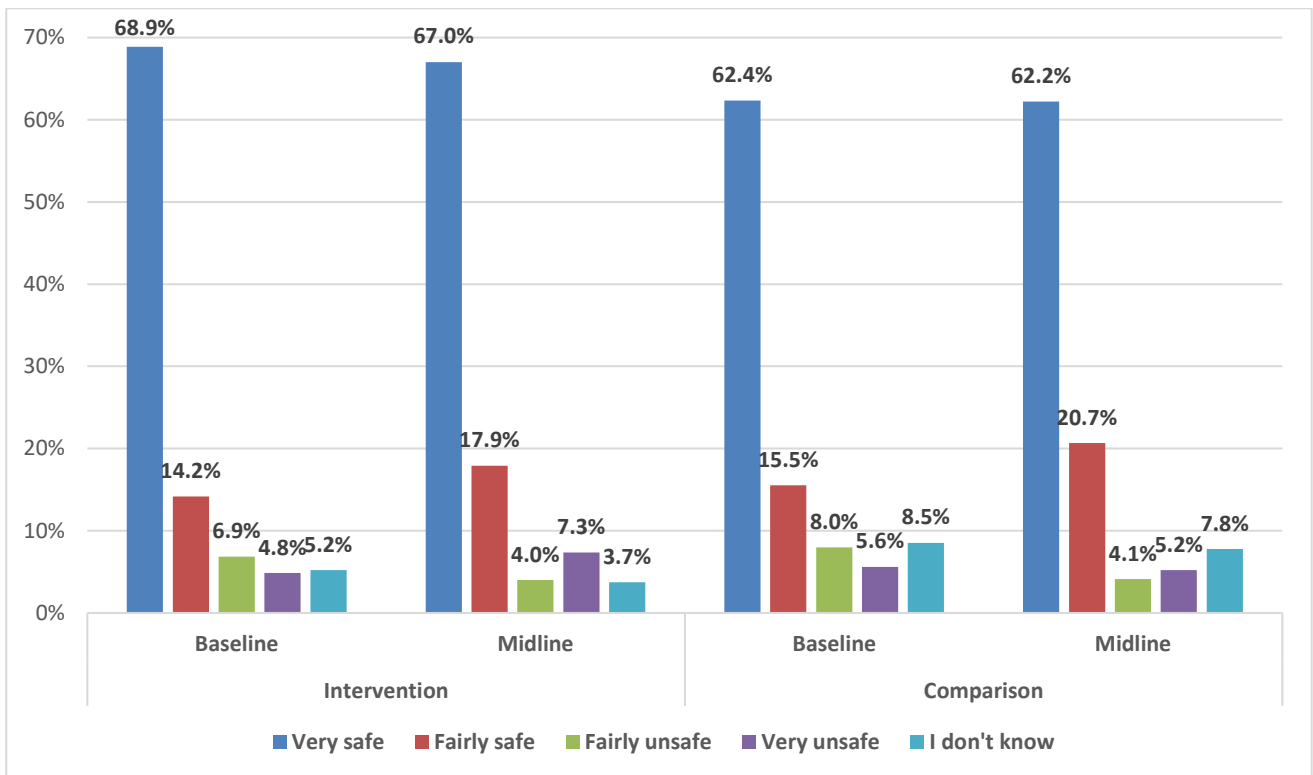
The quantitative findings are not fully explained by the qualitative findings even though these are in agreement with the quantitative that overall children feel safe. The degree of safety felt by marginalised girls on their way to and from school was also high in the qualitative research, which really found very little on sexual predation on the way to and from school in Zambia. This contrasts starkly with the other two countries.

Girls in Chinsonto reported walking to and from school together, their only insecurity being when they are expected to go to school in the afternoons, because then it might be dark when they reach home. However they stated in an FGD, that because they walk together so far there have been no incidents of anybody being unsafe on the way.

The perception of girls is however different from all the adults interviewed in this location. Their PCGs believe that:

*"The girls are not very safe here especially those coming from far places. And for us to assist them we suggest that we can build some houses for them here that they come and occupy. There are a few girls in secondary school who are actually renting some apartments around here. But we are suggesting as a support group, if we could build some boarding houses specifically for the boys and girls coming from far places"* (PCG FGD, Chinsonto, Zambia)

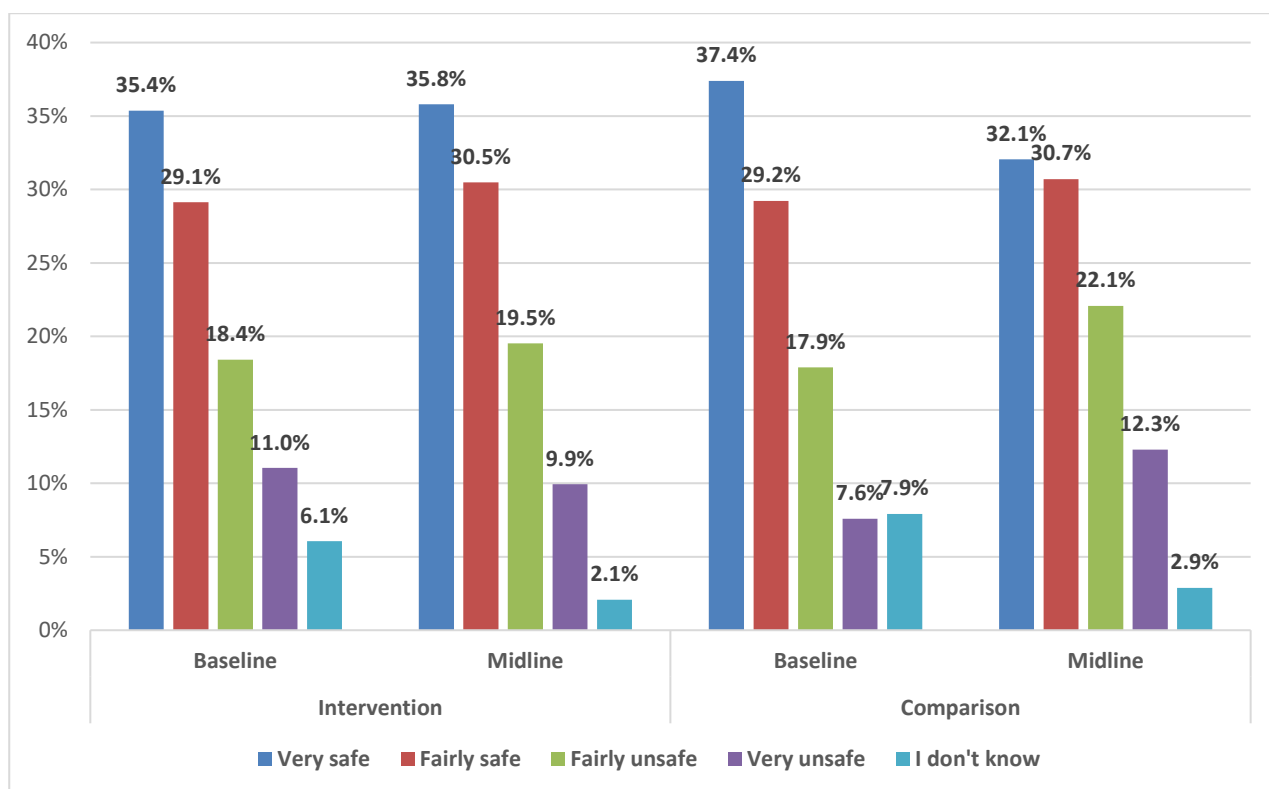
In that same community, both Teachers and community leaders did not like the idea of renting and in their FGDs stated that staying in rental accommodation without their parents is not safe, and that *"for girls it's not safe because anytime there can be boys that can go there"* (Community Leader, Chinsonto, Zambia) The different perceptions of the different actors show the comparative awareness between all the adults and the children.



Source: School based survey, intervention and comparison at baseline and midline

**Figure 56: Zambia: How safe marginalised girls feel on their journey to and from school -**

Between baseline and midline, safety on the way to school in **Zimbabwe**, as reported by girls, shows a reduction in the use of ‘don’t know’ as a response among the intervention and comparison group. The comparison group also saw a reduction in ‘very safe’ from 37% to 32% and an increase in very unsafe from 7.6% to 12.3%. The increase in those answering fairly safe (from 29.1 to 30.5% in intervention districts and 29.2 to 30.7% in comparison districts) is the most noticeable change from the data. So the intervention area has not shown improvement on perceptions of safety but, on balance, marginalised girls in comparison areas may be more concerned about safety now. These changes may be due to the older age of the children in both intervention and comparison areas and their becoming more aware of dangers on the road.



Source: School based survey, intervention and comparison at baseline and midline

**Figure 57: Zimbabwe: How safe marginalised girls feel on their journey to and from school**

Qualitative evidence corroborates the quantitative findings for **Zimbabwe** with a high degree of agreement. Long distances that have to be travelled by students to/from school poses some risks for the students. Dangers emanate from two primary sources; other human beings and wild animals. The human-wildlife conflict is rife in areas like Binga and Hurungwe where elephants and lions often encroach into the human habitat. In other districts, the wild animals that were mentioned are the hyenas. The other threat is from criminals and potential rapists. In Mudzi, girls were particularly scared of a mentally unstable man who was reported to be abusing children. This was confirmed by PCGs who said that the man had been arrested but ran away from prison and was now on the loose.

Girls said that they did not feel safe on their way to/from school as some of them have to leave home at dawn and also arrive home at dusk. In addition, there are some who use footpaths that cut through remote fields and bushy areas. Whenever possible, the girls move as groups. However, there are instances where girls have to walk on their own. As they get to their villages, some of the girls start dropping off leaving the one who is going the furthest to complete the distance on her own. The same applies to the morning where she leaves her home on her own and others join her as they walk to school. Such girls said that they feel very vulnerable and open to attacks by both animals and criminals. At times the girls are forced to walk on their own when they get left behind at school. This occurs when they have to serve punishment, complete their homework or complete other manual work.

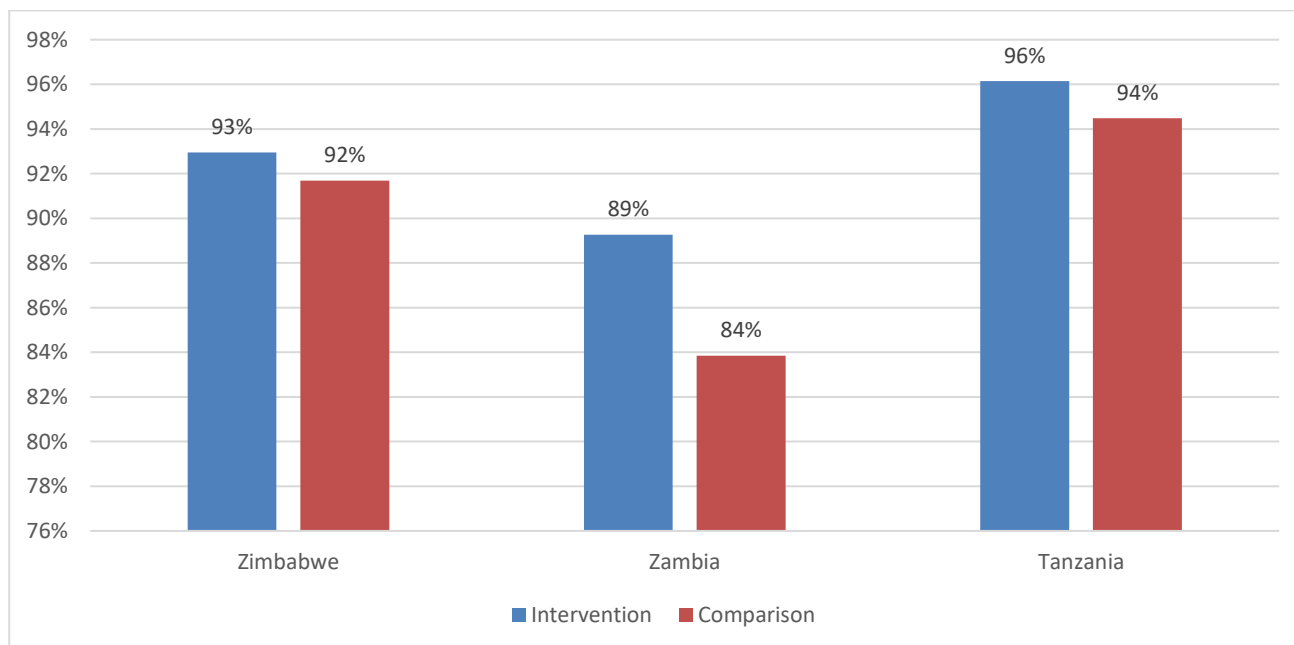
Girls also fear potential rapists. In most cases, these are men who would have made advances to them but have been turned down. In most cases, these are young men who have finished school and try to entice girls with small presents. When their advances are turned down, the young men become hostile and way-lay girls. In Shurugwi, these were termed “boozers” and girls said that some of the young men try to entice them with lifts in cars. Unfortunately a number of the girls fall for the young men and eventually compromise their academic performance and chances of finishing school due to unwanted pregnancies.

Boys highlighted long distances to school as one of the main barriers to education. They did not highlight any dangers related to distance to school/dangers on the way.

## Instances of S/GBV in school

Whilst the above narrative relates to instances of SGBV on the way to and from school, the report also details below, the issues of GBV and SGBV found to affect feelings of safety at midline in schools.

At midline the quantitative data tells a story about the feelings of safety in school. Young people in intervention districts were more positive about safety in school, ranging from 89% in Zambia (84% comparison) to 93% in Zimbabwe (92% comparison) to 96% in Tanzania (94% comparison).



Source: School based survey, intervention and comparison midline

**Figure 58: Girls and boys that feel very safe or quite safe at school – intervention and Comparison**

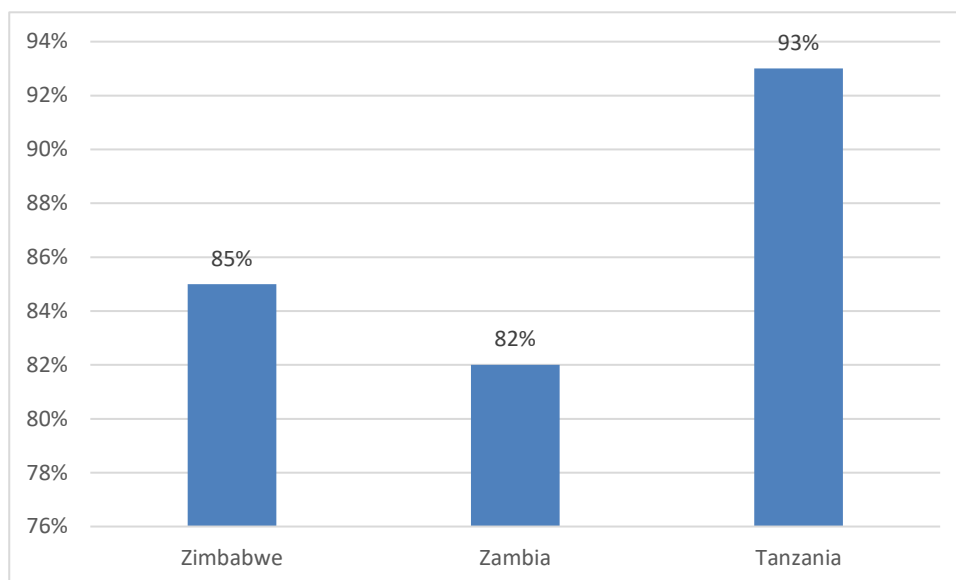
In **Zambia** there were no reports of corporal punishment or sexual coercion in school by adults. Girls and boys described punishment as various physical work they had to carry out, e.g. cleaning toilets, sweeping, gardening and digging rubbish pits. These jobs were similar to the types of jobs they do before the start of school each day to maintain the school environment. However, this work often took place during class time when it should take place during break or before/after school. Girls did report unacceptable behaviour of boys touching them, and in some cases this would be reported. One group of boys said that sometimes the girls told them about the behaviour of other boys and asked their help to stop it. The CDC in Mpika has child protection as a priority and promotes the use of alternatives to corporal punishment stipulating that they do not occur during class time.

*“Our government has banned corporal punishment in our schools. When I was in school especially, primary school were we really getting (smacking hands together and laughing) so that was banned; all our schools know that a child is not supposed to be given corporal punishment. Corporal punishment is caning, so they were caned on particular parts of the body, I think it is so harsh for the girls. The parts of the body that could be used actually hurt so much and the boys also faced a similar thing. So the banned corporal punishment allows other forms of punishment to be administered. But the punishment should not be administered during class time.” (CDC Mpika)*

In **Tanzania** corporal punishment is still allowed to be used but there are strict rules guiding its use in school. Unfortunately these rules are frequently broken with punishment being given by all teachers rather than the designated person, in some cases the punishment exceeds the number of strokes allowed or may be given on prohibited parts of the body.

In **Zimbabwe** corporal punishment has been banned but both teachers and parents disagree with this ruling and believe it is necessary. However, there is no qualitative evidence given that corporal punishment is being used and there was little discussion of it in the qualitative interviews.

## 6.5.4 IO 5.4 Promoting child protection



Source: Assessment of actions in School Improvement Plans by CAMFED

**Figure 59: Proportion of School Improvement Plans that include action to promote child protection**

The proportion of School Improvement Plans that include action to promote child protection are high, particularly for **Tanzania** at 93%, followed by 85% in **Zimbabwe** and 82% in **Zambia**. The lower proportion of plans in Zambia mirrors the lower number of students saying they would feel comfortable reporting harassment or abuse, standing at 71% at midline, a decrease of 2 percentage points from baseline.

Whilst the head teacher responded to the quantitative surveys, the qualitative responses were garnered from both the head teachers and the SBCs or PSEs. Table 88 gives an array of responses found through semi structured interview and focus group discussion, though it must be noted that not all stakeholders had additions on this subject in the qualitative interviews.

**Table 88: Proportion of School Improvement Plans that include an action to promote child protection**

	Head Teachers	SBC
<b>Tanzania</b>	In some schools they have hired security guards to improve the sense of security in and around the school, especially at night time. Recognition that issues of safety and security and sense of safety and security, for girls in particular, require improvements of school facilities such as WASH facilities, and self-contained hostels that have integrated WASH facilities (Handeni); and school fences.	SBC (Chalinze) stated that they were in favour of the Child Protection policy being displayed on the school notice board
<b>Zambia</b>	Development of the Child protection policy included various stakeholders: Village Headman, the head teacher, Guidance Teacher, and Teacher Mentor. No School Improvement Planning group in Lavishamandu school. No indication from other districts whether other schools have one in place.	
<b>Zimbabwe</b>	Improvements made to the school facilities are made reference to within the discourse of attendance, not child protection.	

Source: Qualitative interviews



## Child Protection policies and plans

Whilst in **Tanzania** the qualitative researchers did not see the School Improvement Plans in the schools they visited, they were tangentially mentioned by the SBC and heads of school. A head of school interviewed in Handeni said that:

*“To the matter of safety, we talk in parents meeting and discussing on the responsibility of the school and community to cooperate and taking care of the children. We have this policy “my child is your child”. Interviewer: did you write the policy yourself for the child protection or the school board helped you? Respondent: I did it with my colleague and some member from the community, and the government policy is insisting for students to complete the school so we have to protect them.”*

Meanwhile another head of school in Handeni said

*“Of course teachers and students have good relationship, and corporal punishment we discourage even though sometimes teachers admits it, because this child protection policy the rate of corporal punishment was very high, but now teachers have to get permission from head of school to do it”*

Teachers there had the perception that although they had not developed the policy themselves Child Protection Policy was helping to reduce corporal punishment as they had more understanding and insight now.

However school boards seemed to be more interested in maintenance, food and discipline when met.

In **Zambia**, the topic of Child Protection Policies was met with a good understanding of what key topics they deemed to cover. A Learner Guide from Shiwa N’gandu, **Zambia**, reported that the role of the Child Protection Committee was to teach students about pregnancy prevention, building awareness of how to protect oneself against the dangers and challenges students, particularly girls, may come across. The Learner Guide stated that their teachings aligned and reinforced the issues that were covered by the CPP.

In Mpika there was a reported impact of the CPP within a school; a Teacher Mentor reported that for change and impact, a range of stakeholders have to be involved in order for the policy to be accepted and adhered to. Awareness needs to be built and spread amongst the stakeholders in communities groups that surround the school for an integrated approach. Teacher Mentors in Shiwa N’Gandu:

*“The Child Protection Policy has made a difference in the school because after we developed that policy, learners were sensitized, the community was sensitized. So whenever we have cases of abuse, whether the case is within the school, fellow pupils those who are peer educators they do report the case to the head teacher or Teacher Mentor or to the Guidance Teacher. So report are being received, though there are not that can be reported to the police. No there are either verbal abuse, physical amongst the pupils though it is rare. So they report, they handle the case, sensitize them and they close the case. (TM, Mpika, Zambia)*

*“What are the activities you organize within school? We have talks with them where we teach things like health related topics and also we teach them some life skills. “And we also teach them about their rights in school and also outside school. There is a mother support group and so with the mother support group we go around the community visiting parents to some of the children. We inform them prior to the visits and when we go there we talk to them about the importance of education for their children. We have what we call School-community Partnership and those that in the committee usually come to the school to encourage the pupils about the importance of education. We have a security force who we inform that such a parent is not sending their children to school and the security force visits those parents and when they visit them sometimes they take them to the police while others are taken to the chief for questioning and disciplining and when that is done some of them begin to send their children to school. (TM, Shiwa N’gandu, Zambia)”*

Supporting the integrated community approach for CPP, a MSG in Mafushu reported their knowledge and understanding of an element of the function of the CPP.

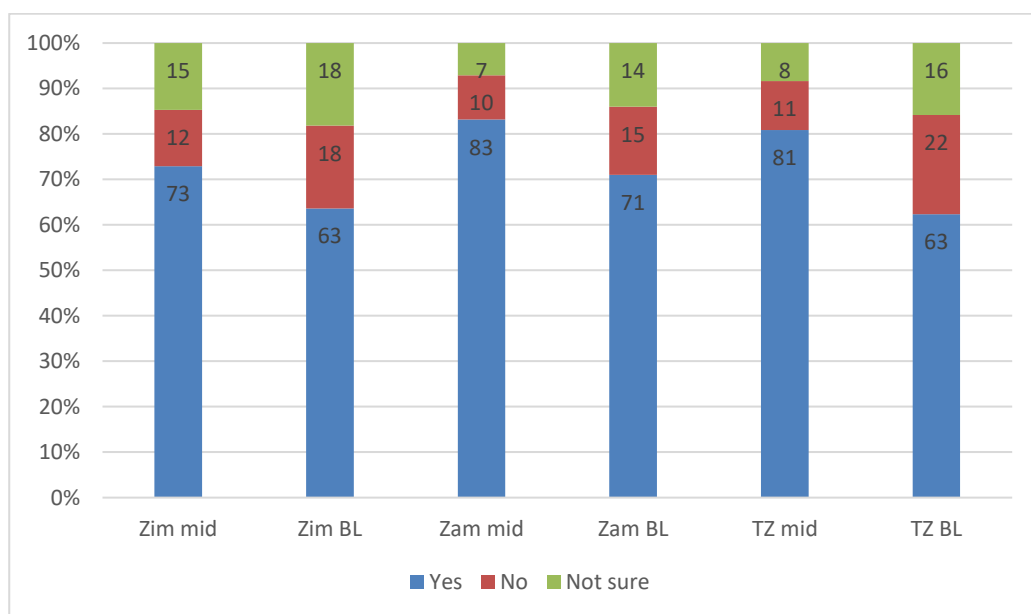
About the Child Protection Policy: The policy which there is, both boys and girls are going to school and when happens that the boy impregnates a girl, both should be sent home, after delivery both can return (MSG, Mafushu Zambia).

In **Zimbabwe** the boys mentioned the existence of child protection policies as one of the factors that has led to improvement in child protection within their school. They highlighted that they are now aware of where to report cases because of the policies and also that they are now aware of what constitutes abuse and gender based violence. One boy in Shurugwi described abuse as – ‘something someone is doing against your wish, without your permission and maybe you don’t like it’.

None of the School Improvement Plans that were seen at the 8 schools visited during the midline evaluation had a child protection element. However, in discussions with School Development Committees they did highlight that child protection is one of the areas they discuss at some of the meetings they have with parents and teachers.

Girls had little to say about Child Protection overall. However a boy articulated the following:

*“Myself as I understand the child protection policy at school is that is the safety that a child has to get as a student because when he is at school is a student. So when at school they have to be protected that will make him or her to study well and to be confident (believe in themselves) in the studies so as to perform better”* (Boy, Handeni, Tanzania)



Source: Student questionnaire, intervention areas only

**Figure 60: Whether there is a Child Protection Policy in school, by location**

## RECOMMENDATION

It is recommended that CAMFED focuses its emphasis on the practical implementation of child protection policies through the development of practical guidance and training going beyond the development of the policy itself. The target for this is the LGs, TGs and TMs who could provide an even stronger focus on SRH and GBV. This guidance and corresponding training is to replace what was found in schools, which was a piece of paper hanging on the school notice board or a booklet closed in the head teacher’s office.

## 6.5.5 IO5 Summary of Key Points by Country

**Table 89: IO5 Summary of key points by country**

Tanzania: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● Traditional attitudes still prevalent in communities and boys are given preference over girls</li> <li>● Schools do not exist in isolation from communities</li> <li>● Despite quantitative data showing a low percentage of girls do not feel safe in school, FGDs suggest otherwise</li> <li>● Corporal punishment causes mental and physical harm to girls and affects their attendance and performance in school and examinations</li> <li>● Corporal punishment has also affected relations between Teachers and girls'; girls fear some Teachers</li> <li>● Only a small percentage of abuse gets reported whereas 47% of girls believe it is never reported</li> <li>● Abuse on the way to school and back home is widespread</li> <li>● Child protection is there in policy and in some degree of practice in most schools</li> </ul>
<b>Emerging themes and additional information from the Midline</b>	<ul style="list-style-type: none"> <li>● Reduced incidence of excessive corporal punishment, but it is still a frequent occurrence and all corporal punishment is still frequent. These take many different forms including hitting, domestic chores in the schools and in Teacher homes, humiliation (jumping like a frog) and the persistence of Teacher and public harassment and sexual abuse on journeys to and in school.</li> </ul>
<b>In Baseline but not discussed in Midline,</b>	<ul style="list-style-type: none"> <li>● SGBV is rooted in gender norms which define males as more valuable than females</li> <li>● Early marriage is often an issue for girls -this is exacerbated by poverty</li> <li>● In some cases families have resorted to prostituting their daughters to gain income</li> <li>● Schools do not exist in isolation from communities; entrenched gender bias and norms influence Teacher attitudes to girls</li> <li>● Teachers discriminate towards girls and are suspicious of their behaviour</li> <li>● Corporal punishment is widespread and extreme in some cases leading to physical harm</li> <li>● In some cases Teachers have slept had sexual intercourse with students and often girls are the ones held responsible</li> <li>● Suggestion boxes to encourage girls to report abuse, are being used in Tanzania in some districts</li> </ul>
Zambia: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● SGBV is rooted in gender norms which define males as more valuable than females</li> <li>● Traditional attitudes still prevalent in communities and boys are given preference over girls</li> <li>● Early marriage is often an issue for girls this is exacerbated by poverty</li> <li>● Schools do not exist in isolation from communities</li> <li>● Despite quantitative data showing a low percentage of girls do not feel safe in school, FGDs suggest otherwise</li> <li>● Corporal punishment is not supported in schools</li> <li>● Abuse on the way to school and back home is widespread</li> <li>● Child protection committees have been established to report and tackle abuse</li> </ul>
<b>In Baseline but not discussed in Midline,</b>	<ul style="list-style-type: none"> <li>● Early marriage is often an issue for girls this is exacerbated by poverty</li> <li>● Schools do not exist in isolation from communities; entrenched gender bias and norms influence Teacher attitudes to girls</li> <li>● In some cases male student Teachers have had sexual intercourse with female students; but more cases are probably likely unreported</li> <li>● Child protection policy was identified as missing in some schools during the qualitative field work</li> </ul>
Zimbabwe: Key Points	
<b>Present in Baseline and Midline</b>	<ul style="list-style-type: none"> <li>● SGBV is rooted in gender norms which define males as more valuable than females</li> <li>● Traditional attitudes still prevalent in communities and boys are given preference over girls</li> <li>● Early marriage is often an issue for girls this is exacerbated by poverty</li> <li>● Early marriage is often result of religious values in some communities</li> <li>● Schools do not exist in isolation from communities; entrenched gender bias and norms influence Teacher attitudes to girls</li> <li>● Despite quantitative data showing a low percentage of girls do not feel safe in school, FGDs suggest otherwise</li> </ul>

	<ul style="list-style-type: none"> <li>• Corporal punishment does occur is not as widespread</li> <li>• Corporal punishment is not supported in schools but Teachers still administer punishment</li> <li>• Only a small percentage of abuse gets reported to schools/communities</li> <li>• Abuse and harassment occurs on the way to school and back home</li> <li>• Girls feel abuse is a natural burden they must bear</li> <li>• Child protection is there in policy but not in practice in most schools</li> <li>• Suggestion boxes to encourage girls to report abuse, are being used in some districts</li> <li>• Child protection committees have been established to report and tackle abuse</li> </ul>
<b>In Baseline but not discussed in Midline,</b>	<ul style="list-style-type: none"> <li>• In some cases Teachers have had sexual intercourse with students and often girls are the ones held responsible</li> </ul>

## 6.6 Intermediate outcome to outcome relationships

This section provides further examination of some statistical relationships between Intermediate Outcomes and Outcomes relating to the marginalised girls key subgroup.

The midline evaluation has reviewed the relationships between intermediate outcomes and the outcomes. The results are summarised below by intermediate outcome.

### Outcome 1 Learning

In summary there is a positive relationship between attendance over 85% and an improvement in learning scores. This was also the case in economic empowerment. A positive enabling environment at school correlated with improved scores in SeGMA than SeGRA. Learner scores have improved most among marginalised girls saying they feel fairly safe travelling to school (although the results for girls living in a hostel or those living at home are more mixed).

Financial support received by marginalised girls in **Zimbabwe** was associated with the change in attendance between baseline and midline.

The enabling environment was significantly related to the better attendance at baseline but was not related to a change in attendance between the baseline and midline. In **Zambia** and **Tanzania**, the enabling environment was significantly associated with baseline attendance levels, but the attendance rates at midline and the change in attendance was not significant.

This provides some evidence that financial support alongside a positive, safe, welcoming learning environment can contribute to improved learning.

**Table 90: Attendance, financial support and the enabling environment – attendance among marginalised girls**

	Attendance (mean)	No financial support	Financial support	Enabling environment criteria not met	Enabling environment criteria met	Total
<b>Zimbabwe</b>	<b>Baseline</b>	87.5	87.9	88.6	90.3	88.9
	<b>Midline</b>	86.9	92.1	89.7	89.9	89.7
	<b>Change (pp)</b>	-0.6	4.2	1.1	-0.4	0.8
<b>Zambia</b>	<b>Baseline</b>	80.2	80.2	77.6	80.5	78.1
	<b>Midline</b>	82.3	80.8	81.0	80.9	81.0
	<b>Change (pp)</b>	2.1	0.6	3.4	0.4	2.9
<b>Tanzania</b>	<b>Baseline</b>	76.6	78.1	81.7	81.3	81.6
	<b>Midline</b>	82.8	79.1	84.2	84.4	84.3
	<b>Change (pp)</b>	6.2	1.0	2.5	3.1	2.7

\* Significant at <0.01 (Too few cases with data at baseline and midline with no financial support to determine the level of change in Zambia)

## IO 1: Attendance

Marginalised girls attending school more than 85% of the time achieved higher average learning scores at both baseline and midline. Between baseline and midline, in **Zimbabwe** those attending more than 85% increased average SeGMA scores from 12.76 to 28.75 in intervention districts and from 11.55 to 20.59 in comparison districts. Those with poorer attendance saw scores increase to a lesser degree between baseline and midline (6.73 to 14.15 intervention and 5.66 to 10.69 comparison). SeGRA scores among marginalised girls with poor attendance increased slightly- from 16.26 to 19.33 in the intervention group and from 14.75 to 18.76 in the comparison group, while scores increased more for those with better attendance 23.77 to 31.99 for intervention, 22.47 to 29.33 comparison.

**Zambia** scores were considerably higher but showed mixed results for marginalised girls on SeGMA, increasing from 60.3 to 69.1 among poorer attenders in the intervention group but reducing from 68.3 to 59.7 among poorer attending girls in comparison areas compared with a slight reduction from 65.5 to 64.3 among marginalised girls in intervention areas and from 67.0 to 66.3 in comparison areas among girls attending school more than 85% of the time. SeGRA results also showed this similar pattern. Caution is needed interpreting the Zambia data due to missing attendance data.

In **Tanzania** learning scores among marginalised girls were significantly higher and more improved where attendance was better – with an average SeGRA score of 51.3 and SeGMA of 23.8 at midline in intervention areas with attendance of over 85% compared with SeGRA of 43.4 and SeGMA of 18.1 where attendance was less than 85%. Average scores increased significantly more for girls in intervention districts with attendance rates of over 85%, from averages of 14.96 on SeGMA and 30.12 on SeGRA to 23.8 and 51.3 at midline. More modest increases from 10.07 to 18.1 on SeGMA and 22.42 to 43.4 on SeGRA were seen where attendance was below 85%.

We see similar benefits of good attendance in intervention and comparison districts, suggesting that improved attendance is important to learning, so interventions to improve attendance remain important.

**Table 91: Learning scores and attendance among marginalised girls**

Marginalised girls			Zimbabwe		Zambia (combined)		Tanzania	
			Mean - SeGMA	Mean - SeGRA	Mean - SeGMA	Mean - SeGRA	Mean - SeGMA	Mean - SeGRA
Attend <85% of time	Baseline	Intervention	6.73	16.26	60.26	33.72	10.07	22.42
		Comparison	5.66	14.75	68.32	35.86	10.47	24.67
		Total	6.19	15.5	64.44	34.68	10.23	23.34
	Midline	Intervention	13.9	19	69.1	49.34	18.09	43.44
		Comparison	10.63	18.37	59.64	29.45	13.02	43.28
		Total	12.34	18.69	61.67	33.85	15.96	43.37
Attend more than 85%	Baseline	Intervention	12.76	23.7	65.51	37.08	14.96	30.12
		Comparison	11.55	22.47	67.03	43.12	13.72	26.66
		Total	12.18	23.1	66.03	38.65	14.32	28.33
	Midline	Intervention	28.75	31.99	64.59	39.17	23.84	51.35
		Comparison	20.59	29.33	66.41	37.23	16.63	46.09
		Total	24.76	30.69	66.01	37.67	20.74	49.08

## IO2: Economic empowerment

Within intervention areas, marginalised girls who received financial support tended to achieve higher learning scores than those who did not. This was most notable on SeGMA in **Zimbabwe**, increasing from 9.4 at baseline to 24.2 among those receiving financial support, compared with an increase in average scores

from 10.7 to 21.7 among non-recipients. Learner scores between baseline and midline in **Zambia** and **Tanzania** between recipients of financial support and non-recipients were more similar.

**Table 92: Learning scores and financial support among marginalised girls**

		Zimbabwe		Zambia		Tanzania	
Financial support		Mean - SeGMA	Mean - SeGRA	Mean – EGMA/SeGMA	Mean – EGRA/SeGRA	Mean - SeGMA	Mean - SeGRA
No financial support	Baseline	10.7	22.6	61.4	31.7	11.8	25.1
	Midline	21.7	29.0	62.2	36.1	17.6	46.7
Financial support	Baseline	9.4	21.2	61.2	34.5	11.3	25.1
	Midline	24.2	31.2	63.1	40.6	21.8	48.0

DiD regression analysis for Zimbabwe also showed that, although bursary girls had significantly better results at the baseline and midline points, compared with girls in other intervention areas, the difference in scores between the CAMFED supported girls and other girls in intervention from baseline to midline was not statistically significant.

#### IO4: Quality of Teaching & Classroom Practice

Within intervention districts, marginalised girls in positive enabling environments saw similar progress on learning outcomes between baseline and midline as where the overall environment did not meet the criteria. In **Zimbabwe**, average scores on SeGMA increased from 10.7 to 20.9 where the environment did not meet the ‘enabling environment’ criteria and from 9.6 to 26.1 where it did.

SeGRA scores increased marginally, from an average of 22.6 to 29.5 where the overall environment did not meet the criteria and from 21.4 to 30.3 where it did. **Zambia** showed similar results in SeGMA where criteria were met, an increase from 64.1 to 66.4 but a decrease from 64.5 to 63.2 without a full enabling environment. SeGRA scores increased from 35.4 to 37.9 and 39.9 to 46.9.

**Table 93: Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children**

		Zimbabwe		Zambia		Tanzania	
		Mean - SeGMA	Mean - SeGRA	Mean – EGMA/SeGMA	Mean – EGRA/SeGRA	Mean - SeGMA	Mean - SeGRA
Enabling environment criteria not all met	Baseline	10.7	22.6	64.5	35.4	12.2	25.6
	Midline	20.9	29.5	63.2	37.9	17.8	46.6
All enabling environment criteria met	Baseline	9.6	21.4	64.1	39.9	11.8	25.7
	Midline	26.1	30.3	66.4	46.9	22.8	49.6

In **Tanzania**, SeGMA scores increased from 12.2 to 17.8 where the enabling environment criteria were not wholly met and from 11.8 to 22.8 where they were. Average SeGRA scores increased similarly also – from 25.6 to 46.6 without all enabling environment criteria met and from 25.9 to 49.6 where criteria were met.

#### IO5: School-Related Gender Based Violence

On balance, learner scores have improved most among marginalised girls saying they feel fairly safe travelling to school. In **Zimbabwe** the girls feeling fairly safe showed significant improvement in maths while in **Zambia** those who were fairly safe in the intervention and comparison group improved well. There was also an increase in learner scores among those feeling very unsafe, but the number of students involved is very small, so not statistically significant. In **Tanzania**, no clear relationship between feeling safe and learner scores was observed.

**Table 94: Perceived safety of travel to school and learning outcomes**

			Zimbabwe		Zambia		Tanzania	
Safe travel to school			Mean - SeGMA	Mean - SeGRA	Mean – EGMA/SeGMA	Mean – EGRA/SeGRA	Mean - SeGMA	Mean - SeGRA
Very safe	Baseline	Comparison	9.27	20.41	63.81	37.17	9.91	21.91
		Intervention	23.7	27.45	64.34	41.03	20.48	47.98
		Total	15.14	23.32	64.01	38.63	13.95	31.86
	Midline	Comparison	8.02	20.2	66.35	41.05	10.4	23.67
		Intervention	16.57	25.67	62.55	34.51	14.94	45.48
		Total	10.57	21.85	64.67	37.37	11.84	30.64
Fairly safe	Baseline	Comparison	12.07	24.23	59.24	30.45	11.75	25.16
		Intervention	32.06	37.74	65.83	41.29	21.3	47.93
		Total	20.83	30.21	62.07	35.26	15.36	33.77
	Midline	Comparison	12.4	25.96	65.66	34.86	11.36	25.89
		Intervention	20.05	33.31	60.75	32.55	14.69	46.11
		Total	15.77	29.21	63.15	33.46	12.71	34.1
Fairly unsafe	Baseline	Comparison	12.04	22.89	63.11	32.5	12.01	25.44
		Intervention	24.02	27.93	60.29	44.69	19.26	49.77
		Total	17.38	25.21	62.37	35.16	16.96	42.11
	Midline	Comparison	12.09	23.94	64.96	31.18	11.05	28.4
		Intervention	13.81	25.22	60.64	31.46	14.09	43.27
		Total	12.93	24.58	63.79	31.26	13.12	38.56
Very unsafe	Baseline	Comparison	11.05	24.9	61.52	34.94	10.78	24.72
		Intervention	28.43	31.31	65.42	43.34	18.87	47.86
		Total	17.91	27.53	63.38	38.66	14.33	34.86
	Midline	Comparison	13.3	25.78	67.99	38.29	9.99	24.87
		Intervention	22.06	34.39	64.79	48.22	15.28	43.75
		Total	17.59	30.08	66.47	43.92	13.57	37.65
I don't know	Baseline	Comparison	11.45	25.59	59.33	33.73	11.78	21.59
		Intervention	9.34	15.28	60.05	31.85	29.17	68.06
		Total	11.06	23.78	59.52	33.14	12.84	24.41
	Midline	Comparison	9.47	19.97	70.79	41.84	9.01	22.22
		Intervention	23.21	31.15	64.78	35.07	11.11	77.78
		Total	11.73	21.85	68.29	38.38	9.07	23.86
Total	Baseline	Comparison	10.92	22.81	62.74	35.65	10.97	23.7
		Intervention	26.66	31.02	64.4	41.01	20.44	48.41
		Total	17.4	26.26	63.37	37.69	14.89	33.94
	Midline	Comparison	10.3	22.62	66.57	39.01	10.72	24.82
		Intervention	17.9	29.21	62.39	34.79	14.68	45.11
		Total	13.2	25.16	64.71	36.69	12.36	33.23

## Living in hostels and at home

One mechanism for improving safety en-route to school and also attendance is through funding hostel places. Table 95 shows the relationship between hostels and learning outcomes. The highest learner scores in **Zimbabwe** at midline for SeGMA were achieved by marginalised girls in intervention areas living at home (29.6) while for SeGRA comparison girls in hostels did similarly well to girls at home (31, compared with 31.1 and 33.2 among the intervention group). In Zambia at midline, girls in intervention districts in school hostels scored slightly better than girls living at home on SeGRA (65.7 in school hostels and 64 at home).

**Table 95: Living in hostels and home and learner scores (midline – marginalised girls)**

		Zimbabwe		Zambia		Tanzania	
		Mean - SeGMA	Mean - SeGRA	Mean - SeGMA	Mean - SeGRA	Mean - SeGMA	Mean - SeGRA
Live at home/with family	Intervention	29.6	33.2	64.0	39.3	20.7	48.6
	Comparison	19.0	31.1	62.5	35.2	14.5	44.8
	Total	24.6	32.2	63.1	36.9	18.0	46.9
Board in a school hostel	Intervention	22.2	27.0	65.7	45.9	24.9	50.8
	Comparison	19.8	31.0	62.4	37.5	18.0	46.0
	Total	21.2	28.6	64.4	42.7	22.2	48.9
Live in a lodging close to your school/ Board in a house local to your school	Intervention	20.9	25.9	65.0	43.3	19.3	47.5
	Comparison	13.7	23.0	62.2	34.0	15.5	46.2
	Total	18.5	24.9	63.7	39.0	17.4	46.8
Other	Intervention	20.0	29.2	60.4	37.9	.	.
	Comparison	16.3	23.8	58.7	41.3	11.1	56.9
	Total	18.5	26.9	59.9	38.8	11.1	56.9
Total	Intervention	25.8	30.3	64.9	43.1	22.2	49.3
	Comparison	18.2	29.5	62.4	35.6	15.8	45.4
	Total	22.5	29.9	63.7	39.6	19.4	47.7

In **Tanzania** the highest learner scores were seen among marginalised girls boarding in a school hostel (average SeGMA 24.79 and SeGRA 50.8) followed by girls living at home (SeGMA 20.7, SeGRA 48.6).

## Outcome 2: Transition

Section 6.1 explores the drivers of attendance in detail, highlighting the barriers to successful transition. Attendance is critically bound up with transition, as shown for the most common outcomes in Table 96 (outcomes with fewer than ten cases e.g. vocational training, moved away, others combined).



**Table 96: Common transition outcomes and average attendance rates (baseline and midline) among marginalised girls in intervention and comparison areas**

Outcome	Zimbabwe			Zambia			Tanzania		
	Baseline	Midline	Change (pp)	Baseline	Midline	Change (pp)	Baseline	Midline	Change (pp)
<b>Progressing</b>									
Intervention	88.6	91.0	2.4	80.2	88.9	8.7	80.2	88.9	8.7
Comparison	89.3	91.1	1.7	83.9	88.1	4.2	83.9	88.1	4.2
Total	88.9	91.0	2.1	82.1	88.6	6.5	82.1	88.6	6.5
<b>Repeating</b>									
Intervention	89.1	84.2	-4.9	78.6	84.7	6.1	78.6	84.7	6.1
Comparison	90.2	90.6	0.4	80.2	87.1	6.8	80.2	87.1	6.8
Total	89.6	88.5	-1.1	79.1	86.0	6.9	79.1	86.0	6.9
<b>Other outcomes</b>									
Intervention	90.4	86.7	-3.7	82.1	87.8	5.7	82.1	87.8	5.7
Comparison	90.0	88.2	-1.8	83.4	90.2	6.8	83.4	90.2	6.8
Total	90.2	87.3	-2.9	82.7	88.7	6.1	82.7	88.7	6.1
	<b>1,532</b>	<b>1,182</b>	<b>1,099</b>	<b>1,701</b>	<b>705</b>	<b>475</b>	<b>1,732</b>	<b>1,470</b>	<b>1,327</b>

For marginalised girls, being in school and progressing is associated with slightly higher average attendance rates in intervention areas at midline compared with baseline in Zimbabwe (1.1 the rate at baseline). Students with other outcomes generally have lower attendance at midline compared with baseline while those repeating a grade have similar attendance at midline to baseline.

Although small changes (and small numbers of repeating girls), this points to the importance of attendance in supporting positive transition.

For marginalised girls in the intervention districts in Zambia and Tanzania, improved attendance was evident from baseline to midline among progressing and repeating girls, so less clearly associated with transition. It is noted, of course, that missing attendance data is a concern in Zambia in particular.

### Financial Support

Financial support is benefiting girls facing transition challenges. In Zimbabwe, at baseline 8% of girls in receipt of financial assistance were repeating a grade, as were 16% of girls in Tanzania.

By midline, 91.1% and 95.5% of financially supported girls in **Zimbabwe** and **Tanzania** were in school progressing, compared with 89.1% and 93% of other marginalised girls in intervention districts. 0.6% or less had an unknown transition outcome. 8.3% and 4.5% of girls in receipt of financial assistance were repeating a grade at midline in Zimbabwe and Tanzania, a reduction for Tanzania.

**Table 97: Transition outcomes and bursary receipt (baseline v midline) among girls in intervention areas receiving financial support and not**

Baseline	Zimbabwe			Zambia			Tanzania		
	Others	Financial support	All	Others	Financial support	All	Other	Financial support	All
In School progressing	86.1%	90.9%	86.8%	67.2%	49.6%	64.7%	87.6%	83.1%	86.7%
In School repeating a Grade	13.3%	7.9%	12.4%	28.5%	27.5%	28.4%	12.4%	16.0%	13.1%
Other/ unknown	0.6%	1.2%	0.7%	4.2%	23.0%	6.9%	0.1%	0.9%	0.2%
<b>Midline</b>									
In school progressing	89.1%	91.1%	89.8%	78.3%	65.7%	73.0%	93.0%	95.5%	93.7%
In school repeating a Grade	10.3%	8.3%	9.7%	20.9%	33.2%	26.0%	6.8%	4.5%	6.2%
Other/Unknown	0.6%	0.6%	0.6%	0.9%	1.0%	0.9%	0.2%	0.0%	0.1%

In **Zambia**, 25.7% of bursary recipients were repeating a grade at baseline, with 65.7% progressing at midline compared with just 78.3% of other girls in intervention districts. 1% of bursary girls had an unknown outcome at midline, similar to others in intervention districts. In **Tanzania**, 83.1% of girls receiving financial support were progressing at baseline and 95.5% at midline, a similar pattern as found among marginalised girls in intervention areas (87.6% at baseline and 93% at midline).

At midline, girls receiving financial support do appear to be more commonly progressing in school, compared with other marginalised girls in the intervention areas who do not receive financial support, with the exception of Tanzania, where marginalised girls with and without financial support in intervention areas had similar progression rates.

### O3: Sustainability

Marginalised girls' individual experiences of positive, enabling factors were used to explore the relationship between sustainability and other intermediate outcomes. The enabling environment measure includes a composite experience across different aspects of the school environment, including participatory learning, access to Teacher Mentors and Learner Guides, perceived safety and a welcoming classroom environment.

**Table 98: Percentage of marginalised girls identifying multiple enabling factors in their school by key intermediate outcome indicators**

	Zimbabwe		Zambia		Tanzania	
	Baseline	Midline	Baseline	Midline	Baseline	Midline
Not confident answering in class	12.6%	14.7%	13.7%	10.3%	21.8%	26.5%
Confident answering in class	15.8%	26.8%	22.7%	28.3%	24.9%	33.5%
Family decides whether they stay in school	15.3%	23.1%	13.3%	21.1%	23.3%	34.6%
They are involved in decisions about staying in school	15.6%	27.1%	22.4%	25.8%	24.9%	33.1%
Not supported by family to stay in school	13.9%	21.5%	12.3%	14.4%	19.9%	20.7%
Supported by family to stay in school	16.1%	27.5%	23.4%	27.1%	25.6%	28.6%
Does not know who to turn to about abuse/not confident	11.3%	18.5%	14.4%	19.1%	21.7%	31.8%
Knows who to turn to/ feels confident abuse would be dealt with	18.0%	29.1%	27.9%	29.0%	29.0%	35.3%
Not financially supported	29.3%	29.8%	34.5%	29.6%	41.0%	31.0%
Financial support (bursary)	28.5%	42.2%	43.3%	44.4%	48.5%	32.6%
Not disabled	16.7%	27.0%	18.4%	30.0%	24.6%	34.3%
Student with disability	11.6%	17.7%	26.0%	13.7%	24.4%	18.1%
All marginalised girls	15.5%	17.4%	21.3%	24.3%	24.4%	27.9%

The biggest changes between baseline and midline in marginalised girls positive assessment of their environment was among those receiving **financial support in Zimbabwe**, with 28.5% positive about a number of enabling factors at baseline and 42.2% at midline. Little change was observed on this indicator among girls receiving financial support in **Zambia**, though, with poorer scores in **Tanzania** on the enabling environment at midline among those receiving financial support and those not.

Overall, **Zambia** shows least progress on student perceptions of the enabling environment between baseline and midline. In particular, reduced proportions of disabled marginalised girls (down from 26.0% at baseline to 13.7% at midline) were positive about the enabling environment in Zambia. A similar pattern was also seen in **Tanzania**, with 24% of disabled marginalised girls positive about the enabling environment at baseline but only 18% at midline

**IO3 Self-esteem** – being confident about answering in class was associated with a positive view of the overall enabling environment, with an increase in the percentage of marginalised girls providing a good

score across all enabling factors from 15.8% to 26.8% between baseline and midline in **Zimbabwe** and from 24.9% to 33.5% in **Tanzania**.

Marginalised girls who say they are **involved in decisions about their schooling** are likely to see an increase in reported positive enabling factors as those whose parents decide whether they stay in school.

In fact in Zimbabwe, being **supported by family** to stay in school is associated with most increased reporting of positive enabling factors in school between baseline and midline (up from 16.1% to 27.5%). This is observed less in Zambia and Tanzania and suggests increased parental involvement in schooling.

**IO5 Gender based violence** – knowing where to turn to about abuse in school and feeling confident that it will be dealt with is more strongly associated with an improved assessment of the school environment by marginalised girls in Zimbabwe and Tanzania than in Zambia.

Disabled marginalised girls show an improved assessment of the enabling environment between baseline and midline in Zimbabwe (with the proportion giving positive scores against several measures up from 11.6% to 17.7%). However, experiences were more negative at midline in Zambia (down from 26.0% to 13.7%) and in Tanzania (down from 24.4% to 18.1%). In these two countries other marginalised girls were more positive in their assessment of the enabling environment between baseline and midline.

The enabling environment for disabled marginalised girls appears to continue to present barriers in Zambia and Tanzania in particular.

# 7 Conclusions and Recommendations

## 7.1 Conclusions

Since baseline, a number of changes to the profile of the project's beneficiaries have occurred as well as their barriers to learning and transition. Although fairly static, the **Zambia** percentage of marginalised girls is very high, at 87% in intervention districts and in **Tanzania** it is the lowest, at around 44%. Tanzanian intervention districts showed 4 percentage points higher than comparison districts. The proportion of girls in **Zimbabwe** intervention districts which are classified as marginalised has increased from 49% at baseline to 57% at midline ( $p < 0.01$ ). This suggests some success in keeping financially marginalised girls in school against a difficult economic backdrop.

In **Zambia** and **Zimbabwe**, but to a lesser extent in **Tanzania**, hunger and not being able to afford fees and/or basic necessities has led to a shift of household priorities from longer term aspirations of educating girls to meeting more immediate family needs. The cost to the family of paying school fees (except in the case of Tanzania where there is a no school fee policy) and not receiving income from girls' work is a significant barrier and there is a shift in pressure on girls to drop out (Zambia 9%). High chore burdens (61% in Zimbabwe) and also a higher proportion number of girls not feeling safe travelling to school are other barriers that have strengthened at midline.

**Literacy:** In **Tanzania** at baseline, marginalised girls scored an average of 25.5% on literacy tests. This increased to 48.1%, an increase of 22.6pp. The resultant DiD was 3.4pp against a target of 6.4pp.

In **Zambia** for the younger cohort, scores improved from 31.5% at baseline to 41.3% at midline for the marginalised girls. Similarly, the scores improved from 41.0% at baseline to 47.4% at midline for the older grade of females. For the combined group, scores increased from 36.3% at baseline to 43.5%. The DiD for the younger cohort was 9.7pp (against a target of 8.3pp) while that of the older cohort was 4.7pp against a target of 5.0pp. For the combined group, the DiD was 8.6pp against a target of 6.7pp.

In **Zimbabwe** at baseline, marginalised girls scored an average of 22.3% on literacy tests. This increased to 28.5%, at midline, an increase of 6.2pp, and a DiD of 1.8pp against a target of 7.6pp.

**Numeracy:** In **Tanzania**, marginalised girls scored 12% at baseline and 21.6% at midline with a DiD of 6.7pp increase attributed to the project (against a target of 3.6pp). The position for the two grades in **Zambia** was that Grade 7 marginalised girls improved their scores from 59.9% to 61.4% with a resulting DiD of +5.8pp against a target of 5.7pp whilst the same category of Grade 9 girls' scores went from 66.5% at baseline to 67.3% at midline resulting in a +6.5pp DiD against the original target of 5.4pp due to performing much better than comparison schools.

In **Zimbabwe** the scores improved from a baseline value of 10.7% to a midline value of 23.8% and achieved a DiD of +7.0pp against the target of 7.6pp increase.

Key enduring barriers to girls' learning include the language of instruction (literacy), poverty, attendance and teacher competences teaching large classes. In **Tanzania** girls with more than one disability were less likely to improve whilst in **Zimbabwe** those with the lowest improvement in scores were those who attended school less than 85% of the time and in Zambia for those who attended less than 50%. Issues such as feelings of safety on the way to school had less of an impact on learning scores in the midline than the baseline.

### **Transition rates (cohort and/or benchmark): Progress against targets.**

The transition rates in the three countries were very mixed. In **Tanzania**, the project had a DiD of 14pp, thereby exceeding set targets and registering a 389% achievement against the set target of +3.6pp. In **Zambia**, there was no evidence of progress towards the set target. In the intervention cohort, transition rates increased, (67.1% at baseline, 68.4% at midline); while in comparison districts they improved from 71.5% at baseline to 75.4% at midline, resulting in a net effect or DiD of -2.6pp.

In **Zimbabwe**, there was a also decline in transition in intervention districts from a transition success rate of 88.6% at baseline to 75.0% at midline; but this compares to a worse decline of -16.2pp in comparison districts, from 86.1% at baseline to 69.9% at midline, showing that the project is potentially helping girls to stay in school despite a worsening national picture. The net effect, or DiD, was +2.6pp. The reasons for declines in Zambia and Zimbabwe may have been very different.

In Zimbabwe there is some evidence that hunger and the need to earn money for food for the household contributed directly to the reduction in successful transition. In addition teachers do not make students feel welcome in class, are often absent from school or are perceived to treat boys differently to girls. Additionally girls often do not feel safe at schools, showing that the lack of a position enabling environment in schools is having an impact on student transition.

Also in **Zimbabwe**. Illness, pregnancy or distance has caused some girls to drop out of school or repeat. In Zambia transition from primary to junior secondary school for the younger (baseline) cohort, created a number of barriers and many failed to progress.

In **Zambia**, a key barrier to girls' transition was moving from primary to lower secondary school for the older (baseline) cohort. Many children did not progress to lower secondary due to the national policy of payment of school fees at secondary school. Evidence at midline also shows that unsuccessful transition was associated with students not feeling safe at school, students not deciding when to play with friends and teachers not making students feel welcome in the classroom.

Moreover in all countries contextual factors such as poverty and the need to earn an income has grown for marginalised girls at the midline. Illness, pregnancy or lack of motivation caused some girls to drop out of school or repeat years.

### **Sustainability Outcome findings**

In the three tiers there was good progress from an overall baseline score of 2 to 3. At midline the decision was made to disaggregate results rather than show a single progress score. In **Tanzania** and **Zambia** the programme is performing well against all three sustainability indicators and the alumnae support is performing particularly well in Zambia. in supporting marginalised girls. At Community level, the Learner Guide programme is progressing well in **Tanzania** and there are very positive outcomes for CAMA support of marginalised girls in **Zimbabwe**. At System level all three countries exhibit well embedded District led wrap around support of marginalised girls, with good evidence of this in both quantitative and qualitative results, showing that in all three countries there are positive influencing relationships at local, district and central levels. Community indicator 3 on CAMA support in **Tanzania** performed to 85% of target most likely due to qualitative research taking place during CAMA membership replenishment, whilst **Zimbabwe** missed the first community indicator on visibility of the LG and two of three of the school indicators; the economic situation in the country is likely the cause of the current results. This shows the key elements CAMFED need to work on in the next two years of the project to sustain and embed gains

### **Project delivery of transformational change in GESI**

The project is delivering transformational GESI change with CAMFED supported (needs based finance) girls; however the effect is less strong with other marginalised girls. However the project is based on working with girls to remove barriers to schooling and empower them for transition through and out of school. Project activities all aim to provide a gender transformational environment but the supply and demand side barriers are considerable to achieving this. The project does not single out disabled girls as a subgroup for tracking and the EE would like to see specific activities added for them. In addition, to have a stronger gender transformational element, more activities would need to be undertaken with marginalised non-bursary girls. Such activities are suggested in the recommendations below. CAMFED has initiated many elements to support access to secondary education for disabled girls including using the Washington Group questions in regular project monitoring, awareness raising to reduce the stigma of disability. A pilot programme in an allied project in Zimbabwe has enabled training CAMA, head teachers, TMs. LGs, SBCs that work in CAMFED partner schools and in both Tanzania and Zimbabwe there are initiatives at central level to support the reduction of stigma towards disability and the inclusion of disabled children in CAMFED

supported initiatives. At school level this includes the revision of application forms to include access to supportive devices such as wheelchairs and glasses. At central level in all three countries this includes advocacy for the reduction of stigma and inclusion of disabled children in schooling.

### **Intermediate Outcomes findings**

Barriers to attendance (IO1) remain significant and barriers with most targets missed; although poverty remains high it changes and impacts more severely on marginalised girls. In Zambia and Zimbabwe (and qualitatively in Tanzania) hunger was growing as an issue; IO2, economic empowerment fairs better with most targets hit. IO3 shows good improvements in some aspects of life skills with a mix of targets hit; progress against IO4 had mixed scores, with TGs and LGs making progress and CAMFED materials being appreciated. IO5 had some positive progress, with fewer girls unsure about what constitutes abuse but largely not yet prepared to report it. In all countries SGBV was pernicious and enduring, particularly corporal punishment (Tanzania and Zimbabwe) and abuse. There are recommendations for enhanced project activities around SGBV.

## **7.2 Recommendations**

This final section of the report gives recommendations for CAMFED to consider. In this section, where the text augments a comment in a chapter, the chapter and its subsection are mentioned in brackets at the end of the recommendation. Recommendations made at baseline are made again if they are still relevant.

The recommendations fall into the following categories:

- MEL framework to strengthen the endline evaluation
- Design and calculation of beneficiary numbers
- Scalability and sustainability
- Combating sexual and gender based violence
- Schools and communities working together to alleviate hunger
- Support to CAMA
- Hostels
- Support to teacher training
- Support to mentors

### **7.2.1 MEL framework recommendations to strengthen the endline evaluation**

1. The midline head teacher survey asked whether there was wrap around financial care for marginalised girls; however the responses did not give latitude to understand how the head teacher supported or directed the funding to be used. It is recommended that the Endline head teacher survey questions might be further refined. New questions should seek to discern where the groups and activities recorded in the head teachers' survey are formalised and part of a regular set of activities taking place at or around schools as opposed to one off, sometimes, ad hoc acts of generosity from the community or individuals. This will allow for a more robust assessment of whether changes in community/school activities indicate school level sustainability is growing (5.2.3).
2. Accurate attendance data is always difficult to ascertain. In GECT 5101 the Zambia primary school data is often particularly hard to find. In the midline evaluation this has led to a gap in understanding. The EE is concerned that although attendance is clearly a critical part of the GECT 5101 Theory of Change, the project cannot easily improve the systemic lack of data availability in many schools. The EE notes that indicators relying on attendance data may unfairly penalise the project, making it appear as though it makes less progress than it does. Although it is not the mandate or responsibility of CAMFED to improve school record keeping, in order to support intervention and comparison schools involved in the endline survey it is recommended that CAMFED hold further meetings with the NACs and CDCs and other bodies to support ministries' attempts to strengthen the record keeping process in the relevant schools in order that endline attendance data can be calculated. In addition, although attendance spot checks are part of the monitoring regime of governments, CAMFED may support the ministries of education to conduct spot checks in the comparison districts, in the year prior to the

endline school surveys. This will then ensure a more robust set of attendance records for the endline evaluation.

### 7.2.2 Design and calculation of beneficiary numbers recommendations

3. In relation to Outcome Two, CAMFED could consider repeating the research for endline and widening the research for transition to the comparison districts at the endline in order to find out what marginalised girls are doing after leaving school, particularly in Tanzania and Zimbabwe, where the entire cohort is expected to have left school by then. (4.3).
4. All in all, the activities to prevent violence in CAMFED supported schools is limited and whilst corporal violence under certain circumstances is legal in the countries that CAMFED works in, more could be done. The construction of this intermediate outcome is extremely weak and is perhaps a reflection of the lack of focus of CAMFED's programme on School based violence. A recommendation for CAMFED is to review all its school-based activities with a view to building a much stronger school based violence prevention programme. It is also recommended that this Intermediate outcome be revised to reflect a stronger, more robust approach to violence against girls in CAMFED supported schools. (6.1).

### 7.2.3 Scalability and sustainability recommendations

#### Learning outcome 1

5. Currently there is no quantitative evidence that Maths teaching is stronger in intervention schools and it is clear from numeracy outcomes in all three countries that boys' DiD in numeracy surpasses that of girls. Therefore the EE recommends that the project considers providing additional training or guidelines for teachers on how to engage girls in mathematics or establish Maths Clubs for girls. In addition CAMFED should investigate further whether maths teaching is stronger in intervention schools at endline and possibly as a special operational study by CAMFED.

#### Transition outcome 2

6. Given the achieved transition outcomes in Zambia and Zimbabwe, it is recommended to reduce the endline transition outcome targets to +2.7pp and +5pp respectively. For Tanzania the recommendation is to increase the target by a factor of three over the midline target, to a target of +10pp.

#### Sustainability outcome 3

7. Some PSGs are motivated and working well even after several years from formation but others have ceased to work so well. Although parents with children at school may be well motivated initially, this may change as children grow up, leave school, and personal circumstances of PSG members may change. Therefore the EE recommends that an element of succession planning is built into the structure of PSGs (e.g. terms of service) and that CAMFED district staff regularly check on the extent to which this is working, to flexibly intervene to support where needed.

#### Combating Sexual and Gender Based Violence

8. As noted in 7.2.2 above, more attention is needed by CAMFED to combat SGBV including corporal punishment where it exists. This is both to be consistent with CAMFED's Child Protection Policy and to ensure that the GESI transformative work CAMFED does is fully optimised.
9. For the serious and widespread issues of corporal punishment, CAMFED should continue to focus on the importance of following (adhering to) the law and explaining the impacts on children with respect to corporal punishment, through the application, support and monitoring of the CDC, incorporating this aspect into all future training with teachers and Heads of School.
10. Through the CDC heads of school (**Tanzania**) and head teachers (**Zimbabwe**) should be expected to champion and provide leadership for appropriate, non-corporal punishments and to strongly counsel teachers that punishment for poverty or gender reasons beyond the child's ability to change, is illegal and must be stopped. (6.6.2).
11. Further, it is recommended that CAMFED focuses its emphasis on the practical implementation of child protection policies through the development of practical guidance and training going beyond purely

the development of the policy itself. The target for this is the LGs, TGs and TMs who could provide an even stronger focus on SRH and GBV. This guidance and corresponding training is to replace what was found in schools, which was a piece of paper hanging on the school notice board or a booklet kept in the head teacher's office (6.6.3).

### **Schools and communities working together to alleviate hunger**

12. In Zimbabwe and Zambia where hunger is growing, and in all areas of GECT 5101 where school budgets cannot fully support marginalised girls, community groups such as PSGs and MSGs can undertake an important contributory function to keeping girls in school. In order to enable these community groups to contribute in the most optimum way to supporting marginalised girls and to increase the groups' sustainability, it is recommended that CAMFED provides them with more needs-based coaching and mentorship and a small amount of financial support for income generating programmes. Areas in which groups could further contribute could include topics such as girls' leadership, financial management, and other locally identified technical skills relevant to the types of projects these groups run (5.2.2).

### **Support to CAMA**

13. CAMA may be able to act independently once they have initial training and a grant/loan but commonly continue to need the support of local CAMFED staff and community stakeholders. The EE suggests:

- CAMFED should tailor some of its training and support to the CAMA members in different stages of their post school life; for example, one programme for new recruits, another programme for new mothers in order to boost new members more and in order not to lose those who move to another phase of their lives.
- Ensuring District CAMFED staff always have youth work, particularly CAMA work experience
- Ensuring the District CAMFED staff pay close attention to rises and falls in active membership and propose and carry out effective strategies to keep the CAMA productive (6.2.6)
- Despite overall healthy growth in the CAMA membership and activity, the EE noted in Handeni and parts of Chalinze district in **Tanzania**, that the CAMA active membership had dwindled and seemed to have little direction or motivation. Although this may be an operational (short term) issue, and should not overshadow the overall successes, the EE recommends CAMFED Tanzania invests in understanding the drivers of the comparative slow-down in local CAMA activities and put in place a strategy to revitalise CAMA in order to meet their endline targets and ensure sustainability after the end of the GECT 5101 project (5.2.2).

14. Qualitative research corroborates the vibrancy of the CAMA programme and the loyalty and public spirited ethos of the CAMA members. However it would be useful to explore how far CAMA feel any burden of their responsibility, and if so to put in place suitable strategies to overcome it. CAMFED will also need to understand more about the dynamic of CAMA in **Zambia** where the target was well exceeded. Some of the issues related to leadership of community structures and the extent, to which they are tied into school-based initiatives, may come into play here, as explored in Chapter 4 Transition. CAMFED may wish to learn lessons about these successes and potentially transfer them to the other countries in GECT 5101. (5.2.3)

### **Hostels**

15. Where there is a hostel, there are multiple benefits that affect all areas of a girls' life, both relating to attendance and beyond attendance to their personal benefits and their opportunities for better learning outcomes and transition. Recognising that CAMFED is not responsible for the provision of hostels and that there could be additional safety and security/child protection concerns from building new hostels, as well as daily running costs and upkeep, the EE still recommends that where possible CAMFED advocates for the appropriate provision of, and support in the building and maintenance of hostels (6.2.2).



### **Support to teacher training**

16. Many of the teacher trainers in all countries of GECT 5101 will still be using non participatory ways of teaching so they also need to have training on the appropriate in-service training techniques. CAMFED has collaborated with the respective governments in Tanzania and Zimbabwe to support training of maths and English teachers in terms of logistical and resources support. The EE understands that CAMFED are willing to do that again in the coming year.
17. Given that the culture of in-service training and cascade training varies between countries if teachers, Teacher Mentors or Learner Guides go for training under GECT 5101 it is recommended that they are given substantial documentation to take away with them, to ensure that they can refer to it and use it when they go back to their schools. Therefore all training should be accompanied by a manual or guide of what they should do, shown in step by step.

### **Support to Teacher Mentors**

18. Given that the TMs need to be champions and role models for active teaching methods and are missing their targets it is recommended that the TM training programme incorporate more work on basic active and interactive teaching methods and how to apply them through lesson planning and in the classroom. The current training can be reviewed and strengthened in the light of these findings.

#### **Project contribution: Response to conclusions and recommendations**

The recommendations above should come from the External Evaluator. The project should add a short response to the recommendations in light of the conclusions of the Midline Evaluation Report into Annex 17.

Project response to evaluators' comments on gender & social inclusion approach and how transformative the project is regarding gender and social inclusion.

## Annex 2: Intervention roll-out dates

Please provide a timeline of roll-out of your interventions in the table below.

**Table 16: Intervention roll-out dates**

Intervention	Start	End
Marginalised girls receive targeted support to enrol in and progress through junior secondary school	Zimbabwe: April 2017 (school fees paid in January 2017) Zambia: April 2017 (school fees paid in January 2017) Tanzania: April 2017 (school fees paid in January 2017)	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
School-level Safety Net Funds enable marginalised girls in upper grades at primary schools to complete primary education and make the transition to secondary	Zambia: April 2017	Zambia: December 2019
Marginalised girls receive targeted/individualised support to complete upper secondary school and achieve A-level qualifications	Zimbabwe: April 2017 (school fees paid in January 2017) Tanzania: July 2017	Zimbabwe: December 2019 Tanzania: March 2021
Young women GEC school graduates receive a targeted package of support to enrol in and complete vocational training courses	Zimbabwe: January 2018 Tanzania: July 2017	Zimbabwe: December 2021 Tanzania: September 2021
Young women GEC school graduates receive a targeted package of support to enrol in and complete tertiary education courses	Zimbabwe: April 2017 Tanzania: July 2017	Zimbabwe: December 2021 Tanzania: December 2021

Young women CAMA Leaders and GEC Learner Guides selected as Core Trainers, to oversee Learner Guides supporting learning and transition for the GEC cohort	Zambia: May 2018	Zambia: May 2018
CAMA Leaders and Core Trainers trained as Core Trainers, to train and support young women (including GEC graduates) as Learner Guides supporting learning and transition for the GEC cohort at school	Zimbabwe: April 2017 Zambia: May 2018 Tanzania: July 2017	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
Young women school leavers (including GEC graduates) trained as Learner Guides (Transition focus), to provide regular support including a bespoke Transition Curriculum to the GEC cohort in the critical post-school transition	Zimbabwe: November 2017 Tanzania: July 2017	Zimbabwe: December 2019 Tanzania: December 2020
Ongoing support and capacity building to young women (including GEC graduates) volunteering as Learner Guides	Zimbabwe: January 2018 Zambia: May 2019 Tanzania: September 2018	Zimbabwe: September 2020 Zambia: June 2020 Tanzania: September 2021
Learner Guides (Transition focus) deliver a specially developed Transition Curriculum to GEC cohort school leavers	Zimbabwe: October 2017 Tanzania: June 2018	Zimbabwe: December 2019 Tanzania: June 2021
Young women access financial services to support start-up and expansion of entrepreneurial businesses	Zimbabwe: January 2018 Tanzania: June 2018	Zimbabwe: December 2020 Tanzania: March 2021

District centres established as learning resource hubs for teachers and Learner Guides	Zimbabwe: April 2017 Tanzania: October 2017	Zimbabwe: December 2021 Tanzania: March 2020
Adaptation of 'Learning to Learn in English' study guide	Zimbabwe: October 2017 Zambia: April 2018	Zimbabwe: December 2017 Zambia: June 2018
Adaptation of 'My Better World' curriculum to support the primary-secondary transition	Zambia: January 2018	Zambia: June 2018
Printing and distribution of 'Learning to Learn in English', 'My Better World', and learning corner resources	Zimbabwe: January 2018 Zambia: July 2018 Tanzania: January 2018	Zimbabwe: January 2018 Zambia: June 2020 Tanzania: April 2018
Young women (including GEC graduates) recruited and trained as volunteer Learner Guides to work with GEC cohort girls in school on learning and life skills	Zimbabwe: October 2018 Zambia: April 2018 Tanzania: January 2018	Zimbabwe: December 2019 Zambia: March 2020 Tanzania: March 2020
Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition	Zimbabwe: April 2017 Zambia: July 2018 Tanzania: April 2017	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
Young women (including GEC graduates) recruited and trained as Learner Guides (literacy focus) alongside teachers, using e-readers to support literacy acquisition among the in-school GEC cohort	Tanzania: October 2017	Tanzania: December 2018
25 schools in 1 district provided with class sets of e-readers pre-loaded with textbooks and	Tanzania: October 2018	Tanzania: September 2020

relevant supplementary reading material		
(Literacy) Learner Guides use e-readers during weekly sessions with girls in school	Tanzania: October 2017	Tanzania: December 2021
Teacher Mentors trained to integrate active learning approaches into the classroom	Zimbabwe: September 2017 Zambia: July 2018 Tanzania: January 2018	Zimbabwe: September 2019 Zambia: September 2019 Tanzania: June 2021
Core Trainers working as BTEC Assessors monitor and assess the work of GEC graduates volunteering as Learner Guides and Transition Guides through classroom observation	Zimbabwe: October 2017 Zambia: October 2019 Tanzania: January 2018	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
Young women GEC graduates access bespoke literacy and learning app, including curated resources to support building entrepreneurship, financial literacy, and study skills	Development of app with Worldreader (CAMFED International): October 2017 App roll-out and use in Zimbabwe: October 2018 App roll-out and use in Tanzania: October 2018	CAMFED International: September 2018 Zimbabwe: December 2021 Tanzania: December 2021
GEC graduates volunteering as Learner Guides access 'social interest' loans to start entrepreneurial businesses	Zimbabwe: June 2017 Zambia: July 2018 Tanzania: July 2018	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
Learner Guides and Transition Guides achieve BTEC qualifications	Zimbabwe: July 2017 Zambia: March 2020 Tanzania: April 2018	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
CAMFED works with Pearson to gain approval to offer additional work-based BTEC qualifications to young women	CAMFED International: January 2018	CAMFED International: December 2021

District stakeholders trained to support embedding a whole school approach in schools	Zimbabwe: January 2018 Zambia: July 2017 Tanzania: July 2018	Zimbabwe: March 2021 Zambia: April 2018 Tanzania: June 2020
School-level meetings held to share back project and learning data and create school improvement action plans (Whole school approach)	Zimbabwe: January 2018 Zambia: October 2017 Tanzania: July 2018	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: June 2020
Assessment and documentation of best practice under whole school approach, for national level dissemination	Zimbabwe: January 2020 Zambia: January 2020 Tanzania: October 2020	Zimbabwe: March 2020 Zambia: June 2020 Tanzania: December 2020
National Advisory Committees, with extended membership, meet biannually	Zimbabwe: September 2017 Zambia: December 2017 Tanzania: August 2017	Zimbabwe: December 2021 Zambia: December 2021 Tanzania: December 2021
Regional learning forum	Zimbabwe: July 2018 Zambia: July 2018 Tanzania: January 2018	Zimbabwe: March 2021 Zambia: March 2021 Tanzania: March 2021
District level training and capacity building for community stakeholders, including district and school authorities	Zimbabwe: July 2017 Zambia: July 2017 Tanzania: January 2018	Zimbabwe: December 2021 Zambia: March 2021 Tanzania: December 2021
Capacity building including in child protection and to develop local linkages and referral mechanisms at Ward level	Tanzania: April 2018	Tanzania: December 2020
District-level development of the structure and communications capacity of the CAMA network as a framework to support the post-school transition of the GEC cohort	Zimbabwe: December 2017	Zimbabwe: December 2021
Annual programme review and planning for the following year	Zimbabwe: January 2018 Zambia: December 2017	Zimbabwe: December 2021 Zambia: December 2017

with programme stakeholders drawn from all districts		
Leadership training for young women GEC graduates delivered within the structure of the CAMA network	Zimbabwe: December 2017 Tanzania: March 2018	Zimbabwe: December 2021 Tanzania: April 2018

# ANNEX 3: MIDLINE EVALUATION APPROACH AND METHODOLOGY

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# 1 APPROACH AND PURPOSE

The purpose of the midline evaluation is to measure differences between baseline and midline data on Learning, Transition and Sustainability, and assess progress against set targets. This will be achieved by using statistical methods to compare changes observed in intervention with those in comparison schools. The results will provide CAMFED, the GEC Fund Manager, DFID, and external stakeholders with results and data for programme decisions and aggregation and re-analysis at portfolio level.

The guidance indicates that evaluations should concentrate on the project outcomes and the project's five intermediate outcomes (attendance, economic empowerment, self-esteem and agency, an enabling teaching and learning environment and reduction of gender-based violence). Quantitative analysis will, therefore, prioritise these aspects.

CAMFED's 5101 project seeks to achieve three outcomes, namely:

- **Learning** (Outcome 1)- Marginalised girls have significantly improved learning outcomes
- **Transition** (Outcome 2)- Girls from marginalised rural communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood; and
- **Sustainability** (Outcome 3)- Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable.

These are expressed through the project logframe. The EE confirms that they followed what was laid out in the logframe during the midline evaluation.

**Table 1: Outcomes for measurement (FM Table 17)**

Outcome	Level at which measurement will take place, e.g. household, school, study club etc.	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, i.e. why is this the most appropriate approach for this outcome	Frequency of data collection, i.e. per evaluation point, annually, per term	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
<b>Outcome 1: Learning - Marginalised girls have significantly improved learning outcomes</b>						
<b>Outcome Indicator 1: Literacy improvement:</b> Number of marginalised girls supported by GEC with improved learning outcomes in literacy.	School	Tool(s): EGRA/EGMA (Zambia only) and SeGRA/SeGMA learning assessments.	Predetermined by FM: Learning in terms of reading and mathematics	Evaluation point	National enumerators	Carried out third subtask for EGRA in Zambia
<b>Outcome Indicator 2 Numeracy improvement</b> Number of marginalised girls supported by GEC with improved learning outcomes in numeracy.	School	Tool(s): EGRA/EGMA (Zambia only) and SeGRA/SeGMA learning assessments.	Predetermined by FM: Learning in terms of reading and mathematics	Evaluation point	National enumerators	
<b>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)</b>						
Girls from marginalised rural communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood	Household	School transition data, (enrolment, attendance dropout)  Tool(s): Household survey - Primary Care Giver questionnaire  Triangulated with interview responses from PCGs, teachers, LGs, graduated girls and marginalised girls	To assess the perceptions and attitudes of the PCG towards the education of the marginalised girl, gauge the level of support in the home and gain a better perspective on perceived barriers to girls' education and to assess level of support LG, and marginalised girls get for transition	Evaluation point	National enumerators	
<b>Outcome 3: Sustainability – Project can demonstrate that changes brought about which increase learning and transition through education cycles are sustainable. (Performance against comprehensive sustainability scorecard - scores 1-4)</b>						
<b>Community</b>						
<b>Community Sustainability Indicator 1:</b> Proportion of Learner Guides with	Community	Learner Guides Survey	To understand level of self-reported visibility	Evaluation point	CAMFED & EE	

increased visibility in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls.		<i>Triangulated with LG , Teacher mentors, HoS, DCD and CAMA interviews</i>	in community structures			
<b>Community Sustainability Indicator 2:</b> Number of school communities implementing a cost-share approach to meet the associated wraparound costs for the most marginalised girls to attend school, including through school-community financing models	Community	Survey of Head Teachers <i>Triangulation/complementary data: interviews with School Development Committees, Teacher Mentors, PSG members, Head teachers and CDCs</i>	To assess cost-share approach	Evaluation point	EE Qualitative researchers	
<b>Community Sustainability Indicator 3:</b> Number of additional girls benefitting through community & CAMA initiatives to attend school (such as providing money, food, toiletries, clothes, shoes or school supplies to children so they could attend school. Other activities included advising students in school on health, studies or careers; providing mentoring or counselling to students and referring need children for support; and, encouraging children to attend or return to school).	Community	2017 CAMA Surveys, reports from Mother Support Groups, Teacher Mentors and CDCs.	To assess the community contribution towards marginalised girls schooling	Evaluation point	CAMFED and EE Qualitative researchers	This indicator could not be measured at baseline since the project was just starting at baseline
<b>School</b>						
<b>School Sustainability Indicator 1:</b> Proportion of schools with an enabling learning environment, which is safe, female-friendly and promotes active participation and learning among the most marginalised children.	School	1) Student survey 2) Teacher survey 3) Thematic checklist for semi-structured interviews and focus group discussion with Teachers and HoS 2) Thematic checklist for semi-structured interviews and focus group discussion with Bursary Girls and Marginalised Girls who are in schools,	To assess the extent to which the learning environment supports and/or hinders learning	Evaluation point	National Enumerators EE Qualitative Researchers	

<b>School Sustainability Indicator 2:</b> Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable.	School	Head Teachers survey Thematic checklist for semi-structured interviews and focus group discussion with Teacher Mentors and Head Teachers	To assess extent to which the Learner Guides can be sustained within schools	Evaluation point	National Enumerators EE Qualitative Researchers	Quantitative data for this indicator was only collected at midline. However the same qualitative information was collected at BL and ML some comparison will be enabled
<b>School Sustainability Indicator 3:</b> Number of schools that integrate a targeted, needs-based financing mechanism through which resources are managed effectively and accountably to identify and meet the needs of the most marginalised children.	School	Head Teachers survey Thematic checklists for semi-structured interviews and FGD with Head Teachers, School Board, CDC	To assess the extent to which support for marginalised children can be managed effectively and accountably at school level	Evaluation point	National Enumerators EE Qualitative Researchers	
<b>System</b>						
<b>Systems Sustainability Indicator 1:</b> Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training institutions as a pathway to improve learning and transition	National and ministry	Interviews with CAMFED programme staff, interviews with CDC members, triangulated with evidence such as meeting minutes/reports		Evaluation point	National Enumerators EE Qualitative Researchers	There was no means of verification listed at baseline. Evidence used came from GEC - Step Change Window endline and the midline will be considered as the first data collection point in the project
<b>Systems Sustainability Indicator 2:</b> 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.	National and district structure	CAMFED monitoring data Interviews with Camfed programme staff, interviews with CDC members, triangulated with evidence such as meeting minutes/reports	To assess the extent to which a 'wrap-around the child' approach can be implemented at district and national level	Evaluation point	CAMFED EE Qualitative interviews	
<b>Systems Sustainability Indicator 3:</b> National governments reduce school-going costs or provide targeted support for the most marginalised children	National ministry	CAMFED monitoring data Interviews with CAMFED programme staff, interviews with national government representatives; reports/policy papers;	To assess the sustainability of project objectives	Evaluation point	CAMFED EE Qualitative interviews	
<b>INTERMEDIATE OUTCOMES</b>						
<b>Intermediate Outcome 1: Improved attendance of marginalised girls</b>						

<b>IO Indicator 1.1</b> Proportion of marginalised girls attending school regularly. (Measured as the proportion of the cohort with an attendance rate at or above 85% across the school year.) Disaggregated by age, district and disability (by type and severity).	School	<b>Tools:</b> Attendance data gathered from school registers.	To assess attendance in school of the cohort, particularly marginalised girls	Evaluation point		
<b>IO Indicator 1.2</b> Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance (Qualitative).	School	<b>Tools:</b> 1) Thematic checklist which now includes some questions re changes since baseline for semi-structured interviews and focus group discussion with <b>Teachers</b> , 2) Thematic checklist for semi-structured interviews and focus group discussion with <b>Bursary Girls and Marginalised Girls who are in schools</b> , 3) Thematic checklist for semi-structured interviews and focus group discussion with <b>Primary Care Givers of Marginalised Girls from tracked cohort</b>	To assess beneficiaries' views on the barriers they face to attendance and what supports their attendance (and how this can be improved)	Evaluation point		
<b>IO Indicator 1.3</b> Proportion of young women school graduates with regular attendance at non-formal education. (Measured as the proportion of the cohort with an attendance rate at or above 85%.)	Community	<b>Tool(s):</b> Transitee Survey	To assess the completion rate of the transition programme	Evaluation point	CAMFED	This indicator could not be measured at baseline since the Transition Programme was just starting then.
<b>Intermediate Outcome 2: Economic Empowerment</b>						
<b>IO Indicator 2.1</b> Annual progression rate of marginalised girls receiving financial support. Disaggregated by age, district and disability (by type and severity).	CAMFED/ School	<b>Tool(s):</b> CAMFED monitoring data collected by Teacher Mentors and submitted to CAMFED database	To assess the extent to which progression is effected by the support received	Evaluation point		
<b>IO Indicator 2.2</b> Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative). Disaggregated by	School	Tool(s): Thematic checklist which now include some questions re changes since baseline for semi-structured interviews and focus group	To assess the extent to which school completion is effected by the support received	Evaluation point		

age, gender, district and disability (by type and severity).		discussion with Bursary Girls and Marginalised Girls who are in schools				
<b>IO Indicator 2.3</b> Proportion of marginalised girls and young women supported under GEC with improved economic security following school completion. Disaggregated by age, district and disability (by type and severity) Source: For midline and endline -	School	<b>Tool(s):</b> Annual school data collected and submitted to CAMFED database	To assess the extent to which the support received impacts on the economic security of girls	Annual		This indicator was added to the logframe after the baseline. Data for Tanzania and Zambia was only collected for the first time in Term 1 2019. In Zimbabwe data was already collected and based on the latest version of the project logframe this indicator will have exact same data collected at BL and ML which will enable BL-ML comparison.
<b>IO Indicator 2.4</b> Beneficiaries' views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security (Qualitative). Disaggregated by age, district, gender and disability (by type and severity)	Community	<b>Tool(s):</b> 1) Thematic checklist for semi-structured interviews and focus group discussion with <b>CDCs, Community and Traditional Leaders, Learner Guides, teachers, Parent Support Groups</b>	To assess the extent to which the support received impacts on the economic security of girls	Evaluation point		This indicator was added to the logframe after the baseline.
<b>Indicator 2.5</b> Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion.	Community	<b>Tool(s):</b> Transitee Survey 2019	To assess the extent to which the support received has impacted on young women once they have completed school			The source of data between BL and ML is different given that the Transition Programme was just starting at baseline. However the same question was asked to Cama members at the end of GEC Step Change Window which provides some baseline indication.
<b>Indicator 2.6</b> Beneficiaries' views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security (Qualitative).	Community	<b>Tools():</b> 1) Thematic checklist for semi-structured interviews and focus group discussion with <b>CAMA members</b> 2) Thematic checklist for semi-structured	TO assess the extent to which the support received has impacted on young women once they have completed school			This was not measured at baseline since the Transition programme was just starting

		interviews and focus group discussion with <b>School Graduates who are not CAMA members</b>				
<b>Intermediate Outcome 3: Life Skills</b>						
<b>IO Indicator 3.1</b> Change in self-esteem, self-efficacy and self-confidence among marginalised girls (Attitudes to Learning tool and FM's Life Skills Index). Disaggregated by age, district and disability (by type and severity)	School	<b>Tool(s):</b> FM Life Skills Index and CAMFED's Attitudes to Learning assessment tool	To assess changes in self-esteem, self-confidence and self-efficacy as a result of project interventions	Evaluation point		
<b>IO Indicator 3.2</b> Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition	School	<b>Tool(s):</b> 1) Thematic checklist for semi-structured interviews and focus group discussion with <b>Bursary Girls and Marginalised Girls who are in schools, Primary Care Givers of Marginalised Girls from tracked cohort</b>	To assess changes in self-esteem, self-confidence and self-efficacy as a result of project interventions	Evaluation point		
<b>Intermediate Outcome 4: Quality of teaching/classroom practice</b>						
<b>IO Indicator 4.1</b> Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.	School	<b>Tool(s):</b> Survey with teachers during baseline survey asking two specific questions: i) In the past month, how often have you used the following participatory methods in your classroom teaching ii) In the past month, how often have you done the following in your classroom teaching (Talis 2013 teacher questionnaire -Q42)	To assess quality of teaching as it is an important pre-requisite for improved learning	Evaluation point		Note that the latest version of 5101 logframe has a baseline data for Zimbabwe that should actually be midline data. This was an error from the project when the logframe was last updated in May 2019. We plan to raise this with the FM when we share this document.  We did not have information on this indicator at midline. GEC Step Change Window 2016 LG survey did not ask question relating to teaching practices.  There is additional observational data from

						qualitative perspective added at ML evaluation point.
<b>IO Indicator 4.2</b> Percentage of Learner Guides who perform their role with students to the required pedagogical standard. Disaggregated by gender and district	School	<b>Tool(s):</b> Learner Guides survey. Zimbabwe LG survey was conducted in August 2018 and Tanzania LG survey was conducted in August 2019.	To assess the quality of teaching of LGs	Evaluation point		
<b>IO Indicator 4.3</b> Frequency of use of learning materials provided by CAMFED, by students and teachers. Disaggregated by gender and district.	School	<b>Tool(s):</b> BTEC Observational Assessment Form	To assess the use of learning materials provided	Evaluation point		There is additional observational data from qualitative perspective added at ML evaluation point.
<b>IO Indicator 4.4</b> Quality of learning materials provided by CAMFED (Qualitative)	School	<b>Tool(s):</b> Student survey and Teacher survey	To assess the quality of learning materials provided	Evaluation point		There is additional observational data from qualitative perspective added at ML evaluation point.
<b>Intermediate Outcome 5: School-related gender based violence</b>						
<b>IO Indicator: 5.1</b> Students' understanding of School-Related Gender Based Violence (Qualitative)	School	<b>Tool(s):</b> Thematic checklist for semi-structured interviews and focus group discussion with <b>Teachers, Bursary Girls and Marginalised Girls who are in schools, Boys from Cohort Forms, School Based Committee and Planning for School Excellence Group Head Teachers/Heads of School</b>  Triangulation/complementary data: Student Survey questionnaire - Questions in relation to corporal punishment and sexual harassment.	To understand the extent to which students understanding of SGBV has changed	Evaluation point	EE Qualitative interviews	
<b>IO Indicator 5.2</b> Students' understanding of School-Related Gender Based Violence including what should be reported and how	School	<b>Tool(s):</b> Student Survey  <i>Triangulation/complementary data: Interviews/FGDs with students</i>	To assess the extent to which students are able to take action to protect themselves	Evaluation point	National enumerators	



					EE Qualitative interviews	
<b>IO Indicator 5.3</b> Students' experiences and perceptions of safety in school and on their way to/from school	School	<b>Tool(s):</b> Thematic checklist for semi-structured interviews and focus group discussion with <b>Teachers, Bursary Girls and Marginalised Girls who are in schools, Boys from Cohort Forms, School Based Committee and Planning for School Excellence Group 5 Head Teachers/Heads of School</b>	To assess the extent to which students feel safe in their environment	Evaluation point	EE Qualitative interviews	
<b>IO Indicator 5.4</b> Proportion of School Improvement Plans that include an action to promote child protection	School	<b>Tool(s):</b> Planning for School Excellence (PSE) Action Plans  Tool(s): Thematic checklist for SSI with HoS/HT	To identify the extent to which schools are taking action to protect students	Evaluation point	CAMFED  EE Qualitative interviews	

## 1.1 Assumptions concerning the relationship between IO and outcomes evaluated

Assumptions concerning the relationship between IO and outcomes is enshrined in literature. At outcome level, learning, successful transition and sustainability can be achieved by adopting a wholistic approach to education. GECT support will enable CAMFED to work at individual child level (bursaries and other targeted financial and material assistance) which will enable the marginalised girl to attend school (IO1) and progress in all stages of learning (IO2). At the school level, support given to teachers, TMs and through leaner guides (IO3), and improvements made to the learning environment (IO4) will change marginalised girls' perceptions of their ability to succeed in school, and provide them with life skills. Girls will thrive in an environment free from abuse (IO5), and therefore, need to understand gender based violence, and share their experiences and perceptions on safety (which in turn) has an impact on their ability to attend school in a sustained way.

Outcomes and IOs tested through the use of quantitative measures as well as extensively through the qualitative interviews where questions around, to use the same IO and O, barriers to education and financial support given by CAMFED revealed that those without support had substantially more barriers to attending school.

## **2 EVALUATION METHODOLOGY**

### **2.1 Overall Evaluation Design**

The project is being evaluated using a quasi-experimental research design, whereby outcomes from a treatment group are compared with those from a comparison group using a difference in difference methodology. The evaluation design operates by tracking cohorts of marginalised girls (as well as boys and less marginalised girls for the in-school learning outcomes) from a sample of intervention and comparison schools and districts. In addition to providing a counterfactual, the evaluation approach enables comparisons between marginalised and less marginalised girls, at different points in time (cross-sectional) and over time (longitudinal).

Learning outcomes were measured through a school-based survey, while transition outcomes were measured through the household survey. For all three countries, all tracked cohort samples originated at the school.

The comparison districts were selected to match as closely as possible the geographic and socio-economic contexts of the intervention districts. In Tanzania and Zambia, they were also matched by quantity. In Zimbabwe three non-partner districts were selected from which to sample comparison schools. This number of comparison districts was agreed with the Ministry of Primary and Secondary Education. While less than the number of sampled intervention districts (8), it was a notable increase from just one comparison district for the GEC1 evaluation in Zimbabwe.

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

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

The FM's GESI Minimum Standards were included in the process of assessing the extent to which the project addresses both the direct and indirect gender issues (see below section 2.1.1).

Head teachers and Teacher Mentors were interviewed using a semi-structured (SSI) interview approach. Teachers were either interviewed using SSIs, or where a number are available at any one time, through focus group discussions in which the researcher facilitates group discussion and interaction around the

key set of evaluation themes. Bursary girls, marginalised girls not receiving a bursary and boys were interviewed using FGDs. During the household survey FGDs were held with CAMA, groups of mothers and fathers and CDC members or using SSIs where necessary and SSIs were held with community leaders, BTEC assessors, as well as TGs, Members of the NAC were interviewed where possible at national level.

The targets for interviews, shown in the table below, were mostly met (fewer CDCs, BTEC assessors and TGs met than target) or exceeded (marginalised girls and boys) resulted in 160 Focus Group Discussions and 127 Semi structured interviews.

Country	Head Teachers	Teachers	Bursary girls in school	Other Girls in School (marg. In	Boys in School	Learner Guides	PSG /MSG members	PCG members	Community	CDC	Teacher Mentor	CAMA Members	School graduates non-CAMA members	Transition Guides	BTEC assessors	Members of NAC
Interview	SSI	FGD	FGD/SSI	FGD	FGD	SSI/FGD	FGD	FGD	FGD	SSI/FGD	SSI	FGD	SSI	SSI	SSI	SSI
Tanzania	10	50	80	40	40	20	40	40	10	20	10	40	20	10	4	2
Zambia	10	50	80	40	40	20	40	40	10	20	10	40	20	10	4	2
Zimbabwe	10	50	80	40	40	20	40	40	10	20	10	40	20	10	4	2

The qualitative evidence seeks to deepen understanding and explain the context of an individual's experience and their perception of it/how it impacted on them not to prove it against the quantitative result.

In the analysis the EE identifies, where possible, whether an experience and perception is commonly held or where it is an unusual experience and response to it (which can generate important insights into the effect of the project ). The EE does not attempt to quantify the qualitative evidence since that is not its purpose.

The weight of evidence of one individual's experience and perception of it, in one context, should not be dismissed because it is not representing the many perceptions represented through answers to quantitative surveys.

Quantitative surveys are also based on the perceptions and beliefs of individuals but are more numerous such that deductions can be made about how statistically significant they are. It is not always possible to tell why results are significant or how they are related to other factors just from statistical surveys. The place of qualitative evidence is partly helping to situate the quantitative results.

It is not always possible or necessary to match quantitative results to qualitative results; each may need to stand alone where there is evidence for one but not the other. Each one is valid and reliable in its own paradigm.

During the school based survey, students completed marginalisation, attitude to learning and student questionnaires. Teachers and Head teachers also completed a questionnaire, specifically designed for them. Qualitative interviews and FGDs were conducted with girls, teachers and Head teachers.

Marginalised girls who were identified from the school-based surveys in the baseline were 'tracked to their home' but replacements were not followed in this way. For the marginalised girls from the original sample, the household surveys allowed their primary carers could be interviewed in order to get their account of the girl, her education, her transition through school and their perspective on barriers. The Head of Household was also interviewed to establish the situation of the household and education levels, and if one was at home, a male sibling was interviewed to help understand their different experiences and perspectives from the marginalised girl. It is expected that at midline and endline, many of the girls may have transitioned from school and will also be interviewed in their home. During the household survey, qualitative interviews were held with parents and community/village leaders and CDC members. See Inception report Section 3, and annexes d and e for further details.

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

The evaluation also assessed the extent to which the project works with women and men, girls and boys, in schools and communities to challenge some of the more deeply rooted norms and practices that prevent girls accessing school and progressing to a secure and productive young adulthood in the longer term. Through the school-based survey, a range of quantitative survey tools were used to form as complete a picture as possible of the whole school environment, the teaching and learning, the student characteristics, and the attitudes to learning and aspirations of students, especially marginalised girls. Students completed assessments to test their levels in literacy and numeracy. Teachers and head teachers were also surveyed in order to explore their attitudes to students, teaching methods and their views about barriers to attendance and survival of girls and boys.

The FM's GESI Minimum Standards were included in the process of assessing the extent to which the project addresses both the direct and indirect gender issues.

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

Head teachers were interviewed using a semi-structured (SSI) interview approach. Teachers were either interviewed, using SSIs, or, where a number are available at any one time, through focus group discussions

in which the researcher facilitates group discussion and interaction around the key set of evaluation themes. During the household survey FGDs were held with groups of mothers and fathers and CDC members and SSIs were held with community leaders.

### **2.1.1 Approach to GESI**

During the midline evaluation the EE

- Developed tools with gendered terminology and carried out qualitative semi structured interviews and focus group discussions using appropriate gendered terminology
- Consistently used the terminology of characteristics and barriers when discussing educational marginalisation
- Has provided data on the prevalence of girls' characteristics within the sample group (Annex 4)
- Has provided data on potential barriers to transition (Annex 4)
- Has provided analysis on how characteristics and barriers intersect (FM Table 2, Midline evaluation report Table 11)
- Provided data on learning and transition for marginalised girls, less marginalised girls and (marginalised and less marginalised boys)
- Conducted thematic analysis of the qualitative research evidence ensuring both human rights and legal rights relating to GESI issues such as S/GBV have been fully articulated and analysed.
- Includes the project's GESI responsiveness in the main findings and in relation to the Theory of Change

## **2.2 Midline data collection process**

In this section, outline the process to collect midline data (both quantitative and qualitative). Provide details on the following areas. Highlight changes since baseline and why they occurred.

### **2.2.1 Pre data collection**

#### **2.2.1.1 Cohort approach**

In an important change from the baseline evaluation, in the midline, only the younger cohort of the original two cohorts is being tracked for learning and transition in Tanzania and Zimbabwe. In Zambia, whilst both cohorts are being tracked for learning, only the younger one only is being tracked for transition. The older cohorts in Tanzania and Zambia (and now in Form 6/Post School 2) were not tracked. As per FM guidelines, the girls in this cohort had completed their schooling 'up to the grade of education available to her or the grade at which the project stops working directly with girls.'

Thus the sample size for midline was based on a calculation of one per school in Tanzania and Zimbabwe, baseline Forms 2, who are now in Form 4 and two cohorts, Grades 7 and 9 in Zambia. In Tanzania and Zimbabwe, the sample sizes achieved at baseline for the younger cohort were tracked at midline. This cohort was assessed using literacy and numeracy tests (SeGRA and SeGMA) used at baseline, and also tracked to establish transition status. In Zambia, the younger cohort, now Grade 7 at primary school and

the older cohort is in Grade 9 (secondary). Contrary to expectation in the planning of the midline survey most Grade 9 students were not to be found in their original school. Grade 7s were tracked for transition and learning, whilst grade 9s were tracked for learning only but both cohorts completed the student questionnaire, EGRA and EGMA as well as SeGRA and SeGMA tests.

As a result of an oversight, the learning cohort in Zambia was not administered the EGRA subtask 4 (oral reading passage) at baseline, as originally planned. This was problematic, because the skills tested exclude oral reading fluency and comprehension, while reading comprehension subtask 5 (based on reading with text available) was a step-down in difficulty from SeGRA subtask 1. This missing subtask was administered at midline evaluation point.

**Table 2: Tracked cohorts**

	Baseline (2017)	Midline (2019)	Endline (2021)
<b>Tanzania and Zimbabwe</b>			
Form 4	Tracked for learning and transition	Tracked for learning and transition	Tracked for transition outcomes
<b>Zambia</b>			
Grade 7	Tracked for learning and transition	Tracked for learning and transition	Tracked for learning

### **Cohort sizes at midline**

Power calculations were used to determine cohort sizes at baseline and this determined the sample size. The desire was to ensure that the cohort sizes would factor in attrition. Cohort sizes were determined by a clustered sampling approach where the number of schools was first determined, then within these, the number of students. Intra-cluster correlations were determined from the previous GEC project. Cohort sizes were then calculated for each school to have a 10 percentage point change from an assumed baseline score of 30% in learning outcomes (also required by the FM to have a minimum detectable 0.25s.d. effect).<sup>1</sup> The required number of schools in each country, and cohort sizes that were calculated are given in the table below. The table also projects the expected cohort size at midline, assuming the attrition rate of 40% which was factored in.

**Table 3: Number of schools sampled at baseline and cohort size expected at midline**

	Intervention Schools	Comparison Schools	Attrition rate assumed	Number of students required per	Minimum number of students

<sup>1</sup> The specific working is provided in CAMFED's MEL Framework.

				school at baseline <sup>2</sup>	expected per school at midline <sup>3</sup>
Tanzania	78	78	40%	56	45
Zambia	70	70	40%	54	43
Zimbabwe	78	78	40%	44	35

The table below shows the actual numbers of children who were reached at midline and now form the maximum size of the cohort being tracked.

**Table 4: Cohorts for tracking**

Grade at midline	Intervention Group		Comparison Group	
	Female	Male	Female	Male
<b>Tanzania</b>				
<b>Form 4 (learning, transition)</b>	2525	1819	2422	1751
<b>Zambia</b>				
<b>Grade 7 (learning, transition)</b>	1038	1053	1101	972
<b>Grade 9 (learning)</b>	988	1160	785	801
<b>Total</b>	<b>2026</b>	<b>2213</b>	<b>1886</b>	<b>1773</b>
<b>Zimbabwe</b>				
<b>Form 4 (learning, transition)</b>	2001	1477	1801	1413

### 2.2.1.2 Strategy for replacements

At baseline, both younger and older cohort classes were independently powered enough to ensure that on average, each class would have 10 of the original cohort of marginalised girls by endline. The assumption was that 16 girls per school would be marginalised at baseline; assuming a conservative

<sup>2</sup> Assuming that 50% would be girls

<sup>3</sup> Assuming 40% attrition between baseline and endline, and the midline lying halfway in-between

average attrition rate of 40% between baseline and endline. At midline, the schools should have then had, on average, between 13 and 14 of the original cohort of marginalised girls. The assumption was checked prior to starting the midline surveys and found to hold mostly true. The evaluators generated and availed the precise numbers of the remaining cohort of marginalised girls per school to all enumerators and Logistics Coordinators (LC) in advance of the midline. LCs then used these lists to collect attrition rates from each participating school. They confirmed with each school the number of girls who had dropped out of school, and the number of marginalised girls currently still in school. This data was used to determine the attrition rate and replacements required.

Effectively, therefore, replacements were to be made in schools that had fewer marginalised girls than expected at midline (i.e. less than 13). Although the EE did not agree with having a replacement strategy because replacements had to be on a “like for like” basis but since one girl had dropped out, that made her case automatically different to the girl who remained in school. None the less since it was a requirement for the power model, replacements were to be made from students in the same grade as the cohort, and only in the schools surveyed at baseline and tested for learning only. Schools prioritised for replacement were those that had the fewest numbers of marginalised girls (proportionally distributed by existing number of marginalised girls in the younger cohort). Replacements were made where attrition was observed to be higher than the assumed 40%.

Various strategies were put in place to ensure that all the girls in the cohort were tracked such as improved location through the LCs, use of the CAMA members and the TMs . CAMFED as well worked with school authorities, community leaders, LCs, teachers, parents, relatives or friends; to try and locate any cohort members who were not immediately available at the time of the midline interviews. For the students that could not be found, adjustments have been made at analysis to factor in attrition (by using weighting).

It should be noted that attrition led to changes in the cohort composition (often, girls with similar characteristics will be ‘lost’; thereby reducing sample size and power). This was the case in Zambia especially, where losses from the older cohort were large, and associated with difficulties to track these children as they transitioned from primary to lower secondary school. Marginalised girls that drop out from school but could be tracked to their household will remain part of the cohort for measuring transition.

#### **Example of the actual situation found**

Zambia midline survey data shows large levels of attrition (as high as 66% based on data required to compare learning), especially for the older cohort which transitioned from primary (Grade 7) to middle Secondary school (Grade 8 and 9. Attrition was slightly lower for the transition cohort (28% in intervention, and 31% in comparison). These high levels of attrition affect power, although initial modelling using difference-in-difference analysis show that the remaining sample size for marginalised girls is still sufficiently powered to compare learning between baseline and midline<sup>4</sup>. An important factor is the fact that marginalisation was high among the baseline cohorts- as high as 86%. Nevertheless, a

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<sup>4</sup> Using GLM in SPSS, a regression model for estimating the treatment effect showed observed power of more than 90% for the Beta estimate.



replacement sample is available (see table below, and will be used to boost the cohort for comparisons between midline and endline. It will also be important to put in place measures to mitigate the high levels of attrition in order to remain with a useable sample at endline.

**Table 5: Zambia Replacements**

	Female				Male			
	Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)	
Replacements	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
Intervention	22	137	16	87	0	0	0	0
Comparison	56	211	22	74	0	0	0	0

### 2.2.1.3 Changes in quantitative and qualitative data collection tools at midline

The quantitative tools were all updated to include FM priority questions as shared with GECT project partners. The process was that the EE prepared draft changes, shared with CAMFED, a day's workshop was held where the tools were discussed in turn and then further changes were made. The tools were submitted to the FM by CAMFED and signed off for use.

The SeGRA/SeGMA and EGRA/EGMA tools were updated

The qualitative tools were updated because changes and additions to indicator required some new themes and some new stakeholder groups to be respondents. The format of the checklists included more emphasis on outcomes not only IOs as had been the case in the baselines. This process was mediated by CAMFED seeing our drafts and passing them on to the FM. Comments from the FM were duly addressed, one phone conference was held with the FM (qualitative specialist) and the tools were signed off for use.

The marginality tool was not used with re-contacted cohorts but only with replacements.

### 2.2.1.4 Enumerator recruitment and training.

Large numbers of teams of enumerators were recruited to cover the proposed sample size (both intervention and comparison) of schools and districts in the time available for the midline in each of the countries. Recruited by CAMFED, these were mainly experienced individual enumerators (not from a firm) who had taken part in CAMFED evaluations in the past. The majority of each country enumeration team were CAMA members and other education professionals.

The EE team took a week in each country to train the enumerators in the household and school enumeration methodologies, practising each questionnaire on the ODK toolkit through a participatory

methodology including role play, hands-on practice in small groups interviewing each other and troubleshooting.

#### 2.2.1.5 Qualitative Researchers

Qualitative researchers were not recruited from the market for this task. Instead the EE working in a small team of six trusted colleagues (some CIDT associates) with experience in qualitative fieldwork in developing country settings, the majority of these in educational settings. One male qualitative researcher worked in Zimbabwe and did not undertake interviews with girls

## 2.2.2 During data collection

### 2.2.2.1 Data collection timing.

Data collection in Zimbabwe took place June 24<sup>th</sup> to July 6<sup>th</sup>; in Zambia took place from July 15<sup>th</sup>-26<sup>th</sup> and then August 12<sup>th</sup>-30<sup>th</sup> Data collection in Tanzania took place from July 21<sup>st</sup> through to August 2<sup>nd</sup>. The timings were to coincide and support school term and examination timetables in the three countries.

Due to the time constraint on reporting, there was no sequencing of the qualitative and quantitative data collection in Tanzania and Zimbabwe; data collection happened concurrently. In Tanzania and Zimbabwe, the enumeration teams were divided so much as practical, between school and household teams. In Zambia there was sequencing, not between the quantitative and qualitative but between the quantitative school and household surveys. The same enumeration teams undertook both data collection exercises.

**Table 6: Tool details**

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks: 1) Attrition rate from baseline to midline 2) Re-contacted sample vs replaced sample 3) Major changes to tools or differences between anticipated and actual sample sizes
Learning tests – SeGRA and SeGMA (used for outcome 1 Learning)	In school girls (grades 7 and 9 Zambia) In school girls Form 4 (Tanzania and Zimbabwe)	Marginalised girls proposed at baseline (intervention and comparison <sup>5</sup> ): Tanzania: 2802 Zambia: 2404 Zimbabwe: 2668	Marginalised girls sampled at baseline: Tanzania: 1952 Zambia Grade 5: 1671 Zambia Grade 7: 1470 Zimbabwe: 1529  Marginalised girls reached at midline: Tanzania: 1544 Zambia <sup>6</sup> Grade 7: 1888 Zambia Grade 9 <sup>7</sup> : 884 Zimbabwe: 1367	Attrition rates from Baseline to midline were <sup>8</sup> : Tanzania:6% Zambia Grade 7: 38% Zambia Grade 9: 57.9% Zimbabwe: 27%  Replacements added to Zambia data : Grade 7: 348 Grade 9: 161
Learning tests EGRA and EGMA (used for outcome 1 learning)	In school girls (grades 7 and 9 Zambia)	Same as above	Same as above	
Student Survey used for outcome 1 learning	In school girls (grades 7 and 9 Zambia)	Same as above	Same as above	

<sup>5</sup> Figures are for the younger cohort only, which was to be reached at midline. The sample sizes were distributed equally between intervention and comparison.

<sup>6</sup> Zambia data included replacements.

<sup>7</sup> This cohort transitioned from primary to lower secondary, and many students changed schools.

<sup>8</sup> The sample sizes proposed at midline were not achieved at baseline. However, the achieved sample size had sufficient power. At midline, data for replacements was collected for use at endline (Tanzania and Zimbabwe) and for used with Zambia data (midline).

	In school girls Form 4 (Tanzania and Zimbabwe)			
Attitude to Learning Survey used for outcome 1 learning	In school girls (grades 7 and 9 Zambia) In school girls Form 4 (Tanzania and Zimbabwe)	Same as above	Same as above	
Marginality tool	Marginalised girls	Only for replacements at Midline		
Teacher survey used for outcome 1 learning	Teachers	5 per school including core subject teachers and teacher mentor if possible.	5 per school including core subject teachers and teacher mentor if possible.	
Head teacher survey used for outcome 1 learning	Head teachers/Heads of School	1 per school	1 per school	
Head of House Survey used for outcome 2 transition	Marginalised girls	Not specific		
Primary Care Giver survey used for outcome 2 transition	Marginalised girls	MEL Framework target- Tanzania: 2808 Zambia: 2668 Zimbabwe: 2402	Household Survey <b>baseline</b> - Tanzania: 1733 Zambia (Grade 5): 1704 Zimbabwe: 1684  Household Survey at <b>midline</b> : Tanzania: 1632 Zambia (Grade 7): 1198 Zimbabwe: 1368	In order to confirm the transition sample it was important to interview someone in the household for this survey. The EE objected ethically to the need to occasionally replace a PCG with a head of household (usually replacing a female voice with a male voice who additionally may not speak with a similar understanding of the marginalised girl). There are no specific figures for where this happened because enumerators tried extremely hard to find the PCG
Sibling survey used for outcome 2 transition	Marginalised girls	Not specific		
Out of School girl survey used for outcome 2 transition	Marginalised girls	Not specific		
Focus group discussions and Semi structured interview O1 – Indicator 1 & 2 O2 – Indicator 1	CAMFED Bursary girls from Forms 4 Tanzania and Zimbabwe and CAMFED Bursary girls Grade 9 in Zambia	8 per school	8 per school	Special interest girls were not selected per school but according to the story they wanted or wished to tell

O3 - School Sust. Indicator 1 Interm. Outcomes 1.1 1.2 2.2 2.4 3.1 3.2 4.2 4.3 4.4 5.1 5.2 5.3	Selected special interest girl	No target	No target	
Focus group discussions and Semi structured interview O1 – Indicator 1 & 2 O2 – Indicator 1 O3 - School Sust. Indicator 1 Interm. Outcomes 1.1 1.2 2.2 2.4 3.1 3.2 4.2 4.3 4.4 5.1 5.2 5.3	Marginalised (non bursary) girls	8 per school	8 per school	In Tanzania the list of these girls was very difficult to achieve. Many bursary girls were added, taken out at EE's request and possibly replaced by other girls more randomly (not from those who scored as marginalised in the marginality survey). It was not possible to check this since their ID was not given during the qualitative research
Semi structured interviews O1 -Indicators 1 & 2 O3 Community Sust. I 1 & 2 O3 School Sust. I 1, 2 & 3 O3 - Systems Sust. I 1 & 2 Interm. Outcomes 5.2, 5.3, 5.4	Head teachers Teacher mentor	1 each per school	1 each per school	
Focus Group Discussion O1 -Indicators 1 & 2 O3 Community Sust. I 1 & 2 O3 School Sust. I 1, 2 & 3 O3 - Systems Sust. I 1 & 2 Interm. Outcomes 5.2, 5.3, 5.4	School -Development Committee	1 per school	0-1 per school	Did not see a School Development Committee in all schools if they were not available. Sometimes met with the School Board instead (a higher level committee)

Focus Group Discussion O1 - Indicators 1 & 2 O2 - Indicator 1 O3 – School Sust. Indicator 1 Interm. Outcomes 1.2 2.2 4.3 4.4 5.2 5.3	Teachers	5 per school – at least 3 female & including the teachers of tracked cohort Maths, English	5 per school	Rare to get 3 female teachers per school
●O2 - indicator 1 O3 - Community Sust. Indicator 1 O3 - School Sust. Indicators 1 & 2 Interm. Outcome 1.1 2.3 3.1 4.1 4.2 5.2	Learner Guides	2 per school <sup>1</sup>	0-3 per school	In some schools there were no learner guides since their “contracts” had expired and were in the process of either selecting new LGs or recontracting the previous cohort
Semi-structured interview or FGD (dependent on availability) O2 - indicator 1 O3 – Community Sust. Indicator 1 & 2 Interim Outcomes 1.1 1.2 2.2 5.3	Primary care givers	5-6 per school	3-6 per school	Sometimes to get PCGs of Marginalised or bursary girls. Found several PCGs of pupils that had already left school (perhaps those the LC/school could persuade to give up their time)
Focus Group Discussion/semi structured interview O3 - Community Sust. indicator 1 & 2 O3 - School Sust. Indicator 3 O3 - Systems Sust. indicators 1 & 2 Interm. Outcomes 2.3	CDC members  Community and traditional leaders	2 per district  2 per school	1-2 per district  2-4 per school	Due to distance away from schools to district centres, on occasion the CDC member accompanying the qualitative researchers gave an SSI rather than join with colleagues for an FGD
Focus Group Discussion/semi structured interview O3 systems sustainability indicators 1, 2 and 3.	CAMFED Staff  Ministry of education staff in each country	1 meeting  1-2 per country	1 meeting  1-2 per country	
Focus Group Discussion/semi structured interview	Transition Guide	4 per district	2-4 per district	

Outcome 2: Transition and Outcome 3: Sustainability IO Indicators 2.1, 2.2, 2.3, 3.1, 3.2.				
Semi structured interview Intermediate Outcomes 1.2 2.1 2.2 2.3 2.4 3.1 3.2 4.1 4.2 4.3 5.1 5.2 5.3 5.4	Dropped out girls	No target but try to meet if possible	Some were met and interviewed for case studies	
Focus Group Discussion Outcome 2: Transition and Outcome 3: Sustainability IO Indicators 1.1, 1.2, 1.3, 2.1, 2.2, 2.3. IO Indicators 2.3, 5.1, 5.4, 5.5	CAMA members	4 per school	2-6 per school	
Focus Group Discussion/semi structured interview Outcomes 1, 2 and 3 OI 4.1, 4.2, 4.3, 4.4, 5.2 Outcome 2: Transition OI Indicators 3.1, 3.2, 2.1				Difficult to meet non CAMA girls who had left school. The dropped out girls were met where possible

**2.2.2.2 Final sample sizes for each of the instruments (quantitative and qualitative)? What were the minimum sample sizes agreed in the MEL framework?**

<b>Survey</b>	<b>MEL Framework Target</b>	<b>Achieved</b>
<b>School (learning)</b>	Intervention and comparison: Tanzania: 2802 Zambia Grade 5: 2404 Zambia Grade 7: 2404 Zimbabwe: 2668	<b>Baseline:</b> Tanzania: 1952 Zambia Grade 5: 1671 Zambia Grade 7: 1470 Zimbabwe: 1529  <b>Midline:</b> Tanzania: 1544 Zambia Grade 7: 1888 Zambia Grade 9: 884 Zimbabwe: 1367
<b>Household (transition)</b>	MEL Framework target- Tanzania: 2808 Zambia: 2668 Zimbabwe: 2402	Household Survey <b>baseline</b> - Tanzania: 1733 Zambia (Grade 5): 1704 Zimbabwe: 1684  Household Survey at <b>midline</b> : Tanzania: 1632 Zambia (Grade 7): 1198  <b>Zimbabwe: 1368</b>

**2.2.3 Post data collection**

**2.2.3.1 Data Cleaning and Checks for consistency**

CAMFED had a critical role in enabling the data for the GEC-T 5101 and 5276 project midline to be collected in a timely and robust way. The EE worked closely with CAMFED on data cleaning and processing to ensure the data was generated in an efficient and timely way, while still having independent oversight of each stage of data collection.

In order to ensure that the GEC-T midline data was built to high standards of data quality, the External Evaluator team at CIDT proposed the following data protocols, based on learning from the initial GEC and GECT evaluation process and baselines and to meet international standards. The approach has been developed in consultation with a UK-based survey analyst with considerable expertise in processing large and complex datasets, including the Scottish Household Survey and the UK Department for Education’s Annual Survey of Childcare and Early Years as well as the WHO Demographic and Health Surveys across a wide range of countries.



The principles underpinning the data processing and analysis approach are objectivity, transparency and methodological rigour. This ensured that the decisions made about the cleaning, processing and analysing of the data involve the education and gender team and are fully documented, with full analysis of the rationale behind, and impact of, different approaches to missing data.

### Proposed protocol

1. Once downloaded from the server, CAMFED sent most of the full raw datasets to CIDT by the mutually agreed dates<sup>9</sup>. These datasets included all cases and variables with no cases deleted, cleaned or otherwise processed. This was provided in a completely raw and unedited state, with. This allowed CIDT to compare raw data with final data.
2. CAMFED merged all the data files as necessary, to single datasets so that pupil (1), household including main carer and sibling (2); numeracy test scores(3) literacy test scores (4); attendance (5), data were linked using unique identification information.
3. CAMFED checked the cleaned data, maintaining a detailed syntax of actions taken. No variables were edited without a complete record of the rationale for the action and the process that was undertaken. The full syntax for data cleaning and data analysis will be shared with the fund manager.
4. CAMFED uploaded a full set of cleaned data, with syntax files, for the EE to review.
5. The EE ran a full list of edit and range checks on the data (again, using syntax files) based on the previous GECT evaluation/learning, with additional checks developed to address needs at midline (eg for DiD analysis).
6. The EE analysed the data and populated both the FM tables and additional tables based on specific themes for the report. The WGI senior data analyst provided peer review and technical support to the Development Data data analyst.
7. Once completed, the EE will send to CAMFED with the full datasets including derived variables and all syntax files.

The data management processes used in the midline evaluation can be seen in the ensuing tables.

**Table 7: SeGRA and SeGMA Processes**

Step	Activity	Who
1	Enumerators introduce and supervise student completion of tests	EE
2	The examination council marks the tests	Exam councils
3	Results into excel sheets	Exam councils or data entry clerks
4	Excel sheets passed to CIDT/DD	CAMFED
5	Further analysis conducted	EE
6	Results aligned with qualitative and quantitative data	EE

<sup>9</sup> Datasets for Tanzania took longer than agreed to finalize for attendance and learning data.

### 2.2.3.2 Data storage and analysis, including relevant reflections of enumerators and researchers while in the field?

All data collected will be stored in the first instance on a secure server at CAMFED and shared with the EE via Google Drive. It will be stored in Open Data Kit format (ODK), the platform used for data collection. Data will be exported to Excel, SPSS and Stata for analysis. Data cleaning and analysis will be conducted using SPSS. All cleaning and analysis will be performed using Syntax, and baseline and midline datasets will be combined/merged to facilitate comparisons. The EE will securely store data, particularly that which can be traced back to individuals in password protected files. Personal details (names, address) should be removed at a very early stage in the data processing. If needed for follow-up, this should be stored separately from data. The final datasets will be shared with the CAMFED and after that the EE will delete files on their hard disks.

#### **Quantitative analytical processes**

All data was analysed using SPSS and Stata, and syntax used is readily available. Datasets from the baseline (school, household) and midline (school, household) were all merged into one using the student ID developed at baseline, and a 'survey' variable to denote baseline and midline.

#### **Regression analysis for survey weighting**

The baseline survey datasets were not weighted to take account of any design effects or disproportionate sampling as this was not appropriate. The FM report template indicates that there may be a need to use inverse probability weighting in regression analysis to mitigate attrition bias, where some students who participated in the baseline survey did not take part in the midline survey.

Additional information on reasons for leaving the cohort (collected at midline) will be used to inform the (logistic) regression analysis used. Specifically, reasons for attrition (such as transferring) can be used to check what other variables can be used for the regression model. In this particular example, the interest would be to explore the predictors of students who are likely to transfer (and therefore leave the cohort in most cases- unless they transfer and remain reachable).

FM guidance outlines the requirement for regression analysis to take account of non-response at midline, with full regression analysis results provided for learning and transition outcomes. The approach adopted to the regression analysis is:

- Using a variable to indicate participation at midline (for learning, participation includes taking literacy and numeracy tests).
- Identifying drop outs in the baseline datasets (using the unique student id and running bivariate analysis to identify key determinants of survey drop-out).

- Running logistic regression to produce the model with the best fit, with those variables that best predict survey response at the mid-line; and assigning attrition weight (the inverse of the predicted probability of responding).

The number of students who dropped out is large, especially in Zambia. Weighting will therefore be needed. The weighting model that has been developed for use is based on a number of significant correlations (ie determinants of dropouts). The list of (individually) significant correlations used in the weighting model includes:

- Ability to pay fees
- The school
- Age
- Performance on literacy, numeracy
- Whether family skips meals,
- Marginalisation
- Attendance and

A generalised linear model (Generalised Estimating Equations in SPSS) has been used to check the goodness of fit of the weighting method. Weights have been normalised using a simple method<sup>10</sup>.

#### **Difference in Difference (DiD) estimates**

The FM guidance requires that simple cohort estimates of the Difference in Differences (DiD)<sup>11</sup> estimators are presented, as well as those weighed to take account of sample attrition (based on the attrition weighting approach outlined above). DiD estimates will be calculated in SPSS using a linear regression of learning scores and a logistic regression of transition based on –

- A= dummy variable to identify intervention (=1) and comparator (=0)
- B= dummy variable to identify mid-line (=1) and baseline (=0)
- C= dummy variable for midline intervention (A x B)

The regression coefficients are the difference in differences combining the time-period and group membership (C). These will be presented with associated statistics (CI, mean, standard deviation).

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<sup>10</sup> See <https://pdfs.semanticscholar.org/5b8a/d817627949a6a33628a86466b889f23d5df0.pdf> page 9 for example

<sup>11</sup> The DiD is a technique used to measure the effect of a treatment at a given period in time in comparison to a control group. It estimates the difference between the pre-post (i.e. baseline and mid-line), within-subjects differences of the treatment and control groups.

All data will be analysed in SPSS and/or Stata, and the syntax used will be made available. The syntax will update the raw baseline and midline datasets so that they speak to each other as much as possible. It is necessary for DiD analysis that we are comparing data that has the same parameters and has been edited in the same way.

### **Qualitative analytical processes**

A Thematic analysis spreadsheet was created in Excel to allow all researchers to input their findings from the transcriptions into the spreadsheet. The spreadsheet was searchable by country, district, school, stakeholder group and tens of variables corresponding both to researcher findings and to indicator descriptions. Teams were assembled to extract data and learning

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

Qualitative data was transcribed from the recordings made verbatim. Where the language of interview was not English, these were additionally translated. The accuracy was generally sufficient and where sensitive issues were translated and transcribed further enquiry was made from the language of interview to the English by speakers of both languages. The transcriptions will be shared with the FM once anonymised.

#### 2.2.3.4 Provide the details of how the same beneficiaries will be tracked in the next evaluation point.

Lessons from conducting the midline show that more time needs to be allocated to tracking students, and also for survey data collection, cleaning, analysis and interpretation. Attrition rates were high in Zambia and Zimbabwe; and measures should be put in place to mitigate this for endline.

For Zambia the younger cohort, tracked for learning and transition, will continue to be tracked. The younger cohort will be in grade 9/junior secondary school in the endlines.

Given the spread of marginalised girls into more new schools than anticipated at midline, CAMFED will develop tracking systems to allow the recontracting of current grade 7 children who may transit to a new school during their primary/junior secondary transition. This will include enhanced monitoring and logistics coordinator data collection about the onward whereabouts of children.

However, in two out of the three countries there will be no more cohort marginalised girls in school. Thus there will be no learning outcome measurement in the endline for Tanzania and Zimbabwe.

Very robust systems will therefore need to be made in order to track marginalised girls who are no longer directly benefitting from the project. This exercise will need to be undertaken by CAMFED during its normal monitoring and involve both CAMA and CDCs for best effect.

## **2.2.4 Challenges in midline data collection and limitations of the evaluation design**

2.2.4.1 Outline any methodological challenges to the approach (including any biases, attrition etc.) and how these were mitigated.

Two main issues were highlighted for the midline survey: data for Zambia showed some floor effects; and in Zambia and Zimbabwe, attrition was high. Replacements were used for the data for Zambia which showed that the remaining cohort numbers of marginalised girls were not sufficiently powered. To address the challenge of high levels of attrition bias, midline sample were weighted using a regression model that was developed using baseline data.

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

### **Zambia attrition**

One challenge for the Zambia data collection was that there was a greater attrition of the sample than expected due to losses incurred by children moving from one school to another in their transition from primary to junior secondary school. This occurred because the understanding was that most children would not move from an all through school, but they did. They also moved further away from their homes than anticipated such that they could not all be found.

### **Marginality status of re-contacted sample**

Data on marginality was not collected for the cohort girls at midline. As such, the marginalisation used at midline was that defined at baseline. The main reason was that the variables used for determining marginalisation, eg Orphanhood status, was not likely to change significantly between baseline and midline. Thus baseline variables were used per re-contacted sample. However the implication of this is that we assume marginality was static whereas in reality it is not and there may be girls who are no longer marginalised or where severe marginality caused the girl to drop out. Further, because the sample is old now, the calls on their time and their utility to family livelihood security is much greater, therefore they are at greater risk of dropping out, which could have made them even more highly marginalised than they were.

For Zambia at endline it will be important to reincorporate the marginality questions into the student survey.

For Tanzania and Zambia it will be important to include marginality tools in the household quantitative and qualitative tools, to ensure there are questions around enduring marginality similar to the ones in the student survey.

### **Qualitative research issues**

The main limitation for the qualitative research was time and thus the potential failure to address some issues in sufficient depth, particularly sensitive ones that require a long lead in to the focus group discussions or semi structured interviews, in order to help interviewees to feel comfortable. The EE perceived that the FM wanted to understand regional differences and quite substantial numbers of groups contacted. This entailed a lot of logistics in the field and with the consequence that interviews could not go over time if they were interesting because of the next group waiting or the need to make a journey. An average of 12 meetings and interviews were held over a two day period during the data collection, that is six a day.

Other qualitative research limitations were very difficult to get the right people in the room and to turn away those who had given up their time. In particular it was hard to meet PCG of marginalised girls we had met, thus being able to directly match up two sets of evidence. It was also difficult to meet with children early in the day because culturally it was disrespectful to keep older people waiting.(especially elders and professionals like CDC, village leaders). Robust negotiations took place in schools to try and secure children for interview early in the day when they were fresh but it was not always possible.

It was also not possible to meet Transitees who were not CAMA members but had been through the Transition Programme. These were a second priority group, as noted in the Inception Report for the evaluation, but none were available at the time of the field visits.

2.2.4.3 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.

Because the changes on marginality affected both intervention and comparison samples, the effect will be negligible.

For the qualitative data there is no issue of robustness, reliability or comparability.

CAMFED to some extent mitigated the lack of Transitee qualitative respondents through conducting their own Transitee survey, the results of which were woven into section 4.3 of the report. However during the endline surveys a variety of Transitees will need to be contacted in order to understand fully the transition pathways of those who have completed or dropped out of school.

## **2.2.5 Representativeness of the learning and transition samples, attrition and matching of intervention and control groups**

2.2.5.1 Sample sizes achieved at midline and compared with the sample sizes agreed in the MEL Framework and the sample size at baseline.

Both 5101 and 5276 projects adopted a joint cohort approach where the main cohort (including less marginalised girls and boys) is used to assess learning, and a sub cohort made up of marginalised girls only, to assess transition. As such, at baseline and midline, a school-based survey provided the data for learning, while a follow-up household survey tracked transition. The baseline and midline sample sizes for the three countries are given below:

**Table 19: Midline sample and attrition**

**a) Tanzania 5101**

			Female				Male			
			Form 4 (From 2 at baseline)		Year 2 Post School (Form 4 at baseline)		Form 4 (From 2 at baseline)		Year 2 Post School (Form 4 at baseline)	
			Less Marginalised	Margin alised	Less Marginalised	Marginal ised	Less Marginalised	Margin alised	Less Marginalised	Marginal ised
Baseline	Intervention	<b>Sample Size</b>	<b>1320</b>	<b>1063</b>	<b>1054</b>	<b>729</b>	<b>990</b>	<b>817</b>	<b>878</b>	<b>647</b>
		With SeGRA Data	1319	1049	1054	728	982	828	877	645
		With SeGMA Data	1318	1050	1054	728	986	828	877	644
		Transition Cohort		926						
		Dropouts								
	Comparison	<b>Sample Size</b>	<b>1324</b>	<b>889</b>	<b>1020</b>	<b>614</b>	<b>1060</b>	<b>687</b>	<b>801</b>	<b>541</b>
		With SeGRA Data	1322	880	1018	610	1057	688	794	540
		With SeGMA Data	1321	881	1020	610	1057	689	794	540
		Transition Cohort		807						
		Dropouts	0	0	0	0	0	0	0	0
Midline	Intervention	<b>Sample Size</b>	<b>1320</b>	<b>1062</b>	<b>0</b>	<b>0</b>	<b>990</b>	<b>818</b>	<b>0</b>	<b>0</b>
		With SeGRA Data	1177	875	0	0	915	723	0	0
		With SeGMA Data	1176	875	0	0	917	718	0	0
		Transition Cohort		882						
		Dropouts	76	110	0	0	37	53	0	0
	Comparison	<b>Sample Size</b>	<b>1324</b>	<b>888</b>	<b>0</b>	<b>0</b>	<b>1060</b>	<b>688</b>	<b>0</b>	<b>0</b>

		With SeGRA Data	1045	657	0	0	866	557	0	0
		With SeGMA Data	1048	654	0	0	861	557	0	0
		Transition Cohort		750						
		Dropouts	155	147	0	0	83	62	0	0
Midline Attrition	Intervention	Literacy	11%	17%	100%	100%	7%	13%	100%	100%
		Numeracy	11%	17%	100%	100%	7%	13%	100%	100%
		Transition		5%						
	Comparison	Literacy	21%	25%	100%	100%	18%	19%	100%	100%
		Numeracy	21%	26%	100%	100%	18%	19%	100%	100%
		Transition		7%						

Tanzania midline sample sizes for project 5101 are made up of the younger cohort which was in Form 2 at baseline. The older cohort is not 2 years post-secondary school. Initial analysis shows that for the younger cohort, attrition rates were lower than predicted (below the set 20%); and even lower for the household survey-based transition cohort (5% in intervention and 7% in comparison districts). As this cohort was sufficiently powered to cater for attrition levels of less than 20% by midline, replacements are not required. Besides, learning assessments will not be conducted at endline, as the students will all be out of school.

## b) Zambia

		Female				Male <sup>12</sup>			
		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)	
		Less Marginalised	Marginalised	Less Marginalised	Margin alised	Less Marginalised	Margin alised	Less Marginalised	Margin alised
<b>Baseline</b>	Intervention	<b>Sample Size</b>	<b>104</b>	<b>934</b>	<b>168</b>	<b>820</b>			
		With Literacy Data	81	739	155	749			
		With Numeracy data	78	774	138	656			
		Transition Cohort		849					
		Dropouts	0	0	0	0			

<sup>12</sup> Male data not used in analysis



Comparison	<b>Sample Size</b>	<b>120</b>	<b>983</b>	<b>135</b>	<b>650</b>	
	With Literacy Data	69	551	80	362	
	With Numeracy data	94	789	110	529	
	Transition Cohort	855				
	Dropouts	0	0	0	0	
<b>Midline</b> Intervention	<b>Sample Size</b>	<b>79</b>	<b>747</b>	<b>106</b>	<b>475</b>	
	With Literacy Data	72	640	96	418	
	With Numeracy data	72	650	88	367	
	Transition Cohort	608				
	Dropouts	3	33	0	0	
Comparison	<b>Sample Size</b>	<b>105</b>	<b>793</b>	<b>68</b>	<b>250</b>	
	With Literacy Data	102	650	68	246	
	With Numeracy data	103	664	61	249	
	Transition Cohort	590				
	Dropouts	12	98	0	0	
<b>Midline Attrition</b>	Intervention	Literacy	37%	32%	41%	49%
		Numeracy	43%	35%	45%	54%
		Transition	28%			
	Comparison	Literacy	39%	40%	61%	66%
		Numeracy	42%	43%	64%	64%
		Transition	31%			

Zambia midline survey data shows large levels of attrition (as high as 66% based on data required to compare learning), especially for the older cohort which transitioned from primary (Grade 7) to middle Secondary school (Grade 8 and 9. Attrition was slightly lower for the transition cohort (28% in intervention, and 31% in comparison). These high levels of attrition affect power, although initial modelling using difference-in-difference analysis show that the remaining sample size for marginalised girls is still sufficiently powered to compare learning between baseline and midline<sup>13</sup>. An important factor is the fact that marginalisation was high among the baseline cohorts- as high as 86%. Nevertheless, a replacement sample is available (see table below, and will be used to boost the cohort for comparisons between midline and endline. It will also be important to put in place measures to mitigate the high levels of attrition in order to remain with a useable sample at endline.

<sup>13</sup> Using GLM in SPSS, a regression model for estimating the treatment effect showed observed power of more than 90% for the Beta estimate.

## Zambia Replacements

	Female				Male			
	Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)	
Replacements	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
Intervention	22	137	16	87	0	0	0	0
Comparison	56	211	22	74	0	0	0	0

As was the case for Tanzania (Project 5101), the older cohort in Zimbabwe left school, and midline learning and transition assessments will rely on data for the younger cohort. Attrition rates were higher for the learning cohort, and within the targeted 20% for transition (see table below). Initial analysis shows that the cohort size is large enough to ensure that power of hypothesis tests are above 80%.

### c) Zimbabwe Sample sizes

		Female				Male				
		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		Grade 7 (Grade 5 at baseline)		Grade 9 (Grade 7 at baseline)		
		Less Marginalised	Margin alised	Less Marginalised	Margin alised	Less Marginalised	Margin alised	Less Marginalised	Margin alised	
Baseline	Intervention	<b>Sample Size</b>	<b>756</b>	<b>1025</b>	<b>1000</b>	<b>623</b>	<b>724</b>	<b>687</b>	<b>765</b>	<b>608</b>
		With Literacy Data	742	997	992	619	729	706	769	604
		With Numeracy data	758	1030	1012	645	737	730	779	623
		Transition Cohort		943						
		Dropouts	0	0	0	0	0	0	0	0
	Comparison	<b>Sample Size</b>	<b>817</b>	<b>885</b>	<b>782</b>	<b>583</b>	<b>633</b>	<b>698</b>	<b>623</b>	<b>599</b>
		With Literacy Data	796	818	763	571	633	756	619	600
		With Numeracy data	810	836	780	575	643	767	625	606
		Transition Cohort		741						
		Dropouts	0	0	0	0	0	0	0	0
Midline	Intervention	<b>Sample Size</b>	<b>800</b>	<b>1111</b>	<b>0</b>	<b>0</b>	<b>693</b>	<b>696</b>	<b>0</b>	<b>0</b>
		With Literacy Data	563	667	0	0	570	497	0	0
		With Numeracy data	565	671	0	0	570	499	0	0
		Dropouts								

	Transition Cohort	776								
	Dropouts	85	226	0	0	66	108	0	0	
	<b>Sample Size</b>	<b>810</b>	<b>868</b>	<b>0</b>	<b>0</b>	<b>574</b>	<b>708</b>	<b>0</b>	<b>0</b>	
Comparison	With Literacy Data	553	503	0	0	454	439	0	0	
	With Numeracy data	556	505	0	0	454	440	0	0	
	Transition Cohort	592								
	Dropouts	132	224	0	0	69	182	0	0	
Midline Attrition	Intervention	Literacy	11%	21%	100%	100%	20%	25%	100%	100%
		Numeracy	13%	23%	100%	100%	21%	27%	100%	100%
	Transition	18%								
	Comparison	Literacy	22%	32%	100%	100%	27%	36%	100%	100%
		Numeracy	23%	34%	100%	100%	28%	37%	100%	100%
	Transition	20%								

Data for Project 5276 in Tanzania show low attrition rates, partly because the cohort was followed up just one year since baseline. Nevertheless, measures should be put in place to ensure that attrition is mitigated for the younger class (now in Form 2 and will be assessed for learning at endline). A booster sample was been collected, and will be used to increase the midline sample for comparisons with endline only.

In Tanzania, the distribution of sample sizes by intervention vs control remains even. Also, because the attrition rate was low, this is expected to remain even up to endline. In Zambia, the sample size for intervention is significantly higher than that for comparison. As such, the numbers of replacements were also more for comparison districts than intervention. The distribution for Zimbabwe is fairly even, although bigger in intervention than comparison.

Table 20a: Evaluation sample breakdown (by region)-Tanzania

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (Girls)		
Bahi	0	437
Chalinze	301	0
Handeni	370	0
Iringa	575	0
Kilindi	0	179
Kilombero	382	0

Lindi	0	339
Morogoro Rural	540	0
Mpwapwa	0	439
Muheza	0	416
Rufiji	357	0
Wanging'ombe	0	612
Girls (sample size)	2525	2422
<b>Sample breakdown (Boys)</b>		
Bahi	0	395
Chalinze	148	0
Handeni	251	0
Iringa	414	0
Kilindi	0	150
Kilombero	327	0
Lindi	0	307
Morogoro Rural	409	0
Mpwapwa	0	320
Muheza	0	259
Rufiji	270	0
Wanging'ombe	0	320
<b>Boys (sample size)</b>	<b>1819</b>	<b>1751</b>

Table 20b: Evaluation sample breakdown (by region)-Zambia

	Intervention	Comparison
<b>Sample breakdown (Girls)</b>		
Chibombo	0	294
Chinsali	510	0
Chitambo	0	454
Kapiri Mposhi	0	1138
Mpika	1011	0
Shiwangandu	505	0
<b>Girls (sample size)</b>	<b>2026</b>	<b>1886</b>
<b>Sample breakdown (Boys)</b>		
Chibombo	0	237
Chinsali	565	0
Chitambo	0	496
Kapiri Mposhi	0	1040
Mpika	1092	0

Shiwangandu	556	0
<b>Girls (sample size)</b>	<b>2213</b>	<b>1773</b>

Table 20c: Evaluation sample breakdown (by region)-Zimbabwe

	Intervention	Comparison
<b>Sample breakdown (Girls)</b>		
Binga	235	0
Hurungwe	242	0
Hwange	0	494
Mt Darwin	313	0
Mudzi	276	0
Mutare	0	745
Mwenezi	178	0
Nyanga	225	0
Shurugwi	434	0
Umzingwane	98	0
Uzumba Maramba Pfungwe	0	562
<b>Girls (sample size)</b>	<b>2001</b>	<b>1801</b>
<b>Sample breakdown (Boys)</b>		
Binga	148	0
Hurungwe	156	0
Hwange	0	372
Mt Darwin	193	0
Mudzi	233	0
Mutare	0	550
Mwenezi	130	0
Nyanga	172	0
Shurugwi	360	0
Umzingwane	85	0
Uzumba Maramba Pfungwe	0	491
<b>Girls (sample size)</b>	<b>1477</b>	<b>1413</b>

Table 21a: Evaluation sample breakdown (by grade)-Tanzania

	Intervention (recontacted)	Control (recontacted)
<b>Sample breakdown (Girls)</b>		
Form 2	4	2
Form 3	30	19
Form 4	2151	1886
Unknown	1	0
Out of school	185	302

<b>Girls (sample size)</b>	<b>2371</b>	<b>2209</b>
<b>Sample breakdown (Boys)</b>		
<b>Form 2</b>	<b>1</b>	<b>0</b>
<b>Form 3</b>	<b>20</b>	<b>19</b>
<b>Form 4</b>	<b>1707</b>	<b>1587</b>
<b>Unknown</b>	<b>0</b>	<b>0</b>
<b>Out of school</b>	<b>91</b>	<b>145</b>
<b>Boys (sample size)</b>	<b>1819</b>	<b>1751</b>

Table 21b: Evaluation sample breakdown (by grade)-Zambia

	<b>Intervention (recontacted)</b>	<b>Control (recontacted)</b>
<b>Sample breakdown (Girls)</b>		
Grade 5	1	0
Grade 6	6	11
Grade 7	942	1040
Grade 8	2	4
Grade 9	682	396
Unknown	619	688
Out of school	36	110
<b>Girls (sample size)</b>	<b>2288</b>	<b>2249</b>
<b>Sample breakdown (Boys)</b>		
Grade 5	0	2
Grade 6	8	14
Grade 7	762	669
Grade 8	3	8
Grade 9	521	319
Unknown	902	689
Out of school	17	72
<b>Boys (sample size)</b>	<b>2213</b>	<b>1773</b>

Table 21c: Evaluation sample breakdown (by grade)

	<b>Intervention (recontacted)</b>	<b>Control (recontacted)</b>
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Sample breakdown (Girls)		
Form 2	0	0
Form 3	32	47
Form 4	1568	1275
Unknown	90	123
Out of school	311	356
<b>Girls (sample size)</b>	<b>2001</b>	<b>1801</b>
Sample breakdown (Boys)		
Form 2	0	1
Form 3	50	53
Form 4	1165	977
Unknown	88	131
Out of school	174	251
<b>Girls (sample size)</b>	<b>1477</b>	<b>1413</b>

Table 22a: Evaluation sample breakdown (by age)-Tanzania

	Intervention (recontacted)	Control (recontacted)
Sample breakdown (Girls)		
Aged 6-8 (% aged 6-8)	0.0%	0.0%
Aged 9-11 (% aged 9-11)	1.9%	2.0%
Aged 12-13 (% aged 12-13)	19.3%	21.8%
Aged 14-15 (% aged 14-15)	44.6%	44.9%
Aged 16-17 (%aged 16-17)	26.7%	24.3%
Aged 18-19 (%aged 18-19)	6.9%	6.5%
Aged 20+ (% aged 20 and over)	0.7%	0.5%
Girls (sample size)	2287	2245
Sample breakdown (Boys)		
Aged 6-8 (% aged 6-8)	0.0%	0.0%
Aged 9-11 (% aged 9-11)	1.0%	0.8%
Aged 12-13 (% aged 12-13)	16.6%	17.8%
Aged 14-15 (% aged 14-15)	37.2%	38.7%
Aged 16-17 (%aged 16-17)	31.3%	29.6%
Aged 18-19 (%aged 18-19)	12.2%	11.7%
Boys (sample size)	1.6%	1.4%
Aged 20+ (% aged 20 and over)	2213	1766

Table 22b: Evaluation sample breakdown (by age)-Zambia

	Intervention (recontacted)	Control (recontacted)
<b>Sample breakdown (Girls)</b>		
Aged 6-8 (% aged 6-8)	0.0%	0.0%
Aged 9-11 (% aged 9-11)	1.9%	2.0%
Aged 12-13 (% aged 12-13)	19.3%	21.8%
Aged 14-15 (% aged 14-15)	44.6%	44.9%
Aged 16-17 (%aged 16-17)	26.7%	24.3%
Aged 18-19 (%aged 18-19)	6.9%	6.5%
Aged 20+ (% aged 20 and over)	0.7%	0.5%
Girls (sample size)	2287	2245
<b>Sample breakdown (Boys)</b>		
Aged 6-8 (% aged 6-8)	0.0%	0.0%
Aged 9-11 (% aged 9-11)	1.0%	0.8%
Aged 12-13 (% aged 12-13)	16.6%	17.8%
Aged 14-15 (% aged 14-15)	37.2%	38.7%
Aged 16-17 (%aged 16-17)	31.3%	29.6%
Aged 18-19 (%aged 18-19)	12.2%	11.7%
Aged 20+ (% aged 20 and over)	1.6%	1.4%
<b>Boys (sample size)</b>	<b>2213</b>	<b>1766</b>

Table 22b: Evaluation sample breakdown (by age)-Zimbabwe

	Intervention (recontacted)	Control (recontacted)
<b>Sample breakdown (Girls)</b>		
Aged 6-8 (% aged 6-8)	0.0%	0.0%
Aged 9-11 (% aged 9-11)	0.0%	0.0%
Aged 12-13 (% aged 12-13)	0.0%	0.1%
Aged 14-15 (% aged 14-15)	7.6%	7.8%
Aged 16-17 (%aged 16-17)	71.7%	72.6%
Aged 18-19 (%aged 18-19)	19.0%	18.7%
Aged 20+ (% aged 20 and over)	1.6%	0.8%
Girls (sample size)	2001	1801
<b>Sample breakdown (Boys)</b>		
Aged 6-8 (% aged 6-8)	0.0%	0.0%



Aged 9-11 (% aged 9-11)	0.0%	0.0%
Aged 12-13 (% aged 12-13)	0.0%	0.0%
Aged 14-15 (% aged 14-15)	4.7%	3.4%
Aged 16-17 (%aged 16-17)	63.2%	62.2%
Aged 18-19 (%aged 18-19)	28.8%	31.4%
Aged 20+ (% aged 20 and over)	3.2%	3.0%
<b>Boys (sample size)</b>	<b>1477</b>	<b>1413</b>

Table 23a: Evaluation sample breakdown (by disability)-Tanzania (Baed on household survey data)

Sample breakdown (Girls)	Intervention (recontacted)	Control (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	3.7%	7.9%	
<b>Provide data per domain of difficulty</b>			
Difficulty seeing	0.5%	1.7%	
Difficulty hearing	0.3%	0.5%	
Difficulty walking or climbing steps	0.8%	2.6%	
Difficulty remembering or concentrating	1.2%	1.5%	
Difficulty with self-care	1.2%	2.3%	
Difficulty communicating	0.8%	0.8%	

Table 23b: Evaluation sample breakdown (by disability)-Zambia

Sample breakdown (Girls)	Intervention (recontacted)	Control (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	3.4%	5.5%	
<b>Provide data per domain of difficulty</b>			
Difficulty seeing	0.8%	1.2%	
Difficulty hearing	0.2%	0.6%	
Difficulty walking or climbing steps	0.6%	1.5%	
Difficulty remembering or concentrating	1.3%	2.0%	
Difficulty with self-care	0.7%	1.4%	
Difficulty communicating	0.7%	0.7%	

Table 23c: Evaluation sample breakdown (by disability)-Zimbabwe

Sample breakdown (Girls)	Intervention (recontacted)	Control (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	8.2%	8.9%	
<b>Provide data per domain of difficulty</b>			
Difficulty seeing	2.4%	2.5%	
Difficulty hearing	1.7%	1.5%	
Difficulty walking or climbing steps	2.3%	2.0%	
Difficulty remembering or concentrating	3.6%	5.0%	
Difficulty with self-care	2.3%	1.8%	
Difficulty communicating	1.1%	1.2%	

## 2.2.6 Contamination and compliance

Results for Zambia need to be taken with the realisation that for the cohort in comparison districts, some work similar to that of CAMFED should be going on. The table below help to stress this point:

	Intervention or comparison			
	Intervention		Comparison	
	Number of schools	%	Number of schools	%
Activities or assistance to make it easier for girls to go to school and learn	17	26%	34	54%
Initiatives by parents and community to enable marginalised girls to attend scho	29	44%	32	51%
Construction (e.g. erecting a classroom block or drilling a borehole)	18	27%	27	43%
Education materials (e.g. textbooks, Maths sets, calculators, computers)	10	15%	31	49%
In-service teacher training (e.g. computer training, new pedagogies, subject kno	21	32%	29	46%
Volunteer teaching assistants (e.g. Peace Corps, VSO, community volunteers)	14	21%	20	32%
Support for disadvantaged students (e.g. bursaries, school uniforms)	9	14%	14	22%
Other	4	6%	6	10%

<b>No, this school has not received any such assistance</b>	26	39%	8	13%
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More than half of schools in comparison districts are receiving assistance to make it easier for girls to go to school and learn; compared to 26% in intervention who also receive from other organisations other than Camfed. In general, such support affects the power of the DiD analysis, and changes observed in intervention are likely to be occurring in comparison districts. It is, therefore, possible to see negative effect sizes from DiD analysis.

In Zimbabwe a companion project, run by DFID, the Zimbabwe Girls Secondary Education project, provides complimentary financial and material support in all the same districts as GECT 5101 and also many of the same schools. It is likely that many of the results gained in Zimbabwe are contributory rather than attributory to CAMFED GECT 5101. A high level document exists between DFID, CAMFED and the FM to explain the complementary programmes.

## Annex 4 Tables

Table 24-Tanzania (girls)

		Marginality status of learner based on CAMFED criteria							
		Less Marginalised				Marginalised			
		Gender				Gender			
		Female				Female			
		Type of the District				Type of the District			
		Intervention		Comparison		Intervention		Comparison	
		Type of the survey		Type of the survey		Type of the survey		Type of the survey	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
		Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %	Column N %
<b>Orphanhood status of students</b>	Double Orphan	0%	0%	0%	0%	0%	0%	0%	0%
	Single Orphan	23%	23%	16%	17%	26%	28%	21%	23%
	Not Orphaned	77%	77%	84%	83%	74%	72%	79%	78%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Living With Both Parents</b>	Not living with both parents	50%	49%	45%	44%	57%	58%	49%	49%
	Living with both parents	50%	51%	55%	56%	43%	42%	51%	51%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Female headed households</b>	Male headed household	73%	74%	76%	76%	66%	68%	71%	71%
	Female headed household	27%	26%	24%	24%	34%	32%	29%	29%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Marriage Status</b>	Married	0%	0%	0%	0%	1%	1%	1%	0%
	Not Married	100%	100%	100%	100%	99%	100%	99%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers</b>	Mothers	0%	0%	0%	0%	13%	0%	26%	0%
	Not Mothers	100%	100%	100%	100%	87%	100%	74%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers 16</b>	Mothers under 16	0%	0%	0%	0%	2%	0%	6%	0%
	Status not known	100%	100%	100%	100%	98%	100%	94%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers 18</b>	Mothers under 18	0%	0%	0%	0%	11%	0%	23%	0%
	Status not known	100%	100%	100%	100%	90%	100%	78%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Parents ability to pay school fees</b>	Parents have little or no difficulty	88%	79%	90%	81%	71%	60%	74%	63%
	Parents have difficulty with paying fees or child has been sent away more than once	12%	21%	10%	19%	29%	40%	26%	37%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
	Household house has	82%	84%	88%	89%	53%	54%	68%	70%

<b>Roofing material type</b>	good roof ie concrete asbestos etc								
	Household house material depicts poverty ie mud grass leaves etc	18%	16%	12%	11%	47%	46%	32%	30%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>LandOwnership</b>	Househol owns land alone or jointly	0%	0%	0%	0%	74%	44%	75%	47%
	Household does not own land, or status unknown	100%	100%	100%	100%	26%	56%	25%	53%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Wall material type</b>	Household house has good walls ie cocrete or tiles	47%	48%	53%	54%	22%	23%	31%	33%
	Household house wall material depicts poverty ie earth and wood	53%	52%	47%	46%	78%	77%	69%	67%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Meals frequency</b>	Household does not skip meals often	66%	66%	80%	80%	39%	38%	58%	58%
	Household has skipped meals on some days	34%	34%	20%	20%	62%	62%	42%	42%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>English as the language of instruction</b>	Do not have difficulties learning in English	64%	77%	57%	76%	65%	71%	58%	73%
	Have difficulties learning in English	36%	23%	43%	24%	35%	29%	42%	27%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Household income status</b>	Household has regular income	45%	45%	55%	55%	27%	26%	42%	41%
	Household does not have regular income	55%	55%	45%	45%	73%	74%	58%	59%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Use of language of instruction other</b>	Teacher uses other Lol other than English	62%	76%	54%	73%	59%	71%	49%	69%
	Teacher does not use other	38%	25%	46%	27%	41%	29%	51%	31%



<b>Mothers16</b>	Mothers under 16	0%	0%	0%	0%	4%	1%	5%	1%
	Not Mothers under 16	100%	100%	100%	100%	96%	99%	95%	99%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers18</b>	Mothers under 18	0%	0%	0%	0%	4%	1%	6%	1%
	Not Mothers	100%	100%	100%	100%	96%	99%	95%	99%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Parents ability to pay school fees</b>	Parents have little or no difficulty	84%	86%	78%	80%	65%	66%	61%	65%
	Parents find it difficult to afford for child to go to school	16%	14%	22%	20%	36%	34%	39%	36%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Roofing material type</b>	Household house has good roof ie concrete asbestos etc	71%	81%	64%	77%	51%	56%	50%	56%
	Household house material depicts poverty ie mud grass leaves etc	29%	20%	36%	23%	49%	45%	50%	44%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>LandOwnership</b>	Household owns land alone or jointly	3%	0%	2%	0%	30%	36%	30%	37%
	Household does not own land, or status unknown	97%	100%	98%	100%	70%	64%	70%	64%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Wall material type</b>	Household house has good walls ie concrete or tiles	65%	67%	67%	68%	36%	37%	36%	37%
	Household house wall material depicts poverty ie earth and wood	35%	34%	33%	33%	64%	63%	64%	64%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Meals frequency</b>	Household does not	65%	65%	79%	80%	49%	49%	51%	51%



	skip meals often								
	Household has skipped meals on some days	35%	35%	21%	20%	51%	51%	49%	49%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Difficulty learning in English</b>	Do not have difficulties learning in English	83%	84%	83%	76%	80%	73%	70%	71%
	Have difficulties learning in English	17%	16%	17%	24%	21%	27%	30%	29%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Household income status</b>	Household has regular income	69%	72%	79%	81%	65%	67%	66%	68%
	Household does not have regular income	31%	28%	21%	19%	35%	34%	34%	32%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Use of other language of instruction</b>	Teacher uses other Lol other than English	79%	64%	76%	61%	75%	62%	69%	63%
	Teacher does not use other Lol other than English	22%	36%	24%	39%	25%	38%	31%	37%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Economic status of learner</b>	NOT economically marginalised	100%	100%	100%	100%	68%	71%	71%	73%
	Economically marginalised	0%	0%	0%	0%	32%	29%	29%	27%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Education status of female head of household</b>	Grade 5 level or above	100%	100%	100%	100%	100%	100%	100%	100%
	Limited education, or up to grade 5	0%	0%	0%	0%	0%	0%	0%	0%
	Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 24c Zimbabwe (Girls)

Less Marginalised	Marginalised
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		Female							
		Intervention		Comparison		Intervention		Comparison	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
<b>Orphanhood status of students</b>	Double Orphan	5%	6%	4%	5%	13%	14%	11%	11%
	Single Orphan	27%	27%	26%	27%	33%	32%	32%	30%
	Not Orphaned	69%	67%	70%	68%	54%	54%	58%	59%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Students living with both parents</b>	Not living with both parents	57%	58%	55%	56%	70%	70%	67%	64%
	Living with both parents	43%	42%	45%	44%	31%	30%	34%	36%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Female headed households</b>	Male headed household	70%	68%	66%	65%	63%	58%	62%	58%
	Female headed household	30%	32%	34%	35%	37%	42%	38%	43%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>MarriageStatus</b>	Married	0%	0%	0%	0%	9%	0%	7%	1%
	Status not known	100%	100%	100%	100%	91%	100%	94%	99%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers</b>	Mothers	0%	0%	0%	0%	14%	0%	8%	1%
	Not Mothers	100%	100%	100%	100%	86%	100%	92%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers16</b>	Mothers under 16	0%	0%	0%	0%	6%	0%	3%	0%
	Not Mothers under 16	100%	100%	100%	100%	94%	100%	97%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mothers18</b>	Mothers under 18	0%	0%	0%	0%	14%	0%	8%	1%
	Not Mothers	100%	100%	100%	100%	86%	100%	92%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Parents ability to pay school fees</b>	Parents have little or no difficulty	32%	40%	30%	32%	12%	14%	12%	10%
	Parents find it difficult to afford for child to go to school	68%	60%	70%	68%	88%	86%	88%	90%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Roofing material type</b>	Household house has good roof ie concrete asbestos etc	70%	70%	73%	75%	33%	34%	40%	43%
	Household house material depicts poverty ie mud grass leaves etc	30%	30%	28%	25%	67%	66%	61%	57%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>LandOwnership</b>	Househol owns land alone or jointly	0%	0%	1%	0%	64%	50%	59%	46%



Table 25a Tanzania (Girls)

Marginality status of learner based on CAMFED criteria									
		Less Marginalised				Marginalised			
		Female				Female			
		Intervention		Comparison		Intervention		Comparison	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
<b>PCG says fairly or very unsafe travel to schools in the area</b>	Safe, very safe or dont know	100%	0%	50%	0%	52%	53%	70%	52%
	Fairly or very unsafe	0%	0%	50%	0%	48%	47%	30%	48%
	Total	100%	0%	100%	0%	100%	100%	100%	100%
<b>Safety travelling to or from school</b>	Student feels safe traveling to or from school	80%	92%	78%	95%	71%	87%	69%	88%
	Student DOES NOT feel safe traveling to or from school	21%	8%	22%	6%	29%	13%	31%	12%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Chore burdent and use of free time</b>	Student decides what to do with free time ie low chore burden	92%	92%	92%	91%	50%	49%	49%	46%
	Student has high chore burden and spends most free time on chores	8%	8%	8%	9%	51%	51%	51%	54%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>19. I get the support I need from my family to stay in school and perform well</b>	Disagree or strongly disagree	16%	10%	17%	7%	23%	19%	22%	15%
	Strongly agree or agree	84%	90%	83%	93%	77%	81%	78%	85%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Propotion of students attending school for LESS THAN half of the time</b>	Students who attend school for more than half of the time	2%	1%	3%	1%	3%	2%	7%	1%
	Students who attend school for less than half of the time	98%	99%	97%	99%	97%	98%	93%	99%

	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Propotion of students attending school for MORE THAN 85% of the time</b>	Students who attend school for less than 85% of the time	25%	55%	24%	46%	30%	56%	33%	49%
	Students who attend school for more than 85% of the time	75%	45%	76%	54%	70%	44%	67%	51%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Safe School</b>	Student feels UNSAFE at school	97%	96%	95%	97%	96%	95%	93%	94%
	Student feels safe at school	3%	4%	6%	3%	4%	5%	7%	6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Seats</b>	Student feels there are inadequate at school	19%	18%	23%	15%	24%	20%	23%	18%
	Student feels there are adequate at school	81%	82%	77%	86%	76%	80%	77%	82%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Move Around School</b>	Difficult to move around at school	10%	11%	13%	8%	12%	15%	16%	12%
	Not difficult to move around at school	90%	89%	87%	92%	88%	86%	84%	89%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>No Amenities</b>	Adequate Amenities	76%	99%	81%	98%	92%	97%	82%	96%
	Lack of adequate amenities in school (e.g., toilets)	25%	1%	19%	2%	8%	3%	19%	4%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Effect of teachers on students</b>	Teachers make students feel welcome in the classroom	98%	89%	97%	89%	98%	87%	97%	84%
	Teachers DO NOT make students feel welcome in the classroom	2%	12%	3%	11%	2%	13%	3%	16%

	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Teacher treatment of boys and girls</b>	Teachers treat boys and girls the same	55%	64%	52%	64%	50%	58%	52%	62%
	Teachers treat boys differently to girls	45%	36%	48%	36%	50%	42%	48%	38%
	Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 25b Zambia (Girls)

		Less Marginalised				Marginalised			
		Intervention		Comparison		Intervention		Comparison	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
<b>PCG says fairly or very unsafe travel to schools in the area</b>	Safe, very safe or dont know	100%	0%	64%	0%	70%	75%	60%	61%
	Fairly or very unsafe	0%	0%	36%	0%	30%	25%	40%	39%
	Total	100%	0%	100%	0%	100%	100%	100%	100%
<b>Safety traveling to or from school</b>	Student feels safe traveling to or from school	92%	95%	93%	94%	89%	88%	91%	86%
	Student DOES NOT feel safe traveling to or from school	8%	5%	7%	6%	11%	12%	9%	14%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Chore burdent and use of free time</b>	Student decides what to do with free time ie low chore burden	81%	80%	84%	84%	52%	52%	51%	50%
	Student has high chore burden and spends most free time on chores	19%	20%	16%	17%	48%	48%	49%	50%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>19. I get the support I need from my family to stay in</b>	Disagree or strongly disagree	22%	16%	16%	22%	20%	18%	24%	21%



<b>NoAmenities</b>	Adequate Amenities	50%	78%	56%	83%	48%	76%	59%	77%
	Lack of adequate amenities in school (e.g., toilets)	50%	22%	44%	17%	53%	24%	41%	23%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Effect of teachers on students</b>	Teachers make students feel welcome in the classroom	95%	89%	90%	88%	93%	87%	90%	86%
	Teachers DO NOT make students feel welcome in the classroom	5%	11%	10%	12%	7%	13%	10%	14%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Teacher treatment of boys and girls</b>	Teachers treat boys and girls the same	29%	24%	38%	24%	17%	20%	26%	25%
	Teachers treat boys differently to girls	71%	76%	62%	76%	83%	80%	74%	75%
	Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 25 c Zimbabwe (Girls)

		Less Marginalised				Marginalised			
		Intervention		Comparison		Intervention		Comparison	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
<b>PCG says fairly or very unsafe travel to schools in the area</b>	Safe, very safe or dont know	100%	0%	25%	0%	70%	71%	71%	71%
	Fairly or very unsafe	0%	0%	75%	0%	31%	29%	29%	29%
	Total	100%	0%	100%	0%	100%	100%	100%	100%
<b>Safety traveling to or from school</b>	Student feels safe traveling to or from school	78%	85%	75%	86%	69%	71%	66%	75%
	Student DOES NOT feel safe traveling to	22%	15%	25%	14%	31%	29%	34%	26%



	or from school								
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Chore burdent and use of free time</b>	Student decides what to do with free time ie low chore burden	81%	83%	85%	83%	41%	42%	41%	43%
	Student has high chore burden and spends most free time on chores	19%	18%	15%	17%	59%	58%	59%	57%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>19. I get the support I need from my family to stay in school and pergrade well</b>	Disagree or strongly disagree	20%	18%	21%	16%	30%	29%	30%	25%
	Strongly agree or agree	80%	82%	79%	85%	70%	71%	70%	75%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Propotion of students attending school for LESS THAN half of the time</b>	Students who attend school for less than half of the time	10%	0%	7%	0%	15%	0%	11%	0%
	Students who attend school for more than half of the time	90%	100%	93%	100%	85%	100%	89%	100%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>Propotion of students attending school for MORE THAN 85% of the time</b>	Students who attend school for less than 85% of the time	24%	12%	21%	11%	35%	19%	35%	20%
	Students who attend school for more than 85% of the time	76%	88%	79%	89%	65%	81%	65%	80%
	Total	100%	100%	100%	100%	100%	100%	100%	100%
<b>SafeSchool</b>	Student feels UNSAFE at school	95%	96%	93%	94%	95%	93%	92%	89%





## Annex 7: Project design and intervention

*Table 26: Project design and intervention*

Intervention types	What is the intervention?	What output will the intervention contribute to?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Material/Financial Support	Marginalised girls receive targeted support to enrol in and progress through junior secondary school	These interventions contribute to <b>Output 1</b>	These interventions contribute to <b>IO 2- Economic Empowerment.</b> 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. <b>(Outcome 2 Transition)</b> Since attendance in school is a pre-requisite for learning, targeted financial support also indirectly achieves improved learning outcomes. <b>Outcome 1 – Learning)</b>
Material/Financial Support	School-level Safety Net Funds enable marginalised girls in upper grades at primary schools to complete primary education and make the transition to secondary			
Material/Financial Support	Marginalised girls receive targeted/individualised support to complete	These interventions contribute to <b>Output 2</b>	These interventions contribute to <b>IO2 – Economic Empowerment.</b>	Targeted financial support addresses poverty-related barriers as well as

	upper secondary school and achieve A-level qualifications		Secondary school graduates receive support to overcome cost as a barrier to furthering their education.	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. <b>(Outcome 2 – Transition.)</b>
Financial support	Young women GEC school graduates receive a targeted package of support to enrol in and complete vocational training courses			Through enabling enrolment in and completion of further education, targeted financial support also indirectly achieves improved learning outcomes. <b>(Outcome 1 – Learning)</b>
Financial support	Young women GEC school graduates receive a targeted package of support to enrol in and complete tertiary education courses			
Learning Support	Young women CAMA Leaders and GEC Learner Guides selected as Core Trainers, to oversee Learner Guides supporting learning and transition for the GEC cohort	These interventions contribute to <b>Output 3</b>	These interventions contribute to <b>IO4 – Quality of Teaching/classroom practices.</b> Core trainer support and oversee Learner Guides’ work with GEC cohort	Core trainer by supporting Learner Guides indirectly support marginalized girls in their learning. Their presence in schools contribute to an enabling learning environment for marginalized girls The support and mentoring of Core Trainers and Learner Guides is designed to improve learning ,outcomes of marginalized girls <b>(Outcome 1 - Learning)</b>
Learning Support	CAMA Leaders and Core Trainers trained as Core Trainers, to train and support young women (including GEC graduates) as Learner Guides supporting learning and transition			

	for the GEC cohort at school			
Transition Support	Young women school leavers (including GEC graduates) trained as Learner Guides (Transition focus), to provide regular support including a bespoke Transition Curriculum to the GEC cohort in the critical post-school transition	This intervention contributes to <b>Output 2</b>	This output contributes to <b>IO2 – Economic Empowerment and IO3 – Life skills.</b> 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. <b>(Outcome 2 - Transition)</b>
Capacity building	Ongoing support and capacity building to young women (including GEC graduates) volunteering as Learner Guides	This intervention contributes to <b>Output 2 and Output 3</b>	This output contributes to IO4 – Quality of Teaching/classroom practices; <b>IO2 Economic Empowerment and IO3- Life Skills</b> (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 <b>(Outcome 1 - Learning)</b>  Learner Guide (Transition Focus) support secondary graduates to identify their own transition pathway and progress to a secure and productive young adulthood.

				<b>(Outcome 2 - Transition)</b>
Transition support	Learner Guides (Transition focus) deliver a specially developed Transition Curriculum to GEC cohort school leavers	This intervention contributes to <b>Output 2</b>	This output contributes to <b>IO2 – Economic Empowerment and IO3 – Life skills.</b> 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. <b>(Outcome 2 - Transition)</b>
Financial support	Young women access financial services to support start-up and expansion of entrepreneurial businesses	This intervention contributes to <b>Output 2</b>	This intervention contributes to <b>IO2 – Economic Empowerment.</b> School graduates have access to small loans to start-up businesses helping them to progress to a secure and productive young adulthood.	These loans not only support young graduates in their entrepreneurship transition pathways but they have a ripple effect for their families and the community. Young entrepreneurs in return for what they received actively support younger generation of girls to access education. <b>(Outcome 2- Transition)</b>
Learning support	District centres established as learning resource hubs for teachers and Learner Guides	This intervention contributes to <b>Output 3</b>	This intervention contributes to <b>IO4 – Quality of Teaching/classroom practices.</b> Resource centres support teachers and learner guides in offering higher quality teaching.	Resource Centres contribute to an enabling learning environment for marginalized girls. Ultimately contributing to improved learning outcomes of marginalized girls <b>(Outcome1 - Learning)</b>

Learning support	Adaptation of 'Learning to Learn in English' study guide	These interventions contribute to <b>Output 3</b>	These interventions contribute to <b>IO4 – Quality of Teaching/classroom practices.</b> Adaptation and distribution of learning resources (study guide and 'My Better World') contribute to an enabling learning environment.	Girls who have access to quality learning materials demonstrate improved learning outcomes. <b>(Outcome1 - Learning)</b>
Learning support	Adaptation of 'My Better World' curriculum to support the primary-secondary transition			
Learning support	Printing and distribution of 'Learning to Learn in English', 'My Better World', and learning corner resources			
Capacity building and Training	Young women (including GEC graduates) recruited and trained as volunteer Learner Guides to work with GEC cohort girls in school on learning and life skills	These interventions contribute to <b>Output 3</b>	This output contributes to <b>IO4 – Quality of Teaching/classroom practices.</b> Learner Guides support marginalized girls in their learning.	Learner Guides presence in schools contribute to enabling learning environment for marginalized girls. Through the support and mentoring of Learner Guides, marginalized girls have improved learning outcomes <b>(Outcome 1 - Learning)</b>
Learning support	Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition			
Learning support	Young women (including GEC graduates) recruited and trained as Learner Guides (literacy focus) alongside teachers, using e-readers to support literacy acquisition among the in-school GEC cohort	These interventions contribute to <b>Output 3</b>	These interventions contribute to <b>IO4 – Quality of Teaching/classroom practices.</b> Learner Guides use e-readers to support marginalized girls in their learning.	The presence of Learner Guides and e-readers in schools contribute to an enabling learning environment for marginalized girls. Through the support and mentoring of Learner Guides, marginalized girls have improved
Learning support	25 schools in 1 district provided with class			



	sets of e-readers pre-loaded with textbooks and relevant supplementary reading material			learning outcomes <b>(Outcome 1 - Learning)</b>
Learning support	(Literacy) Learner Guides use e-readers during weekly sessions with girls in school			
Teaching inputs	Teacher Mentors trained to integrate active learning approaches into the classroom	This intervention contributes to <b>Output 3</b>	This intervention contributes to <b>IO4 – Quality of Teaching/classroom practices.</b> Training on active learning approaches contribute to improved quality of teaching and enabling learning environment for marginalized girls	Quality of teaching is linked to improved learning outcomes among students <b>(Outcome 1- Learning)</b>
Transition support	Core Trainers working as BTEC Assessors monitor and assess the work of GEC graduates volunteering as Learner Guides and Transition Guides through classroom observation	This intervention contributes to <b>Output 3</b>	This intervention contributes to <b>IO 2 – Economic Empowerment.</b> 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. <b>(Outcome 2 - Transition)</b>
Transition support and Learning support	Young women GEC graduates access bespoke literacy and learning app, including curated resources to support building entrepreneurship, financial literacy, and study skills	This contributes to <b>Output 2</b>	This output contributes to <b>IO2 – Economic Empowerment and IO3 – Life skills.</b> School graduates are provided with opportunities for continued learning in the post-school phase to assist them to progress to a secure and	School graduates who access literacy and learning materials extend learning beyond formal schooling in the post-school phase. <b>(Outcome 1 - Learning)</b>

			productive young adulthood. They have increased self-esteem and self-confidence about their transition.	
Financial support	GEC graduates volunteering as Learner Guides access 'social interest' loans to start entrepreneurial businesses	This intervention contributes to <b>Output 2</b>	This intervention contributes to <b>IO2 – Economic Empowerment.</b> School graduates have access to small loans to start-up businesses helping them to progress to a secure and productive young adulthood.	Social interest loans not only support young graduates in their entrepreneurship transition pathways but they have a ripple effect for their families and the community. Young entrepreneurs in return for what they receive actively support younger generations of girls to access education. <b>(Outcome 2- Transition)</b>
Transition support	Learner Guides and Transition Guides achieve BTEC qualifications	This intervention contributes to <b>Output 3</b>	This intervention contributes to <b>IO 2 – Economic Empowerment.</b> 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. <b>(Outcome 2 - Transition)</b>
Partnership	CAMFED works with Pearson to gain approval to offer additional work-based BTEC qualifications to young women	This intervention contributes to <b>Output 3</b>	This intervention contributes to <b>IO 2 – Economic Empowerment.</b> 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.

				<b>(Outcome 2 - Transition)</b>
Governance	District stakeholders trained to support embedding a whole school approach in schools	These interventions contribute to <b>Output 4</b>	These interventions contribute to <b>IO1, IO2, IO4 and IO5</b> . 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. <b>(Outcome 1 - Learning &amp; Outcome 2 – Transition)</b>
Governance	School-level meetings held to share back project and learning data and create school improvement action plans (Whole school approach)			Schools and district education authorities have available data to inform targeting and management of resources for marginalised girls and thereby enhancing prospects for sustainability <b>(Outcome 3 - Sustainability)</b>
Governance	Assessment and documentation of best practice under whole school approach, for national level dissemination	This intervention contributes to <b>Output 4</b>	This intervention contributes to <b>IO2, IO4 and IO5</b> . Best practices under the whole school approach are discussed, scrutinised and promoted by national-level influencers and decision-makers.	Best practices under the whole school approach are shared with national stakeholders and used to advocate for embedding proven strategies and tools within the education system. <b>(Outcome 3 - Sustainability)</b>

Governance	National Advisory Committees, with extended membership, meet biannually	This intervention contributes to <b>Output 4</b>	This intervention contributes to <b>IO2, IO4 and IO5</b> . Good practices, such as the Learner Guide programme and the CDC governance model (cross-sectoral approach to mobilising and coordinating support to address girls' welfare) are discussed, scrutinised and promoted by national-level influencers and decision-makers.	Through the GEC National Advisory Committees (NACs), CAMFED shares findings with key stakeholders and advocates for embedding proven strategies and tools within the education system. <b>(Outcome 3 - Sustainability)</b>
Female Voice	Regional learning forum	This intervention contributes to <b>Output 4</b>	This intervention contributes to <b>IO2, IO4, IO5</b> . CAMA members attend regional forum to learn about good practices and lessons learnt from other GEC countries and .	During the regional forum CAMA members and national-level stakeholders exchange experience and learn about good practices. Through this CAMFED advocates for embedding proven strategies and tools with the education system. CAMA members attending the forum are better equipped to do support girls through their transition and are empowered to give back to their community. <b>(Outcome 2 - Transition and Outcome 3 - Sustainability)</b>
Capacity building	District level training and capacity building	These interventions	These interventions contribute to <b>IO2,</b>	Through capacity-building, CDCs and

	for community stakeholders, including district and school authorities	contribute to <b>Output 5</b>	<b>IO4 and IO5.</b> CDCs identify the needs and support girls' welfare and learning outcomes.	ward level officials come to recognise the importance of embedding a multi-sectoral approach to address marginalised girls' needs for the long term. In addition, district and ward level stakeholders have increased capacity to engage with school authorities, including to demand greater accountability over school resources and children's welfare, and to increase Ministry recognition of the contribution of these groups towards support for marginalised children in mitigating the lack of resources in rural schools. <b>(Outcome 3 – Sustainability)</b>
Capacity building/ Safe space	Capacity building including in child protection and to develop local linkages and referral mechanisms at Ward level			
Female Voice	District-level development of the structure and communications capacity of the CAMA network as a framework to support the post-school transition of the GEC cohort	This intervention contributes to <b>Output 5</b>	These interventions contribute to <b>IO2, and IO5.</b> CAMA members through the transition programme support girls to successfully transition to a secure and productive young adulthood.	Through a strong CAMA network structure at district level, CAMA members have access to resources to better support girls in their post-school transition <b>(Outcome 2 – Transition and Outcome 3 – Sustainability)</b>
Capacity building	Annual programme review and planning for the following year with programme	This intervention contributes to <b>Output 5</b>	This intervention contributes to <b>IO2, IO4 and IO5.</b> Good practices and programmatic lessons learnt are	Programme stakeholders work together to ensure that the programme is relevant and

	stakeholders drawn from all districts		discussed, scrutinised and promoted at district level. Programme stakeholders collaborate to support the welfare and learning of marginalized girls	effectively support marginalized girls to progress from school to a secure and productive adulthood. <b>(Outcome 2 - Transition and Outcome 3 - Sustainability)</b>
Female Voice	Leadership training for young women GEC graduates delivered within the structure of the CAMA network	This intervention contributes to <b>Output 5</b>	This intervention contributes to <b>IO2, IO4 and IO5</b> . Young women (CAMA members/Learner Guides) have increased leadership skills and are able to be mentors and role models for marginalized girls in schools and communities.	Through the leadership training, CAMA members are better equipped to support girls through their transition and empowered to give back to their community. <b>(Outcome 2 - Transition and Outcome 3 - Sustainability)</b>

## Annex 8: Key findings on Output Indicators

**This annex should be completed by the project.**

The Evaluator should hand over any output-related data to the project to enable the project to populate the following tables.

Fill in the table below with every Output Indicator, means of verification/sources, and the frequency of data collection. Please include output indicators for which data collection has not yet taken place and state when data collection for these will take place.

**Table 1: Output indicators**

Logframe Output Indicator	Means of verification/sources	Collection frequency
<b>Output 1: Girls transition from primary and continue to the completion of junior secondary school</b>		
<b>Output 1.1:</b> Number of marginalised girls receiving support to complete primary and enrol in secondary school (in Zambia, annual) Disaggregated by age, district and disability (by type and severity)	Disbursements information from CAMFED financial information, cross-checked with monitoring by CDCs.  Records of disbursements are stored against individual students' records in the Programme Database	Per Term
<b>Output 1.2:</b> Number of marginalised girls receiving financial support to complete junior secondary (by country, annual) Disaggregated by age, district and disability (by type and severity)	Disbursements information from CAMFED financial information, cross-checked with monitoring by CDCs.  Records of disbursements are stored against individual students' records in the Programme Database.	Per Term
<b>Output 2: Girls transition from lower secondary to upper secondary, further education, entrepreneurship or employment</b>		
<b>Output 2.1:</b> Number of young women school graduates (GEC beneficiaries) attending the Post-School Life Skills Training Programme (annual)  Disaggregated by district	Attendance registers kept by Transition Guides, checked at monitoring visits by Core Trainers and CAMFED staff.	Quarterly
<b>Output 2.2:</b> Number of young women school graduates (GEC beneficiaries) accessing literacy and learning materials via a bespoke app (cumulative)	App usage data	Ongoing from App
<b>Output 2.3</b> Number of young women school graduates (GEC beneficiaries) receiving financial support to take up places in upper secondary, vocational training and tertiary education (annual) Disaggregated by age and district	Disbursements information from CAMFED financial information, cross-checked by monitoring visits by programme staff.  Records of disbursements are stored against individual students' records in the Programme Database.	Per Term/Semester

<p><b>Output 2.4</b> Number of young women school graduates (GEC beneficiaries) accessing financial services to start-up or expand a business (annual) Disaggregated by district</p>	<p>Disbursements information from CAMFED financial information, stored in the Programme Database</p>	<p>Quarterly</p>
<p><b>Output 2.5</b> Number of girls and young women (GEC beneficiaries) who dropped out of school due to reasons including pregnancy and/or early marriage receiving support to attend formal or informal education (e.g. school, informal revision centres, vocational training, life skills training programme) (annual).  Disaggregated by age, district and disability by type and severity</p>	<p>Disbursements information from CAMFED financial information, stored in the Programme Database. Cross checked with school and transition programme attendance registers by Transition Guides, DPCs and CAMFED Staff.</p>	<p>Yearly</p>
<p><b>Output 3 Teacher Mentors and Learner Guides implement active learning practices to encourage participation among marginalised girls</b></p>		
<p><b>Output 3.1</b> Proportion of resource centres in weekly use by teachers or Learner Guides</p>	<p>Visitor records from the log books at resource centres collected during CAMFED staff monitoring</p>	<p>Per Term</p>
<p><b>Output 3.2</b> Number of learning resources printed and distributed to schools (subject revision guides, 'Learning to Learn in English', My Better World) (annual)</p>	<p>Disbursement records from CAMFED programme information, cross-checked with monitoring visits by CDC members and CAMFED staff</p>	<p>Per Term</p>
<p><b>Output 3.3</b> Number of young women (CAMA members) who are currently active as a Learner Guide (annual) Disaggregated by age and district</p>	<p>DOO monitoring, cross-checked with Learner Guide reports. Updates on Learner Guides will be stored in the Programme Database.</p>	<p>Ongoing</p>
<p><b>Output 3.4</b> Proportion of Learner Guides trained in literacy support actively using e-reader resources in schools and communities  Disaggregated by district</p>	<p>Surveys with students and Learner Guides, cross-checked with Learner Guide reports.</p>	<p>Annual</p>
<p><b>Output 3.5</b> Number of Teacher Mentors and Learner Guides trained to use active learning approaches (annual)  Disaggregated by gender and district.</p>	<p>Training reports recorded in the Programme Database.</p>	<p>Annual</p>
<p><b>Output 3.6</b> Number of young women (Learner Guides and Transition Guides) achieving a BTEC qualification (annual)</p>	<p>Records of young women who receive a BTEC will be kept in the Programme database</p>	<p>Annual</p>
<p><b>Output 3.7</b> Number of schools where continuous assessment approaches are being used (annual)</p>	<p>Surveys with students and Learner Guides, cross-checked with Learner Guide reports and CAMFED staff monitoring visits.</p>	<p>Annual</p>



<b>Output 4. School management institutionalises strategies to improve learning and transition</b>		
<b>Output 4.1</b> Number of school improvement action plans initiated as a result of shared project and learning data (cumulative)	CAMFED staff monitoring visits	Annual
<b>Output 4.2</b> Number of National Advisory Committee meetings held (annual)	National Advisory Committee meeting reports. Records of meetings will be updated in the Programme Database.	Quarterly
<b>Output 4.3</b> Number of national programme stakeholders involved in regional learning and exchange (cumulative) Disaggregated by gender.	Reports from regional learning forums.  Records of meetings will be updated in the Programme Database.	Annual
<b>Output 5. Communities take action to support girls' welfare and learning</b>		
<b>Output 5.1</b> Number of district-level stakeholders actively participating in Community Development Committee (CDC) initiatives to support children's welfare and protection (annual). Disaggregated by gender and district.	CDC meeting minutes. Records of meetings will be updated in the Programme Database.	Annual
<b>Output 5.2</b> Number of Parent Support Group (PSG) members trained in financial management and child protection (annual) Disaggregated by gender and district.	PSG training reports. Records of trainings will be updated in the Programme Database.	Termly
<b>Output 5.3</b> Number of programme stakeholders (school, district and national) attending annual planning meetings (annual) Disaggregated by gender and district.	Annual planning meeting reports.  Records of meetings will be updated in the Programme Database.	Annual
<b>Output 5.4</b> Number of young women school graduates participating in leadership training and events (annual) Disaggregated by age and district	Leadership trainings and events reports. Records of trainings will be updated in the Programme Database.	Termly

Report on the midline values/midline status of each Output Indicator in the table below. Reflect on the relevancy of the Output Indicator for your Intermediate Outcomes and Outcomes and the wider Theory of Change based on the data collected so far. Are the indicators measuring the right things? What do the midline values/midline status mean for the implementation of your activities?

**Table 28: Midline status of output indicators**

<b>Logframe Output Indicator</b>	<b>Midline status/midline values Relevance of the indicator for the project ToC</b>	<b>Midline status/midline values</b>
<b>Number and Indicator wording</b>	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator	What is the midline value/status of this indicator? Provide short narrative.

	measuring the right things? Should a revision be considered? Provide short narrative.	
<b>Output 1: Girls transition from primary and continue to the completion of junior secondary school</b>		
<p><b>Output 1.1:</b> Number of marginalised girls receiving support to complete primary and enrol in secondary school (in Zambia, annual)</p> <p>Disaggregated by age, district and disability (by type and severity)</p>	<p>This output contributes to IO 2- Economic Empowerment. Marginalised girls receive support to overcome cost as a barrier to education.</p> <p>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)</p>	<p>This is on track and year 2 targets have been met.</p> <p>17,445 marginalised girls in Zambia have received support to complete primary school in the 2018 academic year against a target of 11,837.</p>
<p><b>Output 1.2:</b> Number of marginalised girls receiving financial support to complete junior secondary (by country, annual)</p> <p>Disaggregated by age, district and disability (by type and severity)</p>	<p>This output contributes to IO 2- Economic Empowerment. Marginalised girls receive support to overcome cost as a barrier to education.</p> <p>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)</p>	<p>This is on track and year 2 targets have been met.</p> <p>6,554 girls in Tanzania, 3,267 girls in Zambia, and 9,152 girls in Zimbabwe received financial support to complete junior secondary in the 2018 academic year. These are against targets of 4,167 in Tanzania, 3,235 in Zambia and 4,980 in Zimbabwe.</p>
<b>Output 2: Girls transition from lower secondary to upper secondary, further education, entrepreneurship or employment</b>		
<p><b>Output 2.1:</b> Number of young women school graduates (GEC beneficiaries) attending the Post-School Life Skills Training Programme (annual)</p> <p>Disaggregated by district</p>	<p>This output contributes to IO2 – Economic Empowerment and IO3 – Life skills. Marginalised girls have enhanced skills and increased perceptions of their ability to succeed in the next stage of their transition.</p> <p>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)</p>	<p>The Year 2 target has been achieved in Zimbabwe: 28,619 school graduates attended the Post-School Life Skills Training Programme against a target of 27,330.</p> <p>In Tanzania, 8,618 young women school graduates have attended the Post-School Life Skills Training Programme against a target of 11,780. This</p>

		<p>is expected to catch up in Y3. However, young women school graduates are also being reached with the entrepreneurship support element of the transition programme through schemes such as the collaboration with the Small Industries Development Organisation (SIDO), and CAMFED Tanzania's internship programme giving school leavers' work experience and training in local microenterprises run by young women CAMA members, including GEC graduates.</p>
<p><b>Output 2.2:</b> Number of young women school graduates (GEC beneficiaries) accessing literacy and learning materials via a bespoke app (cumulative)</p>	<p>This output contributes to IO2 – Economic Empowerment and IO3 – Life skills. School graduates are provided with opportunities for continued learning in the post-school phase to assist them to progress to a secure and productive young adulthood. They have increased self-esteem and self-confidence about their transition. School graduate who access literacy and learning materials extend learning beyond formal schooling in the post-school phase. (Outcome 1 - Learning)</p>	<p>The CAMA app launched in October 2018 with a training event in Dar es Salaam. Since then 281 CAMA members in Tanzania, 30 in Zambia and 185 in Zimbabwe have used the app. Training sessions were held in April to increase awareness and dissemination of the app. Take-up is expected to increase through dissemination at broader training and review events.</p>
<p><b>Output 2.3</b> Number of young women school graduates (GEC beneficiaries) receiving financial support to take up places in upper secondary, vocational training and tertiary education (annual)</p> <p>Disaggregated by age and district</p>	<p>This output contributes to IO2 – Economic Empowerment. Secondary school graduates receive support to overcome cost as a barrier to furthering their education. (Outcome 2 – Transition.) Targeted financial support addresses poverty-related barriers as well as the significant pressures girls face around early pregnancy and marriage. Secondary school graduates receiving financial support are able to attend and complete upper secondary, vocational and tertiary education and thus progress to a secure and productive young adulthood. (Outcome 2 – Transition.)</p> <p>Through enabling enrolment in and completion of further education, targeted financial support also indirectly achieves improved learning outcomes. (Outcome 1 – Learning)</p>	<p>The Year 2 target has been met in Zambia and Zimbabwe. In Tanzania the number receiving this support is a little under the target.</p> <p>In Tanzania, 1,175 young school graduates received financial support to take up places in upper secondary (461), vocational training (208) and tertiary education (506). This was below the target of 1,222.</p> <p>In Zambia, 528 young school graduates received financial support to take up places in upper secondary school. This was above the target of 526.</p> <p>In Zimbabwe, 1,275 young school graduates received financial support to take up places in upper secondary (862), vocational training (146) and tertiary education (267).</p>

		This was below the target of 1,198.
<p><b>Output 2.4</b> Number of young women school graduates (GEC beneficiaries) accessing financial services to start-up or expand a business (annual)</p> <p>Disaggregated by district</p>	<p>This output contributes to IO2 –Economic Empowerment. School graduates have access to small loans to start-up businesses helping them to progress to a secure and productive young adulthood. These loans not only support young graduates in their entrepreneurship transition pathways but they have a ripple effect for their families and the community. Young entrepreneurs in return for what they received actively support younger generation of girls to access education. (Outcome 2- Transition)</p>	<p>This is on track. The Year 2 target has been met in Tanzania and Zimbabwe.</p> <p>45,543 young women school graduates in Zimbabwe and 35,869 in Tanzania have been supported to access financial services to start up or expand a business. These are above the targets of 40,000 and 17,835 respectively. This includes the group financial literacy grants and financial and business training in both countries, as well as internships in Tanzania.</p>
<p><b>Output 2.5</b> Number of girls and young women (GEC beneficiaries) who dropped out of school due to reasons including pregnancy and/or early marriage receiving support to attend formal or informal education (e.g. school, informal revision centres, vocational training, life skills training programme) (annual).</p> <p>Disaggregated by age, district and disability by type and severity</p>	<p>This output contributes to IO2-Economic Empowerment. Girls who dropped out of school due to pregnancy and/or early marriage receive targeted support to access education (formal or informal) helping them to progress to a secure and productive adulthood. (Outcome 2- Transition)</p> <p>Through enabling access to education (formal or informal) targeted support also indirectly achieves improved learning outcomes. (Outcome 1 – Learning)</p>	<p>This output was added after baseline. Data not yet available.</p>
<p><b>Output 3 Teacher Mentors and Learner Guides implement active learning practices to encourage participation among marginalised girls</b></p>		
<p><b>Output 3.1</b> Proportion of resource centres in weekly use by teachers or Learner Guides</p>	<p>This output contributes to IO4 – Quality of Teaching/classroom practices. Resource centres support teachers and learner guides in offering higher quality teaching. They contribute to enabling learning environment for marginalized girls. Ultimately this output contributes to improved learning outcomes of marginalized girls (Outcome1 - Learning)</p>	<p>The Year 2 target has been met in Tanzania (100%) and Zambia (100%). In Zimbabwe, two out of the six centres have had weekly visits (33%) but the target was 87%, in part reflecting restrictions on travel and access to resource centre locations related to the wider context</p>

<p><b>Output 3.2</b> Number of learning resources printed and distributed to schools (subject revision guides, 'Learning to Learn in English', My Better World) (annual)</p>	<p>This output contributes to IO4 – Quality of Teaching/classroom practices. Learning sources distributed in schools contribute to an enabling learning environment. Girls who have access to quality learning materials demonstrate improved learning outcomes. (Outcome1 - Learning)</p>	<p>The Year 2 target has been met in Tanzania and Zimbabwe. In Zambia, the number of resources printed and distributed to schools is below the cumulative targets for Project Years 1 and 2.</p> <p>In Zimbabwe, no learning resources were published against a target of 0 for year 2.</p> <p>In Tanzania 15,750 resources were purchased and distributed. This is against a target of 0. These learning resources were purchased as part of an adaptive additional strategy to improve numeracy and literacy skills in partner schools.</p> <p>In Zambia, 12,535 learning resources were distributed in Q5. This is below the combined Year 1 target of 10,000 learning resources and the Year 2 target of 3,333 learning resources.</p>
<p><b>Output 3.3</b> Number of young women (CAMA members) who are currently active as a Learner Guide (annual) Disaggregated by age and district</p>	<p>This output contributes to IO4 – Quality of Teaching/classroom practices. Learner Guides support marginalized girls in their learning. Their presence in schools contribute to enabling learning environment for marginalized girls. Through the support and mentoring of Learner Guides, marginalized girls have improved learning outcomes (Outcome 1 - Learning)</p>	<p>This is on track. The Year 2 target has been met in Tanzania, Zambia and Zimbabwe.</p> <p>539 Learner Guides, 463 Transition Guides, 141 Community Health Activists and 71 CAMA Business Guides were active in Tanzania. 202 LGs were active in Zambia. 1,465 LGs and 1,205 TGs were active in Zimbabwe.</p> <p>These are above the targets of 1,120 in Tanzania, 200 in Zambia and 2,125 in Zimbabwe.</p>
<p><b>Output 3.4</b> Proportion of Learner Guides trained in literacy support actively using e-reader resources in schools and communities  Disaggregated by district</p>	<p>This output contributes to IO4 – Quality of Teaching/classroom practices. Learner Guides use e-readers to support marginalized girls in their learning. Their presence in schools and communities contribute to enabling learning environment for marginalized girls. Through the support and mentoring of Learner Guides, marginalized girls have improved learning outcomes (Outcome 1 - Learning)</p>	<p>This is on track. A sample of 37 English Literacy Learner Guides were surveyed and all 37 had used e-readers in class within a period of one week. The usage ranged from one to four times per week. The target was 100%.</p>

<p><b>Output 3.5</b> Number of Teacher Mentors and Learner Guides trained to use active learning approaches (annual)</p> <p>Disaggregated by gender and district.</p>	<p>This output contributes to IO4 – Quality of Teaching/classroom practices. Training on active learning approaches contribute to improved quality of teaching and enabling learning environment for marginalized girls (IO4). Quality of teaching is linked to improved learning outcomes among students (Outcome 1- Learning)</p>	<p>This is on track and year 2 targets have been met for Tanzania and Zimbabwe.</p> <p>477 Teacher Mentors and Learner Guides in Tanzania, 380 in Zambia and 3,912 in Zimbabwe were trained to use active learning approaches. These are above the targets of 398 for Tanzania and 421 Zimbabwe but below the 417 target for Zambia.</p>
<p><b>Output 3.6</b> Number of young women (Learner Guides and Transition Guides) achieving a BTEC qualification (annual)</p>	<p>This output 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)</p>	<p>This indicator is on track for Zimbabwe, where 1,103 young women were awarded their BTEC qualification against a target of 800.</p> <p>In Tanzania, 244 young women achieved a BTEC qualification against a target of 350 for Tanzania.</p>
<p><b>Output 3.7</b> Number of schools where continuous assessment approaches are being used (annual)</p>	<p>This output contributes to IO1, IO2, IO4 and IO5. School management in partnership with students, parents and community members develop and implement strategies to address challenges and issues identified in each school that will create a safe and enabling learning environment for all students</p> <p>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 &amp; Outcome 2 – Transition)</p> <p>Schools and local education authorities have available data to inform targeting and management of resources for marginalised girls and thereby enhancing prospects for sustainability (Outcome 3 - Sustainability)</p>	<p>This indicator is no longer relevant to CAMFED's GEC-T project.</p> <p>We propose to remove this indicator from the logframe</p>
<p><b>Output 4. School management institutionalises strategies to improve learning and transition</b></p>		
<p><b>Output 4.1</b> Number of school improvement action plans initiated as a result of shared project and learning data (cumulative)</p>	<p>This output contributes to IO1, IO2, IO4 and IO5. School management in partnership with students, parents and community members develop and implement strategies to address challenges and issues identified in each school that will create a safe and enabling learning environment for all students.</p> <p>Through evidence-based decision making and the engagement of the wider school</p>	<p>This is on track and year 2 targets have been met.</p> <p>30 schools in Tanzania, 70 schools in Zambia and 69 schools in Zimbabwe have initiated school improvement action plans. These are above the targets of 10 in Tanzania</p>

	<p>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 &amp; Outcome 2 – Transition)</p> <p>Schools and local education authorities have available data to inform targeting and management of resources for marginalised girls and thereby enhancing prospects for sustainability (Outcome 3 - Sustainability)</p>	and 60 in both Zambia and Zimbabwe.
<b>Output 4.2</b> Number of National Advisory Committee meetings held (annual)	<p>This output contributes to IO2, IO4 and IO5. Good practices, such as the Learner Guide programme and the CDC governance model (cross-sectoral approach to mobilising and coordinating support to address girls' welfare) are discussed, scrutinised and promoted by national-level influencers and decision-makers.</p> <p>Through the GEC National Advisory Committees (NACs), CAMFED shares findings with key stakeholders and advocates for embedding proven strategies and tools within the education system. (Outcome 3 - Sustainability)</p>	<p>This is on track and year 2 targets have been met.</p> <p>Two National Advisory Committee (NAC) meetings were held in Zimbabwe and Tanzania and three in Zambia this year. These are against a target of two meetings in each country.</p> <p>In Zambia a NAC meeting was planned for Q5 which hit the year 1 target (after a delay to year 1 planned activities) and the later two meetings hit the year 2 target.</p>
<b>Output 4.3</b> Number of national programme stakeholders involved in regional learning and exchange (cumulative) Disaggregated by gender.	<p>This output contributes to IO2, IO4 and IO5. Good practices, such as the Learner Guide programme and the CDC governance model (cross-sectoral approach to mobilising and coordinating support to address girls' welfare) are discussed, scrutinised and promoted by national-level influencers and decision-makers.</p> <p>Through the GEC National Advisory Committees (NACs), CAMFED shares findings with key stakeholders and advocates for embedding proven strategies and tools within the education system. (Outcome 3 - Sustainability)</p>	<p>This is on track and year 2 targets have been met for Tanzania, Zambia and Zimbabwe.</p> <p>15 national-level stakeholders in Tanzania, 6 in Zambia and 17 in Zimbabwe were involved in regional learning and exchange visits and events. These are against targets of 5 stakeholders in each country.</p>
<b>Output 5. Communities take action to support girls' welfare and learning</b>		
<b>Output 5.1</b> Number of district-level stakeholders actively participating in Community Development Committee (CDC) initiatives to support children's welfare and protection (annual). Disaggregated by gender and district.	<p>This output contributes to IO2, IO4 and IO5. CDCs identify the needs and support girls' welfare and learning outcomes. Ultimately this output contributes to Outcome 3 - Sustainability. Through capacity-building, CDCs come to recognise the importance of embedding a multi-sectoral approach to address marginalised girls' needs for the long term. In addition, district level stakeholders have increased capacity to engage with school authorities, including to demand greater accountability over school resources and</p>	<p>This indicator is on track for Tanzania and Zimbabwe.</p> <p>258 District Stakeholders in Tanzania, 53 in Zambia and 479 in Zimbabwe were actively participating in CDCs' initiatives to support children's welfare and protection in year 2. These are against targets of 210 in Tanzania, 72 in Zambia and 360 in Zimbabwe. In Zambia this is below the target.</p>

	children's welfare, and to increase Ministry recognition of the contribution of these groups towards support for marginalised children in mitigating the lack of resources in rural schools.	
<b>Output 5.2</b> Number of Parent Support Group (PSG) members trained in financial management and child protection (annual) Disaggregated by gender and district.	This output contributes to IO2, IO4 and IO5. PSGs are trained to identify and support girl's welfare and learning. They are encouraged to implement initiatives that address barriers to attendance. Through capacity-building, PSGs are empowered to support marginalized girls' needs and able to identify ways to support them through their education.(Outcome 3 - Sustainability)	This is on track and year 2 targets have been met.  35 PSGs members in Tanzania were trained in financial management and child protection in year 2 against a target of 30.
<b>Output 5.3</b> Number of programme stakeholders (school, district and national) attending annual planning meetings (annual) Disaggregated by gender and district.	This output contributes to IO2, IO4 and IO5. Good practices and programmatic lessons learnt are discussed, scrutinised and promoted at district level. Programme stakeholders collaborate to support the welfare and learning of marginalized girls. Ultimately this output contributes to Outcome 2 Economic Empowerment and Outcome 3 Sustainability. Programme stakeholders work together to ensure that the programme is relevant and effectively support marginalized girls to progress from school to a secure and productive adulthood.	This is on track and year 2 targets have been met for Tanzania and Zimbabwe.  240 stakeholders in Tanzania and 113 in Zimbabwe attended annual planning meetings in year 2. Although 232 participants attended in Zambia, there are 15 from the GEC-T districts. These are above the targets of 70, 30 and 66 respectively.
<b>Output 5.4</b> Number of young women school graduates participating in leadership training and events (annual) Disaggregated by age and district	This output contributes to IO2, IO4 and IO5. Young women (CAMA members/Learner Guides) have increased leadership skills and are able to be mentors and role models for marginalized girls in schools and communities. They are better equipped to do support girls through their transition and empowered to give back to their community. (Outcome 2 - Transition and Outcome 3 - Sustainability).	This is on track and year 2 targets has been met in Tanzania and Zimbabwe.  240 young women school graduates in Tanzania and 75 in Zimbabwe participated to leadership trainings and event in year 2. This is against targets of 240 and 72 respectively.

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.



**Table 3: Output indicator issues**

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
<b>Output 1: Girls transition from primary and continue to the completion of junior secondary school</b>		
<p><b>Output 1.1:</b> Number of marginalised girls receiving support to complete primary and enrol in secondary school (in Zambia, annual)</p> <p>Disaggregated by age, district and disability (by type and severity).</p>	No Issues	Leave as is
<p><b>Output 1.2:</b> Number of marginalised girls receiving financial support to complete junior secondary (by country, annual)</p> <p>Disaggregated by age, district and disability (by type and severity).</p>	No Issues	Leave as is
<b>Output 2: Girls transition from lower secondary to upper secondary, further education, entrepreneurship or employment</b>		
<p><b>Output 2.1:</b> Number of young women school graduates (GEC beneficiaries) attending the Post-School Life Skills Training Programme (annual)</p> <p>Disaggregated by district</p>	No Issues	Leave as is
<p><b>Output 2.2:</b> Number of young women school graduates (GEC beneficiaries) accessing literacy and learning materials via a bespoke app (cumulative)</p>	No Issues	Leave as is
<p><b>Output 2.3:</b> Number of young women school graduates (GEC beneficiaries) receiving financial support to take up places in upper secondary, vocational training and tertiary education (annual)</p> <p>Disaggregated by age and district</p>	No Issues	Leave as is
<p><b>Output 2.4:</b> Number of young women school graduates (GEC beneficiaries) accessing financial services to start-up or expand a business (annual)</p> <p>Disaggregated by district</p>	No Issues	Leave as is
<p><b>Output 2.5</b> Number of girls and young women (GEC beneficiaries) who dropped out of school due to reasons including pregnancy and/or early marriage receiving support to attend formal or informal education (e.g. school, informal revision</p>	No Issues	Leave as is

centres, vocational training, life skills training programme) (annual).  Disaggregated by age, district and disability by type and severity		
<b>Output 3: Teacher mentors and Learner Guides implement active learning practices to encourage participation among marginalised girls</b>		
<b>Output 3.1:</b> Proportion of resource centres in weekly use by teachers or Learner Guides	No Issues	Leave as is
<b>Output 3.2:</b> Number of learning resources printed and distributed to schools (subject revision guides, 'Learning to Learn in English', My Better World) (annual)	No Issues	Leave as is
<b>Output 3.3:</b> Number of young women (CAMA members) who are currently active as a Learner Guide (annual) Disaggregated by age and district	No Issues	Leave as is
<b>Output 3.4:</b> Proportion of Learner Guides trained in literacy support actively using e-reader resources in schools and communities Disaggregated by district	No Issues	Leave as is
<b>Output 3.5:</b> Number of teacher mentors and Learner Guides trained to use active learning approaches (annual) Disaggregated by gender and district.	No Issues	Leave as is
<b>Output 3.6:</b> Number of young women (Learner Guides and Transition Guides) achieving a BTEC qualification (annual)	No Issues	Leave as is
<b>Output 3.7:</b> Number of schools where continuous assessment approaches are being used (annual)	This indicator is no longer relevant to CAMFED's GEC-T project.	We propose to remove this indicator.
<b>Output 4: School management institutionalises strategies to improve learning and transition</b>		
<b>Output 4.1:</b> Number of school improvement action plans initiated as a result of shared project and learning data (cumulative)	No Issues	Leave as is
<b>Output 4.2:</b> Number of National Advisory Committee meetings held (annual)	No Issues	Leave as is
<b>Output 4.3:</b> Number of national programme stakeholders involved in regional learning and exchange (cumulative) Disaggregated by gender.	No Issues	Leave as is
<b>Output 5: Communities take action to support girls' welfare and learning</b>		
<b>Output 5.1:</b> Number of district-level stakeholders actively participating in Community Development Committee (CDC) initiatives to support children's welfare and protection (annual). Disaggregated by gender and district.	No Issues	Leave as is

<p><b>Output 5.2:</b> Number of Parent Support Group (PSG) members trained in financial management and child protection (annual) Disaggregated by gender and district.</p>	<p>No Issues</p>	<p>Leave as is</p>
<p><b>Output 5.3:</b> Number of programme stakeholders (school, district and national) attending annual planning meetings (annual) Disaggregated by gender and district.</p>	<p>No Issues</p>	<p>Leave as is</p>
<p><b>Output 5.4:</b> Number of young women school graduates participating in leadership training and events (annual) Disaggregated by age and district</p>	<p>No Issues</p>	<p>Leave as is</p>

## Annex 9: Beneficiaries tables

**This annex should be completed by the project.**

Describe the project's primary target groups in terms of age range, grades, country/region, characteristics, and expected exposure to interventions over the course of the project.

Provide the target number of girls' beneficiaries (direct learning and transition beneficiaries) and the monitoring data that support this number (for example, in-school population numbers, number of schools, number of communities etc.). Describe the method for calculating the number, any assumptions made.

Describe how the project defines educational marginalisation for its context and how this definition has been applied to selecting beneficiaries. What proportion of direct beneficiaries are estimated as still meeting this definition of educational marginalisation (if known) and how has this been verified? (See GESI addendum for Midline Template - Dec 2018 for the FM marginalisation framework and terminology)

Are boys receiving project interventions? How are these boys selected?

Present and justify any difference to baseline.

Please fill in the tables below. Individuals included in the project's target group should be direct beneficiaries of the project.

**Table 30: Direct beneficiaries**

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
<b>Direct learning beneficiaries (girls)</b> – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	Total: 269,389 Tanzania: 88,061 Zambia: 8,749 Zimbabwe: 172,579	Total: 269,389 Tanzania: 88,061 Zambia: 8,749 Zimbabwe: 172,579	These are the girls who were supported under GEC1, including marginalised girls benefitting from support to attend school and learn and additional girls benefitting from activities to push up learning outcomes. GEC1 beneficiaries are expected to achieve improved learning outcomes under GEC-T.

**Table 31: Other beneficiaries**

Beneficiary type	Number	Comments
<b>Learning beneficiaries (boys)</b> – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	0	Boys will benefit indirectly from the project's learning interventions (counted below under 'Broader student beneficiaries – boys').
<b>Broader student beneficiaries (boys)</b> – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	Total: 457,162 Tanzania: 90,160 Zambia: 41,900 Zimbabwe: 325,102	These are the boys who are – or will be before the endline – enrolled in an intervention school and so will benefit indirectly from activities aimed at improving learning outcomes for marginalised girls.
<b>Broader student beneficiaries (girls)</b> – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	Total: 254,300 Tanzania: 51,032 Zambia: 31,951 Zimbabwe: 171,317	These are the less marginalised girls who are – or will be before the endline – be enrolled in an intervention school and so will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls.
<b>Teacher beneficiaries</b> – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	Total: 8,379 Tanzania: 1,958 Zambia: 800 Zimbabwe: 5,621	Tanzania: 50 teacher mentors will be trained on e-readers for literacy support, 960 teachers will be trained in active learning approaches, and 948 Learner Guides (MBW-, Transition- and literacy-focus) will receive training for their role. Zambia: 434 teachers will be trained in active learning approaches, and 400 Learner Guides (MBW-focus) will receive training for their role. Zimbabwe: 1,371 teachers will be trained in active learning approaches, and 4,250 Learner Guides (MBW- and Transition-focus) will receive training for their role.
<b>Broader community beneficiaries (adults)</b> – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	Total: 3,692 Tanzania: 2,780 Zambia: 72 Zimbabwe: 840	Tanzania: 140 School Committee and Community Development Committee (CDC) members will receive training and capacity building for their role, 120 Parent Support Group members will receive training in financial management and child protection, and 2,520 CAMA leaders will receive leadership and financial management training. Zambia: 72 Community Development Committee (CDC) members will receive training and capacity building for their role. Zimbabwe: 480 Community Development Committee (CDC) members will receive training and capacity building for their role, and 360 CAMA leaders will receive capacity building.

- Tables 32-35 provide different ways of defining and identifying the project's target groups. They each refer to the same total number of girls, but use different definitions and categories. These are girls who can be counted and have regular involvement with project activities.
- The total number of girls in the last row of Tables 32-35 should be the same – these are just different ways of identifying and describing the girls included in the sample.

**Table 1: Target groups - by school**

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions <sup>1</sup>	Sample size of target group at Baseline <sup>2</sup>
School Age			
Lower primary			
Upper primary	✓	Total: 6,148 Tz: 0 Za: 6,148 Zi: 0	Total: 1,754 Tz: 0 Za: 1,754 Zi: 0
Lower secondary	✓	Total: 126,677 Tz: 45,568 Za: 2,601 Zi: 81,584	Total: 3,460 Tz: 1,780 Za: 0 Zi: 1,680
Upper secondary	✓	Total: 1,137 Tz: 419 Za: 0 Zi: 718	Total: 0 Tz: 0 Za: 0 Zi: 0
Post school	✓	Total: 132,351 Tz: 42,074 Za: 0 Zi: 90,277	Total: 0 Tz: 0 Za: 0 Zi: 0
<b>Total:</b>		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

**Table 2: Target groups - by age**

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions <sup>1</sup>	Sample size of target group at Baseline <sup>2</sup>
Age Groups			
Aged 6-8 (% aged 6-8)	✓	Total: 14 (0.0%) Tz: 0 (0.0%) Za: 14 (0.2%) Zi: 0 (0.0%)	Total: 7 (0.1%) Tz: 0 (0.0%) Za: 7 (0.4%) Zi: 0 (0.0%)
Aged 9-11 (% aged 9-11)	✓	Total: 1,043 (0.4%) Tz: 0 (0.0%) Za: 1,043 (11.9%) Zi: 0 (0.0%)	Total: 331 (6.3%) Tz: 0 (0.0%) Za: 331 (18.9%) Zi: 0 (0.0%)
Aged 12-13 (% aged 12-13)	✓	Total: 3,994 (1.5%) Tz: 193 (0.0%) Za: 2,961 (33.8%) Zi: 840 (0.5%)	Total: 822 (15.8%) Tz: 11 (0.6%) Za: 776 (44.2%) Zi: 35 (2.1%)

Aged 14-15 (% aged 14-15)	✓	Total: 39,084 (14.5%) Tz: 10,708 (0.2%) Za: 2,917 (33.3%) Zi: 25,460 (14.8%)	Total: 1,769 (33.9%) Tz: 548 (30.8%) Za: 493 (28.1%) Zi: 728 (43.3%)
Aged 16-17 (%aged 16-17)	✓	Total: 80,297 (29.8%) Tz: 26,848 (30.5%) Za: 1,415 (16.2%) Zi: 52,034 (30.2%)	Total: 1,698 (32.6%) Tz: 863 (48.5%) Za: 134 (7.6%) Zi: 701 (41.7%)
Aged 18-19 (%aged 18-19)	✓	Total: 76,545 (28.4%) Tz: 28,504 (32.4%) Za: 345 (3.9%) Zi: 47,696 (27.6%)	Total: 521 (10.0%) Tz: 331 (18.6%) Za: 12 (0.7%) Zi: 178 (10.6%)
Aged 20+ (% aged 20 and over)	✓	Total: 68,412 (25.4%) Tz: 21,809 (24.8%) Za: 54 (0.6%) Zi: 46,549 (27.0%)	Total: 66 (1.3%) Tz: 27 (1.5%) Za: 1 (0.1%) Zi: 38 (2.3%)
<b>Total:</b>		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

**Table 3: Target groups - by sub group**

<b>Social Groups</b>	<b>Project definition of target group (Tick where appropriate)</b>	<b>Number targeted through project interventions<sup>1</sup></b>	<b>Sample size of target group at Baseline<sup>2</sup></b>
Disabled girls	✓	Total: 31,933 Tz: 18,378 Za: 1,906 Zi: 11,649	Total: 778 Tz: 369 (20.9%) Za: 56 (6.75%) Zi: 353 (21.8%)
Orphaned girls	✓	Total: 67,093 Tz: 24,041 Za: 3,791 Zi: 39,262	Total: 1,613 Tz: 486 (27.3%) Za: 399 (22.75%) Zi: 728 (43.3%)
Pastoralist girls			
Child labourers			
Poor girls	✓	Total: 269,389 Tz: 88,061 Za: 8,749 Zi: 172,579	Total: 5,214 Tz: 1,780 Za: 1,754 Zi: 1,680
Other (please describe)			
<b>Total:</b>		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

**Table 4: Target groups - by school status**

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions <sup>1</sup>	Sample size of target group at Baseline <sup>2</sup>
Out-of-school girls: have never attended school			
Out-of-school girls: have attended school, but dropped out			
Girls in-school	✓	Total: 135,901 Tz: 45,568 Za: 8,749 Zi: 81,584	Total: 5,214 Tz: 1,780 Za: 1,754 Zi: 1,680
Girls who have completed lower secondary school	✓	Total: 133,488 Tz: 42,493 Za: 0 Zi: 90,995	Total: 0 Tz: 0 Za: 0 Zi: 0
<b>Total:</b>		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

Describe how the project defines educational marginalisation for its context and how this definition has been applied to selecting beneficiaries. What proportion of direct beneficiaries are estimated as still meeting this definition of educational marginalisation (if known) and how has this been verified? (See GESI addendum for Midline Template - Dec 2018 for the FM marginalisation framework and terminology)

The direct beneficiaries of the GEC-T are marginalised by virtue of their gender and location, living in remote rural areas where economic and socio-cultural barriers to girls' education are pronounced, schools under-resourced, and post-school opportunities scarce. Girls receiving support were identified under GEC1 based on extreme levels of marginalisation, e.g. living in orphan-headed households or affected by illness/disability, in order to target resources to those most in need. The prevailing situation in the target districts is one of low levels of transition to the next level of education, and poor academic pass rates. Girls face multiple barriers to their learning and transition, which increase as they reach adolescence and are compounded by expectations of early marriage.

Cost barriers rise in the transition to secondary school, as do risks to girls' safety, with secondary schools located further from their homes. Under-resourcing of rural schools severely compromises education quality, and this is exacerbated by a language of instruction that is usually girls' second language, and an academic curriculum that lacks resonance with young people's reality, undermining girls' participation and self-esteem. Limited places in higher education present a serious bottleneck, and lack of access to affordable/appropriate finance and post-school training are key barriers in the transition to a secure livelihood, particularly in a context of a dearth of formal employment where entrepreneurship and self-employment represent important alternative pathways.

Marginalised sub-group	No. of direct beneficiaries (marginalised girls) <u>targeted</u> through project interventions
------------------------	--



<i>Living in remote or rural location</i>	269,389
<i>Extremely poor<sup>1</sup></i>	180,491
<i>Affected by a long-term illness or disabled<sup>2</sup></i>	79,930
<i>Does not speak language of instruction</i>	239,756
<b>Total</b>	<b>269,389</b>

**Table 36: Beneficiaries matrix**

<b>Outcomes</b>	<b>In-school girls - Upper Primary</b>	<b>In-school girls - Secondary</b>	<b>Girls who have completed lower secondary school</b>	<b>In-school boys</b>	<b>Teachers Beneficiaries (Teacher Mentors/Learner Guides/Transition Guides)</b>	<b>Broader Community Beneficiaries (SBCs, CDCs, PSGs, CAMA Members)</b>
Learning	✓	✓		✓		
Transition	✓	✓	✓			
Sustainability	✓	✓	✓		✓	✓
IO 1: Attendance	✓	✓	✓	✓		
IO 2: Economic Empowerment	✓	✓	✓			
IO3: Life-Skills	✓	✓	✓	✓		
IO4: Quality of teaching and classroom practices	✓	✓		✓	✓	
IO5: School related gender based violence	✓	✓		✓	✓	✓

<sup>1</sup> Defined as living on less than \$1.25/day

<sup>2</sup> This sub-group was explored in more depth at midline in Tanzania and Zimbabwe, using questions recommended by the Washington Group on Disability Statistics ([http://www.cd.gov/nchs/washington\\_group.htm](http://www.cd.gov/nchs/washington_group.htm)). Around half of students in Zimbabwe and 20% in Tanzania reported some kind of difficulty indicative of a disability. The most common difficulty was with remembering things or concentrating, which may be affected by fatigue from working or hunger, including long-term effects of malnutrition.

## EE Comments on the stakeholder tables

The EE has reviewed the methodology used by CAMFED to calculate the number of stakeholders. The numbers for GECT 5101 are complicated due to transitions that occur between primary and junior secondary and between junior secondary and post Form 4/Grade 11. The EE understands that CAMFED has worked in collaboration with national ministries of education and local /district education departments, through the CDC, to verify the numbers.

- Was data collected, e.g. in the school survey, that enables to verify any of the assumptions made by the project in calculating the beneficiary numbers? Examples of such data would be: size and number of communities, size and number of schools, size and number of classrooms, size and numbers of girls clubs, number of disabled girls, number of girls at risk of dropping from school, dropouts in the last year etc. Present any of these data and compare them with the project. monitoring data. You can use the sample data collected and presented in Annex 3 to elaborate.

Spot checks for attendance were made during the schools surveys at the midline evaluation point. These are highly inaccurate for showing true numbers on role. However CAMFED issued the EE Qualitative researchers with a sampling framework that gave official numbers on roll for those schools that were visited. The EE corroborated numbers with the Headteachers and these were in order.

It was notable in the qualitative research that headteachers tended to augment the number of “streams” (Tanzania) in order to use the official number for their school. However in practice classrooms were more crowded than they were meant to be and there were fewer teachers than there were meant to be due to budgeting constraints and/or the non-availability of teaching staff.

Corroboration was undertaken of dropouts and reason for dropout during the qualitative interviews and student /teacher / Headteacher testimony corroborated. Some figures in the main EE midline report show the record keeping at the school

- When the available evidence is considered, do the proposed beneficiary numbers look reliable? Why yes or why not?

Yes the proposed beneficiary numbers look reliable to the extent that reliable records are in place to accurately measure them in country.

## Annex 14: Learning Test Pilot and Calibration

### Tanzania: SeGRA and SeGMA

CAMFED's objective for learning under GEC-T is for marginalised girls to achieve significantly improved learning outcomes. Learning is being measured in terms of literacy and numeracy using tests developed for the evaluation. Learning for girls enrolled in junior secondary school is measured using a GEC Secondary Grade Reading Assessment (SeGRA) and a GEC Secondary Grade Mathematics Assessment (SeGMA) that conform to the framework provided by the Fund Manager. In line with the framework, each assessment comprises three Sub-Tasks of increasing difficulty, with Sub-Task 1 designed to be appropriate for Grade 5/6, Sub-Task 2 for Grade 7/8 (in Tanzania: Grade 7/Form 1) and Sub-Task 3 for Grade 9/10 (in Tanzania: Form 2/Form 3). The Monitoring, Evaluation and Learning (MEL) Framework anticipates that all cohort members at each evaluation point will complete all three Sub-Tasks for both SeGRA and SeGMA. Students can obtain a maximum of 12 points per Sub-Task, with a maximum of 36 points for the assessment overall.

#### Structure of the SeGRA and SeGMA assessment tools:

SeGRA					
	Content	Number of items	Distribution of points	Maximum points available	Time allowed
<b>Sub-task 1</b>	Longer, more complicated comprehension paragraph, with more analytical questions	9	6x 1 point 3x 2 points	12 points	20 minutes
<b>Sub-task 2</b>	Longer, more complicated comprehension paragraph, with more inferential questions	8	5x 1 point 2x 2 points 1x 3 points	12 points	20 minutes
<b>Sub-task 3</b>	Short essay construction	1	1x 12 points	12 points	20 minutes
SeGMA					
	Content	Number of items	Distribution of points	Maximum points available	Time allowed
<b>Sub-task 1</b>	Advanced multiplication and division (fractions, percentages), space and shape (geometry), measurement (distance, length, area, capacity, money), presentation questions	9	6x 1 point 3x 2 points	12 points	20 minutes
<b>Sub-task 2</b>	Algebra questions	10	8x 1 point 2x 2 points	12 points	20 minutes
<b>Sub-task 3</b>	Data interpretation and sophisticated word problems, solved using complex, multiple operations including algebra	7	2x 1 point 5x 2 points	12 points	20 minutes

The SeGMA (Numeracy) and SeGRA (Literacy) assessment tools were developed by the National Examination Council of Tanzania (NECTA). Three versions were developed: for the baseline, midline and endline surveys. The baseline version was created in advance of the baseline survey for GEC-T Project 5101 which took place during September and October 2017. It was also used in July 2018 for the baseline survey for GEC-T Project 5276. In advance of the baseline survey, a pilot survey was conducted of the baseline version on the basis of which the tool was approved for use by the Fund Manager. The endline version was developed for CAMFED Tanzania’s GEC-T project 5276 only, since the tracked cohort in project 5101 will no longer be in school at the endline and so will not complete the learning assessment. The pilot survey findings for the endline versions of the tools are presented here for to provide a full account of the process.

The midline and endline versions were developed by NECTA in February 2019 in order to be equivalent to the baseline version of each tool. These versions were reviewed and then approved for piloting by the Fund Manager in March and April 2019. The pilot survey took place in April 2019. (Further details about the pilot results are provided below.) The results of the pilot survey were compiled by CAMFED and submitted to the Fund Manager in May 2019, along with recommendations for how to deal with the issues raised by the pilot survey. It was agreed with the Fund Manager that the issues with the tools identified through the pilot survey could be addressed by NECTA and then the revised versions reviewed by the FM, without the need for re-piloting.

The finalised versions of the SeGRA and SeGMA tools, for both the midline and endline surveys, were approved for use by the Fund Manager on 10<sup>th</sup> July 2019. The approved midline versions of the SeGRA and SeGMA assessment tools were administered under exam conditions in the school-based survey part of the midline survey in July 2019. The completed papers were then marked by NECTA examiners.

### The Pilot Survey

The pilot survey for the midline and endline versions of SeGRA and SeGMA took place on 17<sup>th</sup> April 2019. Students were recruited from two schools in Kibaha in the Pwani region and the other in Kigamboni in the Dar es Salaam region, neither of which was part of the intervention or comparison sample. A total of 171 students in Forms 2, 3 and 4 participated in the piloting of SeGMA and 178 for SeGRA. The table below shows which versions of the tools each group of students completed in the pilot survey.

Grade	Baseline	Midline	Endline
Form 2	✓	✓	-
Form 3	✓	-	✓
Form 4	✓	✓	-

The gender of students was 58% females and 42% males (SeGRA) and 47% females and 53% males (SeGMA). Students ranged, in the case of SeGMA, from 13 to 20 years of age with a mean of 15.69 years and, in the case of SeGRA, from 13 to 19 years of age with a mean of 15.60 years. The assessments were administered in exam conditions, with an hour allocated for each version of the assessment (based on 20 minutes per Sub-Task). The papers were marked by NECTA examiners against the marking schemes developed by NECTA.

Below is a summary of the pilot survey findings for each tool together with CAMFED's recommendations to the Fund Manager for the next steps and whether they were suitable for use in the midline and endline surveys. The pilot survey findings were submitted to the Fund Manager on 24<sup>th</sup> May 2019.

### **SeGRA – Midline version:**

- **Headline findings from the analysis of the midline tool:**
  - The midline tool showed **strong internal consistency reliability** indicating that it provided sufficient information for the construct being measured.
  - The distribution of overall scores for both Form 2 and Form 4 had a **negative skew**.
  - The overall scores and Sub-Task scores had **wide ranges** and the means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
- **Analysis of the calibration of the midline tool to the baseline tool:**
  - For Form 2 participants, there was a **medium or strong correlation** between the baseline and midline tools in the overall assessment and each of the three Sub-Tasks.
  - For Form 4 participants, there was a **weak or negligible correlation** between the baseline and midline tools in the the overall assessment and each of the three Sub-Tasks.
  - 95% confidence intervals for Item scores of baseline and midline tools did not overlap for 9 of the 19 items for both Form 2 and Form 4 groups, suggesting a lack of equivalence. Eight of these nine items were the same for both groups.
- **Recommendations with regards to using the midline tool for the midline survey:**
  - The midline version of the **SeGRA tool performed moderately as an assessment of learning for the sampled Form 2s, while it performed poorly for the sampled Form 4s**.
  - Comparison of the sampled Form 4s' scores against the scores from the baseline survey suggests that the Form 4s sampled for the pilot survey were not representative of Form 4 students in general. It could be argued therefore that their results should be disregarded.
  - Nonetheless, even with the Form 2s, almost half of the Items lacked equivalence between the baseline and midline versions.
  - **We therefore recommend that NECTA reviews and redevelops these nine Items to strengthen their alignment with the baseline tool.**

In response to these findings, the Fund Manager asked:

- Would you have any insight what could explain lack of correlation between the SeGRA baseline and midline tools for Form 4 participants (Pearson coefficients), what this means in terms of the level of difficulty of these two versions and whether this has any implications for the midline test version?

The project provided the following responses:

- CAMFED noted in the pilot survey analysis that the SeGRA scores of the sampled Form 4 participants were not representative of Form 4 students in general. This was evident from the floor effect that was observed for Sub-Task 3 in both the baseline and midline tools for Form 4s (not Form 2s), which was not observed among the Form 4s when the baseline tool was used with the much larger tracked cohort in the baseline surveys.
- Looking closer at the SeGRA scores, CAMFED found that approximately half of the Form 4 students were awarded a notably different overall score for the two tools, however there

was not a consistent pattern to indicate that one tool was more difficult than the other. This is reflected in the similar mean scores for the baseline and midline tools (of 15.38 and 16.15 respectively) combined with the lack of correlation.

- One possible explanation for this could be that students did not give equal effort to each tool in the pilot survey, possibly because they did not maintain their level of effort for the second tool. (The data collection does not provide information about which test was completed first, but the pilot was structured so that half of the Form 4 students completed the baseline first and the other half completed the midline first.) This sort of pattern could produce results with similar means but no correlation, as we see here.
- In conclusion, CAMFED does not feel the results indicate a significant difference in the level of difficulty of the two versions and we consider that the actions we recommended at the end of the analysis – to redevelop individual items that lacked equivalence – will be sufficient to strengthen the tool for use in the midline.

#### **SeGRA – Endline version:**

- Headline findings from the analysis of the endline tool:
  - The tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The overall scores produced a distribution with a **high degree of symmetry**.
  - The overall scores and Sub-Task scores had **wide ranges** and **did not generate any floor or ceiling effects**. The means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
  - All but one item was found to correlate with the overall score.
- Analysis of the calibration of the endline tool to the baseline tool:
  - There was a **medium or strong correlation** between the baseline and endline tools in the overall assessment and each of the Sub-Tasks.
  - The mean scores for Sub-Tasks 1 and 2 showed strong similarity between the baseline and endline versions, however, in the case of Sub-Task 3, the participants, on average, achieved notably higher scores in the endline tool than in the baseline tool.
  - 95% confidence intervals for Item scores of baseline and endline tools did not overlap for 10 of the 19 items, suggesting a lack of equivalence for these Items.
- Recommendations with regards to using the endline tool for the endline survey:
  - The midline version of the **SeGRA tool performed moderately as an assessment of learning for the sampled Form 3s**.
  - However, more than half of the Items lacked equivalence between the baseline and endline versions.
  - **We therefore recommend that NECTA reviews and redevelops these ten Items to strengthen their alignment with the baseline tool.**

#### **SeGMA – Midline version:**

- Headline findings from the analysis of the midline tool:
  - The tool showed **very strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores for **Form 2s had a high degree of symmetry**, while for **Form 4s it had a positive skew**.
  - The overall scores and Sub-Task scores had **wide ranges** and the means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.

- **Sub-Task 3 produced a floor effect** for Forms 4 only. Apart from this, the overall and Sub-Task scores **did not generate a floor or ceiling effect** for either Form.
- All but one item, the easiest Item in the assessment, was found to **correlate with the overall score**.
- Analysis of the calibration of the midline tool to the baseline tool:
  - For both Form 2 and Form 4 participants, there was a **strong or very strong correlation** between the baseline and midline tools in the the overall assessment and each of the Sub-Tasks.
  - 95% confidence intervals for Item scores of the baseline and midline tools overlapped for 24 of the 26 Items, suggesting a general equivalence between the tools at Item level.
- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the **SeGMA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the tracked cohorts and measure change compared with the baseline.
  - However, there is an opportunity to further strengthen the midline tool with relatively minor amendments to the two Items for which the pilot survey identified a lack of equivalence between the baseline and midline versions of the tool.
  - **We therefore recommend that NECTA reviews and redevelops these two Items to strengthen their alignment with the baseline tool. We believe the minor nature of these amendments will not require a further pilot survey. Once these amendments have been completed, the midline version of the SeGMA tool for Tanzania will be fit-for-purpose and can be used in the midline survey.**

In response to these findings, the Fund Manager asked:

- Sub-Task 3 produced a floor effect for Forms 4 only - Would you have any insight on what might explain this? Was this the case at BL for F4 in the learning cohort?

The project provided the following responses:

- As with SeGRA, CAMFED noted in the analysis that the SeGMA scores of the sampled Form 4 participants were not necessarily representative of Form 4 students in general. Again, while a floor effect for Sub-Task 3 was observed for the Form 4s who completed the baseline and midline tools in the pilot, a floor effect was not observed when the baseline tool was used previously with the learning cohort during the baseline survey. This was our justification for saying that the Form 4s sampled for the pilot were not representative.
- It is worth noting that we do not observe the same pattern as described above for the SeGRA pilot sample that might indicate that the students did not give equal effort to each tool in the pilot survey.
- In this case, there was a strong positive correlation between baseline and midline Sub-task 3 scores for Form 4s (Pearson correlation coefficient of 0.68), which suggests that the versions of the Sub-task are equivalent.

**SeGMA – Endline version:**

- Headline findings from the analysis of the endline tool:
  - The tool showed **very strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **high degree of symmetry**.

- The overall scores and Sub-Task scores had **wide ranges** and **did not generate any floor or ceiling effects**. The means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
- All but two Items were found to **correlate with the overall score**.
- Analysis of the calibration of the endline tool to the baseline tool:
  - There was a **strong correlation** between the baseline and endline tools in the overall assessment and each of the Sub-Tasks.
  - The mean scores in the overall assessment and each of the Sub-Tasks were similar in the baseline and endline tools.
  - This was also observed at Item level – 95% confidence intervals for Item scores of baseline and endline tools overlapped for 25 of the 26 items, suggesting a general equivalence between the tools at Item level.
- Recommendations with regards to using the endline tool for the endline survey:
  - The endline version of the **SeGMA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the tracked cohorts and measure change compared with the baseline.
  - However, there is an opportunity to further strengthen the endline tool with a relatively minor amendment to the one Item for which the pilot survey identified a lack of equivalence between the baseline and endline versions of the tool.
  - **We therefore recommend that NECTA reviews and redevelops this Item to strengthen its alignment with the baseline tool. We believe the minor nature of these amendments will not require a further pilot survey. Once this amendment has been completed, the endline version of the SeGMA tool for Tanzania will be fit-for-purpose and can be used in the endline survey.**



## Zimbabwe: SeGRA and SeGMA

CAMFED's objective for learning under GEC-T is for marginalised girls to achieve significantly improved learning outcomes. Learning is being measured in terms of literacy and numeracy using tests developed for the evaluation. Learning for girls enrolled in junior secondary school is measured using a GEC Secondary Grade Reading Assessment (SeGRA) and a GEC Secondary Grade Mathematics Assessment (SeGMA) that conform to the framework provided by the Fund Manager. In line with the framework, each assessment comprises three Sub-Tasks of increasing difficulty, with Sub-Task 1 designed to be appropriate for Grade 5/6, Sub-Task 2 for Grade 7/8 (in Zimbabwe: Grade 7/Form 1) and Sub-Task 3 for Grade 9/10 (in Zimbabwe: Form 2/Form 3). The Monitoring, Evaluation and Learning (MEL) Framework anticipates that all cohort members at each evaluation point will complete all three Sub-Tasks for both SeGRA and SeGMA. Students can obtain a maximum of 12 points per Sub-Task, with a maximum of 36 points for the assessment overall.

### Structure of the SeGRA and SeGMA assessment tools:

SeGRA					
	Content	Number of items	Distribution of points	Maximum points available	Time allowed
<b>Sub-task 1</b>	Longer, more complicated comprehension paragraph, with more analytical questions	9	7x 1 point 1x 2 points 1x 3 points	12 points	20 minutes
<b>Sub-task 2</b>	Longer, more complicated comprehension paragraph, with more inferential questions	9	6x 1 point 3x 2 points	12 points	20 minutes
<b>Sub-task 3</b>	Short essay construction	1	1x 12 points	12 points	20 minutes
SeGMA					
	Content	Number of items	Distribution of points	Maximum points available	Time allowed
<b>Sub-task 1</b>	Advanced multiplication and division (fractions, percentages), space and shape (geometry), measurement (distance, length, area, capacity, money), presentation questions	7	3x 1 point 3x 2 points 1x 3 points	12	20 minutes
<b>Sub-task 2</b>	Algebra questions	8	4x 1 point 4x 2 points	12	20 minutes
<b>Sub-task 3</b>	Data interpretation and sophisticated word problems, solved using complex, multiple operations including algebra	6	6x 2 points	12	20 minutes

The SeGMA (Numeracy) and SeGRA (Literacy) assessment tools analysed in this report were developed by the Zimbabwe Schools Examination Council (ZIMSEC). Two versions were developed, for the baseline and midline surveys. A third version for the endline survey was not needed because

the tracked cohorts will have left school and so learning outcomes will not be assessed. The baseline version was created in advance of the baseline survey which took place during September and October 2017. The midline versions were developed in February 2019 and they were reviewed and then approved for piloting by the Fund Manager in March and April 2019.

The pilot survey took place in April 2019. (Further details about the pilot results are provided below.) The results of the pilot survey were compiled by CAMFED and submitted to the Fund Manager in May 2019, along with recommendations for how to deal with the issues raised by the pilot survey. It was agreed with the Fund Manager that the issues with the tools identified through the pilot survey could be addressed by ZIMSEC and then the revised versions reviewed by the FM, without the need for re-piloting.

The finalised versions of the SeGRA and SeGMA tools were approved for use by the Fund Manager on 14<sup>th</sup> June 2019. The approved midline versions of the SeGRA and SeGMA assessment tools were administered under exam conditions in the school-based survey part of the midline survey in late June to early July 2019. The completed papers were then marked by ZIMSEC examiners.

### The Pilot Survey

The pilot surveys took place on 9th April 2019 (SeGMA) and 11th April 2019 (SeGRA). Students were recruited from two schools in Chikomba West in Mashonaland East province, neither of which will form part of the intervention or comparison sample. A total of 60 students in Form 4 participated in the piloting of SeGMA and 56 for SeGRA. Each student completed two assessments – the baseline and midline tools for either SeGMA or SeGRA.

The gender of students was 60% females and 40% males (SeGMA) and 57% females and 37% males (SeGRA). Students ranged, in the case of SeGMA, from 15 to 18 years of age with a mean of 16.31 years and, in the case of SeGRA, from 14 to 20 years of age with a mean of 16.43 years. The two assessments were administered in exam conditions, with an hour allocated for each assessment (based on 20 minutes per Sub-Task). The papers were marked by ZIMSEC examiners against the marking schemes developed by ZIMSEC.

Below is a summary of the pilot survey findings for each tool together with CAMFED's recommendations to the Fund Manager for the next steps and whether they were suitable for use in the midline and endline surveys. The pilot survey findings were submitted to the Fund Manager on 24<sup>th</sup> May 2019.

#### SeGRA:

- **Headline findings from the analysis of the midline tool:**
  - The midline tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **high degree of symmetry**.
  - The overall scores and Sub-Task scores had **wide ranges** and **did not generate any floor or ceiling effects**.
  - The mean scores for each Sub-Task were **correctly ordered in regards to difficulty**.
  - All but one item (ST1\_2), one of the easiest Items in the assessment, was found to **correlate with the overall score**.

- Analysis of the calibration of the midline tool to the baseline tool:
  - There was either a **strong or very strong correlation** between the baseline and midline tools in the overall assessment and each of the three Sub-Tasks.
  - The overall scores of the baseline and midline tools had **very similar means** (17.82 and 17.71 respectively).
  - That being said, the mean score for Sub-Task 1 was 1.5 points higher for the midline test, while the mean score for Sub-Task 2 was 1.5 points lower for the midline test.
  - This can also be observed at Item level – the 95% confidence intervals for item scores of baseline and midline tools did not overlap for 6 of the 19 items, suggesting a lack of equivalence for these Items. Two of these six Items are found in Sub-Task 1 and participants performed better in the midline tool on them both. The other four Items are found in Sub-Task 2 and participants performed worse in the midline tool for three of the four.
- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the **SeGRA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the Form 4 cohort and measure change compared with the baseline.
  - However, there is an opportunity to further strengthen the assessment tool with relatively minor amendments to the six Items for which the pilot survey identified a lack equivalence between the baseline and midline versions of the tool.
  - **We therefore recommend that ZIMSEC reviews and redevelops these six Items to strengthen their alignment with the baseline tool. We believe the minor nature of these amendments will not require a further pilot survey. Once these amendments have been completed, the midline version of the SeGRA tool for Zimbabwe will be fit-for-purpose and can be used in the midline survey.**

### SeGMA:

- Headline findings from the analysis of the midline tool:
  - The midline tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **high degree of symmetry**.
  - The overall scores and Sub-Task scores had **wide ranges** and **did not generate any floor or ceiling effects**.
  - Participants, on average, performed better on Sub-Task 2 than Sub-Task 1. At Item level, this can be attributed to unexpectedly low scores for ST1\_2 and ST1\_4a.
  - All but one item (ST1\_1), the easiest Item in the assessment, was found to **correlate with the overall score**.
- Analysis of the calibration of the midline tool to the baseline tool:
  - There was either a **strong or very strong correlation** between the baseline and midline tools in the the overall assessment and each of the three Sub-Tasks.
  - The mean scores for Sub-Tasks 1 and 2 were very similar between the baseline and midline tools, however in regards to Sub-Task 3, the participants achieved higher scores, on average, in the midline tool than in the baseline tool (means of 1.76 and 4.02 for the baseline and midline tools respectively).

- At Item level, analysis of the 95% confidence intervals for Item scores of the baseline and midline tools did not overlap for 6 of the 19 items, suggesting a lack of equivalence. Three of these six items are found in Sub-Task 3 and participants performed better in the baseline tool on these items than in the midline tool.
- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the **SeGMA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the Form 4 cohort and measure change compared with the baseline.
  - However, there is an opportunity to further strengthen the assessment tool with relatively minor amendments to the six items for which the pilot survey identified a lack of equivalence between the baseline and midline versions of the tool.
  - **We therefore recommend that ZIMSEC reviews and redevelops these six items to strengthen their alignment with the baseline tool. We believe the minor nature of these amendments will not require a further pilot survey. Once these amendments have been completed, the midline version of the SeGMA tool for Zimbabwe will be fit-for-purpose and can be used in the midline survey.**

## Zambia: SeGRA and SeGMA

CAMFED's objective for learning under GEC-T is for marginalised girls to achieve significantly improved learning outcomes. Learning is being measured in terms of literacy and numeracy using tests developed for the evaluation.

Learning for the tracked cohort in Zambia is being measured through a combination of tools:

- For literacy: an Early Grade Reading Assessment (EGRA) and a GEC Secondary Grade Reading Assessment (SeGRA)
- For numeracy: an Early Grade Mathematics Assessment (EGMA) and a GEC Secondary Grade Mathematics Assessment (SeGMA)

Discussion of the pilot survey of the EGRA and EGMA tools is provided in a later section in this document.

Learning for girls enrolled in junior secondary school are measured using a GEC Secondary Grade Reading Assessment (SeGRA) and a GEC Secondary Grade Mathematics Assessment (SeGMA) that conform to the framework provided by the Fund Manager. In line with the framework, each assessment comprises three Sub-Tasks of increasing difficulty, with Sub-Task 1 designed to be appropriate for Grade 5/6, Sub-Task 2 for Grade 7/8 and Sub-Task 3 for Grade 9/10. The Monitoring, Evaluation and Learning (MEL) Framework anticipates that all cohort members will complete all three Sub-Tasks for both SeGRA and SeGMA in the midline and endline surveys. In the baseline survey, cohort members only completed Sub-Task 1 (together with EGRA and EGMA). Students can obtain a maximum of 12 points per Sub-Task, with a maximum of 36 points for the assessment overall.

### Structure of the SeGRA and SeGMA assessment tools:

SeGRA					
	Content	Number of items	Distribution of points	Maximum points available	Time allowed
<b>Sub-task 1</b>	Longer, more complicated comprehension paragraph, with more analytical questions	9	7x 1 point 1x 2 points 1x 3 points	12 points	20 minutes
<b>Sub-task 2</b>	Longer, more complicated comprehension paragraph, with more inferential questions	8	4x 1 point 4x 2 points	12 points	20 minutes
<b>Sub-task 3</b>	Short essay construction	1	1x 12 points	12 points	20 minutes
SeGMA					
	Content	Number of items	Distribution of points	Maximum points available	Time allowed
<b>Sub-task 1</b>	Advanced multiplication and division (fractions, percentages), space and shape (geometry), measurement (distance, length,	7	2x 1 point 5x 2 points	12	20 minutes

	area, capacity, money), presentation questions				
<b>Sub-task 2</b>	Algebra questions	6	1x 1 point 4x 2 points 1x 3 points	12	20 minutes
<b>Sub-task 3</b>	Data interpretation and sophisticated word problems, solved using complex, multiple operations including algebra	8	4x 1 point 4x 2 points	12	20 minutes

The SeGMA (Numeracy) and SeGRA (Literacy) assessment tools analysed in this report were developed by the Examinations Council of Zambia (ECZ). Three versions were developed: for the baseline, midline and endline surveys. The baseline version was created in advance of the baseline survey for GEC-T Project 5101 which took place during September and October 2017. The midline and endline versions were developed in February 2019 and they were reviewed and then approved for piloting by the Fund Manager in March and April 2019.

The pilot survey took place in April 2019. (Further details about the pilot results are provided below.) The results of the pilot survey were compiled by CAMFED and submitted to the Fund Manager in June 2019, along with recommendations for how to deal with the issues raised by the pilot survey. It was agreed with the Fund Manager that the issues with the midline versions of the tools identified through the pilot survey could be addressed by ECZ and then the revised versions reviewed by the FM, without the need for re-piloting.

The finalised versions of the SeGRA and SeGMA tools to be used in the midline survey were approved for use by the Fund Manager on 14<sup>th</sup> June 2019. The approved midline versions of the SeGRA and SeGMA assessment tools were administered under exam conditions in the school-based survey part of the midline survey in June and July 2019. The completed papers were then marked by ECZ examiners.

In regards to the endline versions of the SeGRA and SeGMA tools, it was agreed with the Fund Manager that the SeGMA tool would be re-piloted with Grade 11 students, in order to fully test the more advanced sub-tasks, for which there was a floor effect with the Grade 9 students who participated in the pilot survey in April 2019. The endline version of the SeGRA tool was revised in June 2019 by ECZ in line with CAMFED's recommendations from the pilot survey and the subsequent discussions with the Fund Manager. The remaining task is for the Fund Manager to review this revised version of the tool.

### The Pilot Survey

The pilot surveys took place between the 21<sup>st</sup> and 30<sup>th</sup> April 2019 (both tools). Students were recruited from four schools in Samfya in the Luapula region, none of which are part of the intervention or comparison sample. A total of 185 students in Grades 9 and 11 participated in the piloting of SeGMA and 190 students in Grades 9 and 11 participated in the piloting of SeGRA. The table below shows which versions of the tools each group of students completed in the pilot survey.

Grade	Baseline	Midline	Endline
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Grade 9	✓	✓	-
Grade 11	✓	-	✓

The intention had been for an additional cohort of 60 Grade 11 students to sit the baseline and midline tool in order to avoid the possibility of a floor effect, which, based on the results of the learning assessments at the baseline survey, we expected to observe among the Grade 9 students. Unfortunately, due to an administration error, the additional cohort of Grade 11s also sat the baseline and endline version of the tools. The consequence of this is discussed in the conclusion section regarding the midline version of the SeGMA tool.

The gender of students was 54% females and 46% males (SeGRA) and 41% females and 59% males (SeGMA). Students ranged, in the case of SeGMA, from 12 to 20 years of age with a mean of 16.58 years and, in the case of SeGRA, from 12 to 20 years of age with a mean of 16.46 years. The assessments were administered in exam conditions, with an hour allocated for each version of the assessment (based on 20 minutes per Sub-Task). The papers were marked by ECZ examiners against the marking schemes developed by ECZ.

Below is a summary of the pilot survey findings for each tool together with CAMFED's recommendations to the Fund Manager for the next steps and whether they were suitable for use in the midline and endline surveys. The pilot survey findings were submitted to the Fund Manager on 4<sup>th</sup> June 2019.

#### SeGRA – Midline version:

- **Headline findings from the analysis of the midline tool:**
  - The tool showed **poor internal consistency reliability** indicating that it did not provide sufficient information for the construct being measured.
  - The distribution of overall scores had a **positive skew**, while the overall scores for Grade 9s who completed the baseline tool were normally distributed.
  - The overall assessment produced a **medium-sized range** for Grade 9s (between 1 and 23 out of 36).
  - The means showed that Sub-Tasks 1 and 2 were **correctly ordered in regards to difficulty**, however the mean score for Sub-Task 3 was similar to those achieved for Sub-Task 2. This same pattern was also observed for the baseline tool.
  - There was **not a floor or ceiling effect** for the overall tool. However, when Sub-Tasks were analysed separately, Sub-Tasks 2 and 3 showed a floor effect.
  - All but two items were found to **correlate with the overall score**.
  
- **Analysis of the calibration of the midline tool to the baseline tool:**
  - There was a **strong correlation** between the baseline and midline tools in the overall assessment and in each of the Sub-Tasks.
  - The means for the Grade 9s were **lower** in the overall assessment and in each of the Sub-Tasks in the midline tool compared with the baseline tool. Set against the above finding that scores for the two tools correlated strongly, this result may indicate that the means for the midline tool were affected by outliers.
  - 95% confidence intervals for Item scores of baseline and midline tools did not overlap for 7 of the 18 items, suggesting a lack of equivalence for these Items.

- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the **SeGRA tool performed moderately as an assessment of learning for the sampled Grade 9s.**
  - However, there is an opportunity to strengthen the midline tool with amendments to the seven Items for which the pilot survey identified a lack of equivalence between the baseline and midline versions of the tool.
  - **We therefore recommend that ECZ reviews and redevelops these seven Items to strengthen their alignment with the baseline tool. We believe the nature of these amendments will not require a further pilot survey. Once these amendments have been completed, the midline version of the SeGRA tool for Zambia will be fit-for-purpose.**

In response to these findings, the Fund Manager commented:

- We agree with the recommendation to revise the seven items listed, to improve equivalence between the midline and baseline versions. Possibly there is a chance to improve ST2\_7 as it may increase the internal consistency of the test, so long as any amendment does not affect equivalence for this item.

The project provided the following response:

- We will take this forward with ECZ. We will also consider improving ST2\_7 when we look closely at the question itself, although it was found to be equivalent to the baseline tool in terms of overlapping 95% confidence intervals.

#### **SeGRA – Endline version:**

- **Headline findings from the analysis of the endline tool:**
  - The tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **negative skew**, while the overall scores for Grade 11s who completed the baseline tool were normally distributed.
  - The overall assessment produced a **medium-sized range** for Grade 11s (between 0 and 21 out of 36).
  - The means showed that Sub-Tasks 1 and 2 were **correctly ordered in regards to difficulty**, however the mean score for Sub-Task 3 was similar to that achieved for Sub-Task 2. This pattern was also observed for the baseline tool.
  - There was a **floor effect for the overall tool**. However, when Sub-Tasks were analysed separately, Sub-Task 1 did not show a floor effect.
  - All but three items were found to **correlate with the overall score**.
- **Analysis of the calibration of the endline tool to the baseline tool:**
  - There was a **strong correlation** between the baseline and endline tools in the overall assessment and for Sub-Tasks 1 and 3, while there was a medium-strength correlation for Sub-Task 2.
  - The mean scores in the overall assessment and each of the Sub-Tasks were similar in the baseline and endline tools.
  - The **means for the Grade 11s were higher** in the overall assessment and in Sub-Task 1 in the endline tool compared with the baseline tool. Set against the above finding that scores for the two tools correlated strongly, this result may indicate that the means for the endline tool were affected by outliers.



- For Sub-Tasks 2 and 3, the mean scores were similar in the baseline and endline tools.
- 95% confidence intervals for Item scores of baseline and endline tools did not overlap for 5 of the 18 items, suggesting a lack of equivalence for these Items.
- Recommendations with regards to using the midline tool for the endline survey:
  - The endline version of the **SeGRA tool performed moderately as an assessment of learning for the sampled Grade 11s.**
  - However, there is an opportunity to strengthen the endline tool with amendments to the five Items for which the pilot survey identified a lack of equivalence between the baseline and midline versions of the tool.
  - **We therefore recommend that ECZ reviews and redevelops these five Items to strengthen their alignment with the baseline tool. We believe the nature of these amendments will not require a further pilot survey. Once these amendments have been completed, the endline version of the SeGRA tool for Zambia will be fit-for-purpose.**

In response to these findings, the Fund Manager commented:

- We agree with the recommendation to revise the five items listed. May we ask why there is no recommendation to revise ST1\_8, which was found to have a negative item-to-total correlation for the endline version, but not for baseline?

The project provided the following response:

- We will take this forward with ECZ. ST1\_8 was not among the list of items we recommended to be revised because it was found to be equivalent to the baseline tool in terms of overlapping confidence intervals. The means were also very similar: 0.11 for the baseline tool and 0.07 for the endline tool.

In response, the Fund Manager commented:

- All of this makes sense. If the project and ECZ are confident with regards to SeGRA EL ST1\_8, then that is ok.

#### **SeGMA – Midline version:**

- **Headline findings from the analysis of the midline tool:**
  - The tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **positive skew**. The overall scores for Grade 9s who completed the baseline tool also showed a positive skew.
  - The overall assessment produced a **small range** for Grade 9s (between 0 and 11 out of 36). Sub-Task 1 produced a range of 8, whereas Sub-Task 2 produced a range of 4 and Sub-Task 3 a range of 2. These were similar to the ranges produced for the baseline tool.
  - The means showed that Sub-Tasks 1, 2 and 3 were **correctly ordered in regards to difficulty**, although the means for Sub-Tasks 2 and 3 were similar. The same pattern was observed for the baseline tool.
  - There was a **floor effect for the overall tool**. Sub-Task 3 showed a particularly strong floor effect.

- Four items did not correlate with the overall score and a further seven items had no variation (all students scored zero) and therefore did not produce a correlation statistic. All but one of the items with no variation were in Sub-Tasks 2 and 3.
- Analysis of the calibration of the midline tool to the baseline tool:
  - There was a **strong correlation** between the baseline and midline tools in the overall assessment and in each of the Sub-Tasks.
  - The mean scores in the overall assessment and each of the Sub-Tasks were similar in the baseline and midline tools.
  - 95% confidence intervals for item scores of baseline and midline tools **overlapped for all items**.
- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the SeGMA tool as a whole and its individual Sub-Tasks **correlated strongly** with the baseline tool.
  - However, the Grade 9s who completed this version of the tool tended to achieve **low scores** on the test, which is not unexpected given their relatively early stage through secondary education.
  - This generated a **strong floor effect** and **narrow ranges** in the scores, while many of the individual items were effectively **not tested** because every student received a score of zero (because of being in Grade 9).
  - This result had been anticipated and it was for this reason that a cohort of Grade 11s were also meant to complete the midline SeGMA tool.
  - Since this was not implemented due to an administration error, our recommendation is to **use the endline version of the SeGMA tool in the midline survey** (see below for our conclusions about that version of the SeGMA tool) and to **re-pilot the midline version of the tool with Grade 11s** with the intention of using it for the endline survey.

In response to these findings, the Fund Manager commented:

- We agree that there is no way to confirm that this test version is adequate, and that it should be re-piloted for use at endline instead.

#### **SeGMA – Endline version:**

- Headline findings from the analysis of the endline tool:
  - The tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **positive skew**. The overall scores for Grade 11s who completed the baseline tool also showed a positive skew.
  - The overall assessment produced a **medium-sized range** for Grade 11s (between 0 and 26 out of 36).
  - The means of the Sub-Tasks indicated a **correct ordering in regards to difficulty**.
  - There was a **floor effect for the overall tool**. This was also observed for the baseline tool. When Sub-Tasks were analysed separately, Sub-Task 1 and 2 were found to show a floor effect, and Sub-Task 3 a very strong floor effect.
  - All but two items were found to **correlate with the overall score**. The result for these two items was because all students scored zero.

- Analysis of the calibration of the endline tool to the baseline tool:
  - There was a **strong correlation** between the baseline and endline tools in the overall assessment and in each of the Sub-Tasks.
  - The mean scores in the overall assessment and each of the Sub-Tasks were **similar in the baseline and endline tools**.
  - 95% confidence intervals for item scores of baseline and endline tools **overlapped for all items**.
  
- Recommendations with regards to using the endline tool for the endline survey:
  - The endline version of the SeGMA tool **performed adequately well as an assessment of learning for the sampled Grade 11s**.
  - **The tool in its current form is equivalent to the baseline tool**, both overall and in its Sub-Tasks, with **no adjustments to any Item necessary**.
  - However it was evident that **some of the Grade 11s struggled** with the assessment, especially Sub-Task 3.
  - Since Sub-Task 1 of the baseline tool has already been used in the baseline survey and given that the tool was set by the national examination council to reflect the national curriculum, **we do not recommend adjusting the difficulty of the tool**. It is worth remembering too that cohort members will also complete an EGMA tool which will test students at the lower end of the ability spectrum.
  - Given the issues discovered with the piloting of the midline tool (see above), **we recommend using this endline version of the tool in its current form for the midline evaluation**.

In response to these findings, the Fund Manager commented:

- We agree that this tool can be used as it is. While the third subtask had very low scores, it seems this was the same at Baseline, and hence there is no need to revise any of the items.

## Zambia: EGRA and EGMA

CAMFED’s objective for learning under GEC-T is for marginalised girls to achieve significantly improved learning outcomes. Learning is being measured in terms of literacy and numeracy using tests developed for the evaluation.

Learning for the tracked cohort in Zambia is being measured through a combination of tools:

- For literacy: an Early Grade Reading Assessment (EGRA) and a GEC Secondary Grade Reading Assessment (SeGRA)
- For numeracy: an Early Grade Mathematics Assessment (EGMA) and a GEC Secondary Grade Mathematics Assessment (SeGMA)

Discussion of the pilot survey of the SeGRA and SeGMA tools is provided in earlier in this document.

The EGRA tools comprise five Sub-Tasks and EGMA eight Sub-Tasks, with Sub-Tasks intended to increase in difficulty for both tools. Further details about the Sub-Tasks are provided in the table below.

### Key details about the EGRA tool:

Sub-Task 1: Letter Sound Identification	Reading up to 100 letters in a maximum of 60 seconds
Sub-Task 2: Familiar Word	Reading up to 50 words in a maximum of 60 seconds
Sub-Task 3: Non-Word Reading	Reading up to 50 made-up words in a maximum of 60 seconds
Sub-Task 4: Oral Reading Passage	Reading up to 45 words in a passage in a maximum of 60 seconds
Sub-Task 5: Reading Comprehension	Answering five comprehension questions based on the passage in Sub-Task 4.

### Key details about the EGMA tool:

Sub-Task 1: Number Identification	Reading aloud up to 20 numbers in a maximum of 60 seconds
Sub-Task 2: Number Discrimination	Identifying the larger number of a pair of numbers, for 10 pairs of numbers.
Sub-Task 3: Missing Number	Identifying the missing number in a sequence of four numbers, for ten sequences of numbers.
Sub-Task 4A: Addition Level 1	Calculating 20 addition sums, comprising numbers below 20.
Sub-Task 4B: Addition Level 2	Calculating 5 more complex addition sums, comprising numbers below 70.
Sub-Task 5A: Subtraction Level 1	Calculating 20 subtractions, comprising numbers below 20.
Sub-Task 5B: Subtraction Level 2	Calculating 5 more complex subtractions, comprising numbers below 70.
Sub-Task 6: Word Problems	Calculating 6 additions or subtractions presented orally as word problems.

The EGRA and EGMA tools analysed here were developed by the Examinations Council of Zambia (ECZ). Three versions were developed: for the baseline, midline and endline surveys. The baseline versions were created in advance of the baseline survey for GEC-T Project 5101 which took place during September and October 2017. The midline and endline versions were developed in February 2019 and they were reviewed and then approved for piloting by the Fund Manager in March and April 2019.

The pilot survey took place in April 2019. (Further details about the pilot results are provided below.) The results of the pilot survey were compiled by CAMFED and submitted to the Fund Manager in May 2019, along with recommendations for how to deal with the issues raised by the pilot survey. It was agreed with the Fund Manager that the issues with the tools identified through the pilot survey could be addressed by ECZ and then the revised versions reviewed by the FM, without the need for re-piloting.

The finalised versions of the EGRA (midline version) and EGMA (midline and endline) tools were approved for use by the Fund Manager on 7<sup>th</sup> June 2019. (It was agreed that the endline version of EGRA would be refined in the gap between the midline and endline surveys.) The approved midline versions of the EGRA and EGMA assessment tools were administered under exam conditions in the school-based survey part of the midline survey in June and July 2019.

### The Pilot Survey

The pilot surveys took place on between the 21<sup>st</sup> and 30<sup>th</sup> April 2019. Students were recruited from one school in Samfya in the Luapula region, which is not part of the intervention or comparison sample. Each student completed all three versions of either EGRA or EGMA. A total of 65 students in Grade 7 participated in the piloting of EGMA and 65 in the piloting of EGRA. The gender split of the participating students was 57% female, 43% male for EGRA and 52% female, 48% male for EGMA. The students completing the EGRA tools had an average age of 12.8, ranging from 11 to 15 years. The students completing the EGMA tools had an average age of 13.1, ranging from 11 to 15 years.

Below is a summary of the pilot survey findings for each tool together with CAMFED's recommendations to the Fund Manager for the next steps and whether they were suitable for use in the midline and endline surveys. The pilot survey findings were submitted to the Fund Manager on 4<sup>th</sup> June 2019.

#### **EGRA - Midline version:**

- **Headline findings from the analysis of the midline tool:**
  - The midline tool as a whole and at Sub-Task level showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **negative skew**, which was also observed in the baseline tool.
  - The overall scores and Sub-Task scores had **wide ranges**, which reflect their adequacy for students in the complete range of abilities of the sample.
  - The means showed that the Sub-Tasks were not ordered by difficulty, but there was consistency between the baseline and midline results regarding which Sub-Tasks the students found most difficult.

- **Sub-Task 1 (Letter Sound Identification) produced a floor effect**, which was also observed with the baseline tool. This is consistent with a finding from the baseline survey for the tracked cohort, which revealed that students in Zambia are not familiar with phonetics and struggled with the Letter Sound Identification Sub-Task.
- **Sub-Task 4 (Oral Reading Passage) produced a ceiling effect**, which was also observed with the baseline tool. This suggests that the Grade 7 students had a good level of literacy, consistent with them being in the final grade of primary school. They will also complete SeGRA, which will test higher levels of ability.
- Analysis of the calibration of the midline tool to the baseline tool:
  - There was a **strong, positive correlation** between the baseline and midline tools in the overall assessment.
  - There was also a strong, positive correlation between the Sub-Task scores.
  - This was also observed at Item level for Sub-Task 5 (Reading Comprehension). 95% confidence intervals for Item scores of baseline and midline tools overlapped for all five items, indicating equivalence between the tools at Item level.
- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the **EGRA tool performs strongly as an assessment of learning**.
  - **The tool is considered to be fit-for-purpose and it is recommended that it could be administered in its entirety in its current form (Sub-Tasks 1, 2, 3, 4 and 5) to assess the attainment of the tracked cohorts and measure change compared with the baseline.**

In response to these findings, the Fund Manager agreed with the recommendations for the midline EGRA tool.

### EGRA - Endline version:

- **Headline findings from the analysis of the endline tool:**
  - The endline tool as a whole and at Sub-Task level showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **negative skew**, which was also observed in the baseline tool.
  - The overall scores and Sub-Task scores had **wide ranges**, which reflect their adequacy for students in the complete range of abilities of the sample.
  - The means showed that the Sub-Tasks were not ordered by difficulty, but there was consistency between the baseline and endline results regarding which Sub-Tasks the students found most difficult.
  - **Sub-Task 1 (Letter Sound Identification) produced a floor effect**, which was also observed with the baseline tool. This is consistent with a finding from the baseline survey for the tracked cohort, which revealed that students in Zambia are not familiar with phonetics and struggled with the Letter Sound Identification Sub-Task.
  - **Sub-Task 4 (Oral Reading Passage) produced a ceiling effect**, which was also observed with the baseline tool. This suggests that the Grade 7 students had a good level of literacy, consistent with them being in the final grade of primary school. They will also complete SeGRA, which will test higher levels of ability.
  
- **Analysis of the calibration of the endline tool to the baseline tool:**
  - There was a **strong, positive correlation** between the baseline and endline tools in the overall assessment.
  - There was also a strong, positive correlation between the Sub-Task scores.
  - The 95% confidence intervals for the Item scores of Sub-Task 5 (Reading Comprehension) for baseline and endline tools overlapped for four of the five items, suggesting a general equivalence between the tools at Item level. Students performed worse for the second Item of Sub-Task 5 (ST5\_2).
  
- **Recommendations with regards to using the endline tool for the endline survey:**
  - The endline version of the **EGRA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the tracked cohorts and measure change compared with the baseline.
  - However, there is an opportunity to further strengthen the endline tool with a relatively minor amendment to one Item for which the pilot survey identified a lack of equivalence between the baseline and endline versions of the tool (ST5\_2).
  - **We therefore recommend that ECZ reviews and redevelops this Item to strengthen their alignment with the baseline tool. We believe the minor nature of this amendment will not require a further pilot survey. Once this amendment has been completed, the endline version of the EGRA tool for Zambia will be fit-for-purpose and can be used in the endline survey.**

In response to these findings, the Fund Manager commented:

- We agree with the recommendations for the EGRA tool and that an adjustment to subtask 5, item 2 should solve the problem for the endline version. Please share the revised version suggested by ECZ.

### **EGMA - Midline version:**

- **Headline findings from the analysis of the midline tool:**
  - The midline tool as a whole and at Sub-Task level showed **strong internal consistency reliability**, indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had **high degree of symmetry**. This was different from the baseline tool which produced a negative skew.
  - The overall scores had a **relatively small range**, reflecting that large proportions of the students achieved high scores. This is not a cause for concern given that the cohort members will also complete SeGMA, which will test higher levels of ability.
  - The means showed that the Sub-Tasks were not ordered by difficulty, but there was consistency between the baseline and midline results regarding which Sub-Tasks the students found most difficult.
  - **Sub-Tasks 2 (Number discrimination), 4A (Addition Level 2), 4B (Addition Level 2) and 6 (Word Problems) produced a ceiling effect**, which was also observed with the baseline tool for Sub-Tasks 2, 4B and 6, but not Sub-Task 4A.
  
- **Analysis of the calibration of the midline tool to the baseline tool:**
  - There was a **strong, positive correlation** between the baseline and midline tools in the overall assessment.
  - There was also a **medium or strong, positive correlation** between all of the Sub-Task scores.
  
- **Recommendations with regards to using the midline tool for the midline survey:**
  - The midline version of the **EGMA tool performs strongly as an assessment of learning**.
  - The tool is considered to be fit-for-purpose and it is recommended that it could be administered in its entirety (Sub-Tasks 1, 2, 3, 4A, 4B, 5A, 5B and 6) to assess the attainment of the tracked cohorts and measure change compared with the baseline.

In response to these findings, the Fund Manager commented:

- Our only concern is subtask 2: is there a small tweak the ECZ could make to improve the item-to-total correlation? If not, this tool should still be fit-for-purpose, but it would be good to consider this. While subtask 4a showed a ceiling effect for both midline and endline versions, but not for baseline, we note that at baseline 4a also had very high scores - so we believe the slight difference in 4a should not be an issue.

The project provided the following response:

- We note your comment regarding the Item-to-total correlation value of EGMA Sub-task 2 for the midline version. Although it was below 0.2, we do not feel that any changes to the Sub-task are required in this instance. The facts that the mean score for this Sub-Task was so high (97.4) and the variation was very low explain why this Sub-Task is not a strong predictor of overall scores (which is what the item-to-total correlation is measuring). It is worth noting that the item-to-total correlation for Sub-Task 2 is lowest in each of the three tools (albeit only below 0.2 for the midline), whilst the means for Sub-Task 2 are highest within each tool and the standard deviation is lowest for Sub-Task 2 in the baseline and endline tools and second lowest in the midline tool. In summary, this finding was consistent across the three



versions of EGMA and the tests have been shown to be equivalent to each other. The finding that you have highlighted effectively means that this Sub-Task does not add a lot of value to the overall assessment of students' numeracy because most of them found it easy. However, in order to measure progress against the baseline and to align with the FM's specifications for EGMA, we do not propose to remove it from the test. And, to be clear, we do not believe there is a need to modify it.

In response, the Fund Manager confirmed they were happy for the tool to be used in its current form.

#### **EGMA - Endline version:**

- **Headline findings from the analysis of the endline tool:**
  - The endline tool as a whole and at Sub-Task level showed **strong internal consistency reliability**, indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores had a **negative skew**, which was also observed in the baseline tool.
  - The overall scores had a **relatively small range**, reflecting that large proportions of the students achieved high scores. This is not a cause for concern given that the cohort members will also complete SeGMA, which will test higher levels of ability.
  - The means showed that the Sub-Tasks were not ordered by difficulty, but there was consistency between the baseline and endline results regarding which Sub-Tasks the students found most difficult.
  - **Sub-Tasks 2 (Number discrimination), 4A (Addition Level 2), 4B (Addition Level 2) and 6 (Word Problems) produced a ceiling effect**, which was also observed with the baseline tool for Sub-Tasks 2, 4B and 6, but not Sub-Task 4A.
  
- **Analysis of the calibration of the endline tool to the baseline tool:**
  - There was a **strong, positive correlation** between the baseline and endline tools in the overall assessment.
  - There was also a **medium or strong, positive correlation** between all of the Sub-Task scores.
  
- **Recommendations with regards to using the endline tool for the endline survey:**
  - The endline version of the **EGMA tool performs strongly as an assessment of learning**. It is also strongly correlated with the baseline tool at both overall and Sub-Task level.
  - The tool is considered to be fit-for-purpose and it is recommended that it could be administered in its entirety (Sub-Tasks 1, 2, 3, 4A, 4B, 5A, 5B and 6) to assess the attainment of the tracked cohorts and measure change compared with the baseline and midline.

In response, the Fund Manager confirmed they were happy for the tool to be used in its current form.

# Annex 16: External Evaluator declaration

**Name of Project: 5101 The Ultimate Virtuous Cycle of Girls Education**

**Name of External Evaluator: Centre for International Development and Training**

**Contact Information for External Evaluator: p.n.dearden@wlv.ac.uk**

**Names of all members of the evaluation team:**

- **CIDT: Rachel Roland, Prof Philip Dearden, Daniela Baur, Patt Flett, Richard Nyirenda, Prof Rachel Slater, Mary Surridge, Mariana Van Graan**
- **Development Data: Tendayi Kureya, Kuziwa Chimunda, Honest Chipoyera, Busisiwe Moyo, Garikai Zinumwe;**
- **Women and Girls Inclusive: Dr Allyson Thirkell, Mandy Littlewood, Charlotte Pallangyo, Regina Serpa.**

CIDT certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently (: \_\_PND\_\_)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (\_\_PND\_\_)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (PND\_\_)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by \_CIDT (PND\_\_\_\_)
- All child protection protocols and guidance have been followed (PND\_\_)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (PND\_\_\_\_)

Professor Philip Dearden

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(Name)

\_CIDT\_\_\_\_\_

(Company)

28<sup>th</sup> October 2019

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(Date)

# 1) Annex 17: Project Management Response

**This annex should be completed by the project.**

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

***What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)***

- This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?

*Project's response:*

*We are delighted that the headline results show gains in girls' learning across the project, including exceeding numeracy targets in all three project countries, and significant impacts of the project on girls' attendance and transition. These overall encouraging headline results from the midline will be disseminated in each country through the National Advisory Committees (NAC) and the Community Development Committees (CDCs) drawing together influencers and decision-makers at national and community level including representatives of line ministries and government institutions, to further guide program development to continue to improve the quality of education and learning outcomes especially for marginalised girls. As a project we will continue to take positive action to work alongside Ministries of Education in each country to improve girls' learning across the project in order for the endline results to be equally as impressive.*

*However, the way in which the positive results of the project have been positioned by the External Evaluator (EE) in an almost negative tone can make it challenging for the reader to understand the key takeaways from the initial analysis provided.*

*Within the presentation of both the midline quantitative and qualitative evidence the EE has highlighted the prevalence of challenges faced especially by marginalised girls, particularly in relation to irregular attendance, drop out, the impact of heavy chore burden on marginalised children before and after school, school based gender related violence (SBGRV), and the challenge of distance to school. We concur with the link made by the EE to these causal factors and their potential to impact negatively on the learning outcomes especially of marginalised girls, and see the improved attendance and learning outcomes measured among girls reached by the project as evidence that the project theory of change is working to help overcome some of these barriers to attendance and learning.*

- This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

*We are confident that the assumptions underlying our Theory of Change (ToC) still hold true. CAMFED's ToC has been developed to address poverty as the underlying barrier to girls' access to education and as the core problem in the ToC. We recognise the vital role that the provision of the GEC-T bursaries plays in addressing the critical aspect of poverty and access to education of marginalised girls and the success of the project. Our learning interventions have been specifically targeted to improve learning outcomes and learner performance in resource constrained school environments; the transition program is providing critical post-school opportunities for young GEC-T graduates with the BTEC program showing considerable achievements to date in Zimbabwe and Tanzania; our engagement with NACs and the CDCs ensures that our program is driven by duty bearers who are able to influence change at national, school and district level with child protection and safeguarding of students as their prime focus and improvements to student learning such as the scaling of the Learner Guide Program and embedding of this in operational good practice at school level.*

*We are continually testing our assumptions through using the evidence from our regular and routine program monitoring and through our engagement with Ministries, NAC, the CDCs including community, district and school key stakeholders to be seek clarification that (a) our program design is working effectively and (b) make any necessary adjustments to our program to improve our interventions at grassroots level. For example, in response to the increased levels poverty and hunger CAMFED Zimbabwe is actively working to support Mother Support Groups to increase their school feeding activities. Recognition of the benefits to students of the Learner Guide program across all three countries has led to a commitment from all Ministries for the LG program to be embedded within school structures including official timetabling as part of the school weekly time table.*

*The EE confirmed in the midline report that the ToC is 'a powerful representation of how all the project components are directed at empowering women, with the downward arrows indicating how they will give back and support other girls. It also indicates some of the barriers and that all the assumptions identified in the project ToC have not substantially changed since baseline' CAMFED concurs with this evidence. The changes that we have made to the CAMFED GEC-T ToC are mainly presentational, in terms of pulling out the 'hidden' or 'missing' middle referred to in the baseline recommendations. The revised ToC is based on the original three core hypothesis which we strongly feel are still valid and relevant to the project delivery and outcomes. The revised ToC is now interconnected and linked to indicate how we expect the outcomes to be achieved over the short, medium and long term as a result of project implementation.*

*Further insights made by the EE in this midline report suggest that the revised ToC 'does not include any of the activities nor maps out how these work synergistically to contribute to outputs. For example, given the problem that the project seeks to address is identified as "Poverty" the diagram does not show the crucial role that the provision of bursaries plays in the empowerment of marginalised girls and the success of the project. Indeed, without the provision of the needs-based financing (bursaries), many marginalised girls would not be able to remain in school'.*

*The External Evaluator has given feedback that the detailed project activities have been omitted in the revised ToC. We agree with this finding as it is in keeping with the principles of a ToC where other key project documents such as the project logframe and workplan clearly define the specific project outputs, outcomes, intermediate outcomes and activities that are designed to achieve these.*

***What is the project's response to the conclusions and recommendations in the report?***

- The management response should respond to each of the External Evaluator's recommendations that are relevant to the grantee organisation (see Section 6). The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

**Midline Report Conclusions and Recommendations**

**MEL framework recommendations**

**Recommendation 1.**

The midline Head teacher survey asked whether there was wrap around financial care for marginalised girls; however, the responses did not give latitude to understand how the Head teacher supported or directed the funding to be used. It is recommended that the Endline Headteacher survey questions might be further refined. New questions should seek to discern where the groups and activities recorded in the Headteachers' survey are formalised and part of a regular set of activities taking place at or around schools. This will allow for a more robust assessment of whether changes in community/school activities indicate school level sustainability is growing (5.2.3)

*Project response: We will take action as recommended by the External Evaluator during the endline evaluation planning process.*

**MEL framework recommendation**

**Recommendation 2.**

Accurate attendance data is always difficult to ascertain. In GECT 5101 the Zambia primary school data is often particularly hard to find. In the midline evaluation this has led to a gap in understanding. The EE is concerned that although attendance is clearly a critical part of the GECT 5101 Theory of Change, the project cannot easily improve the systemic lack of data availability in many schools. The EE notes that indicators relying on attendance data may unfairly penalise the project, making it appear as though it makes less progress than it does. Although it is not the mandate or responsibility of CAMFED to improve school record keeping, in order to support intervention and comparison schools involved in the endline survey it is recommended that CAMFED hold further meetings with the NACs and CDCs and other bodies to support ministries' attempts to strengthen the record keeping process in the relevant schools in order that endline attendance data can be calculated. In addition, although attendance spot checks are part of the monitoring regime of governments, CAMFED may support the ministries of education to conduct spot checks in the comparison districts, in the year prior to the endline school surveys. This will then ensure a more robust set of attendance records for the endline evaluation.

**Project response:** We will bring the issue of unavailability or lack of reliable school attendance data to the attention of the NACs and CDC as part of the midline dissemination midline finding meetings. At previous evaluation points we have found this dissemination to be very helpful in galvanising action, and contributory to maintaining/pushing up already good learning results, including under GEC1.

#### **Design and calculation of beneficiary numbers recommendations**

##### **Recommendation 3:**

In relation to Outcome Two, there is no logframe target or counterfactual for the aspect of post school transition, CAMFED could consider repeating the research for endline and widening the research for transition to the comparison districts at the endline in order to find out what marginalised girls are doing after leaving school, particularly in Tanzania and Zimbabwe, where the entire cohort is expected to have left school by then.. (4.3)

*Project response: This recommendation is misplaced: the Logframe already contains relevant indicators that cover the post-school transition. IO Indicator 2.5 Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion. As provided for in the evaluation strategy the household surveys in Tanzania and Zimbabwe at the endline will provide a counterfactual and achieve what the EE is recommending.*

##### **Recommendation 4**

All in all, the activities to prevent violence in CAMFED supported schools is limited and whilst corporal violence under certain circumstances is legal in the countries that CAMFED works in, more could be done. The construction of this intermediate outcome is extremely weak and is perhaps a reflection of the lack of focus of CAMFED's program on School based violence. A recommendation for CAMFED is to review all its school-based activities with a view to building a much stronger school-based violence prevention program. It is also recommended that this Intermediate outcome be revised to reflect a stronger, more robust approach to violence against girls in CAMFED supported schools. (6.1)

**Project response:** We agree that there is a need to periodically review programs on gender and social inclusion and SBV and we do so regularly: we would highlight that although CAMFED's interventions at school level are not explicitly labelled 'violence prevention or similar', (as working in this way can often create unintended issues in relationships and dynamics) contextualised, pro-child, strategies to combat SGBV and dismantle the norms and barriers that enable it are interwoven through project activities, including through the inclusive, representative networks the project brings together around securing girls' rights (including TMs, CAMA, community members, government stakeholders, local leaders, victim-friendly police and courts, social workers, etc.). We feel that the EE's recommendation seems very much driven by their own understanding of what a SGBV violence prevention activity looks like, and regret that the EE has waited until the midline report to inform us of their opinion that the IO, agreed collaboratively with the FM, is weak in this area. We will reflect further on these findings with

*CAMFED organisations and community stakeholders to identify areas where it is possible to strengthen this approach within the scope of the project.*

### **Scalability and sustainability recommendations**

#### **Recommendation 5**

##### **Learning outcome 1**

Currently there is no quantitative evidence that Maths teaching is stronger in intervention schools and it is clear from numeracy outcomes in all three countries that boys' DiD in numeracy surpasses that of girls. Therefore the EE recommends that the project considers providing additional training or guidelines for teachers on how to engage girls in mathematics or establish Maths Clubs for girls. In addition CAMFED should investigate further whether maths teaching is stronger in intervention schools at endline and possibly as a special operational study by CAMFED.

***Project response:** Midline results will be disseminated to NAC members and district level key stakeholders who are responsible for the training of teachers and have a direct role in improving learning outcomes in schools. We will share the learning outcomes from the research and advocate with Ministries of Education to focus on gender-sensitive pedagogies particularly in relation to maths, to ensure that learning interventions are targeted to ensure a balanced achievement of learning outcomes for both genders but especially marginalised girls*

#### **Recommendation 6**

##### **Transition outcome 2**

Given the achieved transition outcomes in Zambia and Zimbabwe, it is recommended to reduce the endline transition outcome targets to +2.7pp and +5pp respectively. For Tanzania the recommendation is to increase the target by a factor of three over the midline target, to a target of +10pp.

***Project response:** Given that the majority of the tracked cohort in Zimbabwe and Tanzania will be out of school by endline, we will work with the FM to discuss this recommendation raised by the EE during the endline preparatory planning meetings.*

### **Recommendation 7**

#### **Sustainability outcome 3**

Some PSGs are motivated and working well several years from formation but others have ceased to work so well. Although parents with children at school may be initially well motivated, this may change as children grow up and leave school, and personal circumstances of PSG members may change. Therefore the EE recommends that an element of succession planning is built into the structure of PSGs (e.g. terms of service) and that CAMFED district staff regularly check on the extent to which this is working, to flexibly intervene to support where needed.

**Project response:** *We will investigate this further across countries, recognising that this will vary between communities, and work through our district and community structures on where structural changes may be helpful.*

### **Combatting Sexual and Gender Based Violence**

#### **Recommendation 8**

As noted in 7.2.2 above, more attention is needed by CAMFED to combat SGBV including corporal punishment where it exists. This is both to be consistent with CAMFED's Child Protection Policy and to ensure that the GESI transformative work CAMFED does, is fully optimised.

#### **Recommendation 9**

- I. For the serious and widespread issues of corporal punishment, CAMFED should continue to focus on the importance of following (adhering to) the law and explaining the impacts on children with respect to corporal punishment, through the application, support and monitoring of the CDC, incorporating this aspect into all future training with teachers and Heads of School.

*Project response: The CAMFED Child Protection Policy and Code of Practice state a clear commitment to the protection of the rights of the child and enshrines the protection of the child against all forms of child abuse. This includes corporal punishment as a form of physical abuse which relates to actual or likely physical injury to the child or failure to prevent physical injury or suffering to a child: the child protection policy contains a dedicated annex on this. CAMFED has used this Child Protection Policy to train key stakeholders in the safeguarding and protection of children within schools and supported Head teachers and staff in CAMFED partner schools to develop their own school-level Child Protection Policies. During the midline evaluation the EE observed that despite schools having developed their Child Protection Policies excessive use of corporal punishment was still prevalent in CAMFED partner schools in Zimbabwe and Tanzania. Corporal punishment is still allowed to be legally administered in schools in Tanzania. We recognise that the EE found instances of corporal punishment being implemented in clear contravention of what is legally allowed.*

*The schools we work with are owned by the ministries of education, which operate within the existing national law, and where corporal punishment takes place it is carried out by Ministry-employed teachers or school staff under the protection of the law. The boundaries of legal responsibility are a clear impediment to what CAMFED is able to do in tackling corporal punishment; since in Tanzania the*



*practice is not illegal we have been unable to influence authorities sufficiently to stop it entirely, despite sustained campaigns.*

*We recognise corporal punishment as one of a number of safeguarding issues that we encounter as an organisation and have a role in tackling and we are active in developing and enacting strategies to combat it. We take full advantage of our status as a longstanding, trusted partner of the Ministry of Education, at national and district level, to lobby the government itself and its district and school staff (including teachers) against the use of corporal punishment and to promote alternative approaches to discipline.*

#### **Recommendation 10**

Through the CDC Heads of school (**Tanzania**) and Head teachers (**Zimbabwe**) should be expected to give championship to appropriate and non-corporal punishments and to strongly counsel teachers that punishment for poverty or gender reasons beyond the child's ability to change, is illegal and must be stopped. (6.6.2)

*Project response: See above.*

#### **Recommendation 11**

Further, it is recommended that CAMFED focuses its emphasis on the practical implementation of child protection policies through the development of practical guidance and training going beyond the development of the policy itself. The target for this is the LGs, TGs and TMs who could provide an even stronger focus on SRH and GBV. This guidance and corresponding training is to replace what was found in schools, which was a piece of paper hanging on the school notice board or a booklet closed in the Head Teacher's office (6.6.3)

*Project response: The comment by the EE disregards the level of input and process including by stakeholders that got the school/community to the point where there was 'a piece of paper hanging on the school notice board' and that this is very significant step in the contexts we work in; further that its production and presence reflects a process of examination of practical implementation issues. We agree that this can be strengthened, as an ongoing process, but to suggest that this should be replaced ignores the value of what has already taken place. CAMFED trains Teacher Mentors, Learner Guides,*

#### **Recommendation 12**

**Schools and communities working together to alleviate hunger** In Zimbabwe and Zambia where hunger is growing, and in all areas of GECT 5101 where schools budgets cannot fully support marginalised girls, community groups such as PSGs and MSGs can undertake an important contributory function to keeping girls in school. In order to enable these community groups to contribute in the most optimum way to supporting marginalised girls and to increase the groups' sustainability, it is recommended that CAMFED provides them with more needs-based coaching and mentorship and a small amount of financial support for income generating programs for. Areas in which groups could further contribute could include topics such as girls' leadership, financial management, and other locally identified technical skills relevant to the types of projects these groups run. (5.2.2)

members of the CDC and Head teachers on child protection and safeguarding in schools. During this training CAMFED provide practical guidance to key stakeholders on the practical implementation of child protection policies, procedures and systems in schools. However, within our training programs we will continue to place sufficient emphasis to support key stakeholders to embed child protection and safeguarding in operational best practice in schools.

**Project response:** CAMFED recognises the importance of community groups such as PSGs and MSGs in providing school feeding programs to alleviate the issue of hunger faced by many students which has a negative impact on their regular school attendance. CAMFED has provided and still does provide, where resources permit, financial support for IGAs to these groups across its program. CAMFED's support has included linking these groups with available training opportunities and funding opportunities for example from governments and where food is being distributed CAMFED's community groups running school feeding have been prioritized. Where public services/ products are available groups have received loans from government e.g. in Tanzania. Whilst we are able to and indeed do build the capacity of these community groups as recommended by the EE, the GEC-T budget does not have further scope for financial support to finance income generating projects (IGPs). However, we do know that IGPs are a sustainable strategy to empower communities to support the most vulnerable children and we will endeavour to communicate this to the NAC when the midline findings are disseminated to them.

#### **Support to CAMA**

##### **Recommendation 13**

CAMA may be able to act independently once they have initial training and a grant/loan but commonly continue to need the support of local CAMFED staff and community stakeholders. The EE suggests:

##### **Recommendation 14**

CAMFED should tailor some of its training and support to the CAMA members in different stages of their post school life; for example, one program for new recruits, another program for new mothers in order to boost new members more and in order not to lose those who move to another phase of their lives.

**Project response:** CAMFED identified the phase immediately after secondary school graduation as the most critical period in young women's lives and so responded with a new post-school program at the start of the current GEC-T grant designed specifically to support young women through this phase to a secure adulthood. CAMFED's focus on successful transition also includes support for young women to resit when they have failed their final exams and tailoring training to young women at different stages of their post-school life. For example, young women in their post school life could potentially be new mothers and they are included in CAMFED's training e.g. of Learner Guides & Transition Guides etc.

##### **Recommendation 15**

II. Ensuring District CAMFED staff always have youth work, particularly CAMA work experience

**Project response:** District CAMFED staff include CAMA members/former CAMFED beneficiaries among their number; over 30% of CAMFED national level staff are CAMA members. Experience in the education and youth sectors is an important recruitment consideration in relation to district staff – however we would welcome further clarification on what ‘CAMA work experience’ refers to and also to have more detail on the key credentials that the EE asked for when interviewing the District CAMFED staff which resulted in this recommendation being made.

#### **Recommendation 16**

- III. Ensuring the District CAMFED staff pay close attention to rises and falls in active membership and propose and carry out effective strategies to keep the CAMA productive (6.2.6)

**Project response:** We are unclear to precisely what the EE means by this recommendation. CAMA is a self-governing organisation with an established and active governance and leadership structure, and provides within this project a conduit for transition and networking of GECT cohort. CAMFED does not place requirements or obligations on CAMA philanthropy. CAMFED District staff are actively engaged in supporting the CAMA leadership in growing and inspiring the CAMA network locally.

#### **Recommendation 17**

Despite overall healthy growth in the CAMA membership and activity, the EE noted in Handeni and parts of Chalinze district in **Tanzania**, that the CAMA active membership had dwindled and seemed to have little direction or motivation. Although this may be an operational (short term) issue, and should not overshadow the overall successes, the EE recommends CAMFED Tanzania invests in understanding the drivers of the comparative slow-down in local CAMA activities and put in place a strategy to revitalise CAMA in order to meet their endline targets and ensure sustainability after the end of the GECT 5101 project (5.2.2).

**Project response:** We think that the EE might have been in the field during the time of replacement of Learner Guides at the end of their 18-month contracts. This might be the reason why the EE felt that there were fluctuations in active membership. Learner Guides are drawn from the CAMA membership

#### **Recommendation 18**

Whilst qualitative research corroborates the vibrancy of the CAMA program and the loyalty and public spirited ethos of the CAMA members it would be useful to explore how far CAMA feel the burden of their responsibility, in order to put in place suitable strategies to overcome it. CAMFED will also need to understand more about the dynamic of CAMA in **Zambia** where the target was so exceeded. Some of the issues related to leadership of community structures and the extent, to which they are tied into school-based initiatives, may come into play here, as explored in Chapter 4 Transition. CAMFED may wish to learn lessons about these successes and potentially apply them to the other countries in GECT 5101. (5.2.3)

*(largely GEC graduates) but are not the entire membership. See above for more information on CAMA governance. Again, CAMFED does not require or oblige CAMA members to commit to a particular level of philanthropy (as this would be very inappropriate), and the targets in the logframe are project targets for CAMFED, not CAMA directly. The targets measure the capacity and success of CAMFED's program in supporting young women into a position where they are able to give back, and the extent to which they are enabled and inspired to do so.*

**Project response:** *This is noted and CAMFED will explore these findings further in relation to CAMA and lessons learnt from successes with the potential of replicating good practice. Again to note that the responsibility of being a Learner Guide is held by a subset of CAMA members explicitly recruited and incentivised to the role.*

## **Hostels**

### **Recommendation 19**

Where there is a hostel, there are multiple benefits that affect all areas of a girls' life, both relating to attendance and beyond attendance to their personal benefits and their opportunities for better learning outcomes and transition. Recognising that CAMFED is not responsible for the provision of hostels and that there could be additional safety and security/child protection concerns from building new hostels, as well as daily running costs and upkeep, the EE still recommends that where possible CAMFED advocates for the appropriate provision of, and support in the building and maintenance of hostels (6.2.2).

**Project response:** *CAMFED is actively engaged with Ministries of Education in all three countries, through a collaborative MOU and through leadership of and participation in high-level working groups. CAMFED Zimbabwe is currently engaged with MoPSE on addressing the adequacy, safety and security of hostel accommodation in some partner districts. In Tanzania, CAMFED National Director Lydia Wilbard has recently been appointed Chair of the Strategy and Operations Committee as well as a Board member of TEN/MET, the Tanzanian Education Network, which comprises 181 organisations working across the education sector and is highly influential in driving changes in the delivery of education in Tanzania, including those related to access and distance to school.*

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

- Does the external evaluator's analysis of the projects' approach to gender, social inclusion and disability correspond to the projects' ambitions and objectives?

**Project response:** *The analysis found that the project is delivering 'transformational' GESI change for girls receiving packages of financial and material support, confirming that the project is effectively reaching the most marginalised in this regard. The evaluator felt that change felt by those girls not in*

*receipt of targeted packages of support was less significant; this may reflect that the girls receiving this support have been selected in their communities as the most marginalised facing the most significant barriers, where change is likely to be more visible and rapid.*

*The analysis recognises that 'CAMFED has initiated many elements to support access to secondary education for disabled girls including using the Washington Group questions in regular project monitoring, awareness raising to reduce the stigma of disability'. There are further recommendations to introduce specific activities for disabled children within the project; this is already taking place from the perspective that CAMFED's responsive packages for support recognise and cater to individual needs including those related to disabilities. Work with schools and SBCs includes focus on the accessibility of buildings and lessons, and classroom organisation to the benefit of those with disabilities.*

- Please respond to opportunities highlighted by the evaluator to be more transformative in your approach.

**Project response:** *In the key intermediate outcome findings the EE stated that:*

*'Results from the midline indicate that the achievement of the outcomes and greater gender transformation will be strengthened and achieved if more direct action is taken to:*

- *improve the quality of teaching and learning and the learning environment for marginalised girls*
- *Include girls living with disabilities more directly in CAMFED's programs*
- *Directly address hunger issues for marginalised girls*
- *Involve Teachers, community members and community leaders are directly to address some of the underlying gender norms that cause abuse and overwork of adolescent girls'*

*We recognise that there is always more that can be done in each of these areas. They are very broad, and issues vary significantly between contexts. We are taking these findings to discussions at school, community, district and national level to explore what additional actions can be taken to further increase the transformative change brought about by the project.*

*As described above we are actively using our position and relationship with Ministries to advocate for more in-service teacher training. We are also exploring the possibilities within the budget available to further increase the number of learning materials being made available to girls in school, and the flexibility with which they can use them. There are specific project activities aimed at supporting schools and communities to develop and implement context-specific action plans to improve the learning environment: to the final point made by the EE above, we will ensure that these take detailed account of prevailing norms and specific barriers in the local community.*

**What changes to the logframe will be proposed to DFID and the Fund Manager?**

- The management response should outline any changes that the project is proposing to do following any emergent findings from the midline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs (following completion of Annex 3 on the output indicators).

**Project response:** *We plan to reflect with our internal Evaluation Steering Group over the coming weeks on any necessary changes to the logframe; we'd like to take account of feedback from the FM in that discussion, too. We do not plan to follow the EE's recommendation to include indicators in relation to the Transition Program in the Logframe, since these already exist.*

Additional points raised by the project from the 5101 draft report

*In section 2.3 (Are the project activities still appropriate to the key barriers and characteristics?) the EE has used a comparison between GEC-T funded students and those supported under DFID Zimbabwe's ZGSE programme. We asked for this to be removed following agreement with the FM and DFID at the outset of the GEC that including such comparisons in the evaluation approach would be inappropriate. The EE was unwilling to remove it so it remains in the text.*