

**A New Equilibrium for Girls
Camfed International 5101**

Endline Report

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Executive Summary

Project scale

Camfed's Girls' Education Challenge project in Tanzania and Zimbabwe was designed to address the barriers faced by poor rural girls in accessing education (including marginalisation, instructional barriers to progress, lack of true gender parity, low awareness of rites and limited post-school opportunities). The project worked with a total of 991 secondary schools across 11 districts in Tanzania and 24 districts in Zimbabwe. By the endline, the project had reached a total of 172,579 girls in Zimbabwe (118,223 of whom were marginalised) and 88,061 in Tanzania (53,641 of whom were marginalised) as well as 173,938 boys in Zimbabwe (55,069) of whom were marginalised), and 106,334 boys in Tanzania (65,927 of whom were marginalised).

Theory of change

Camfed focussed on increasing girls' retention through a full cycle of early secondary education and improving their opportunities to learn. The theory of change was that, by addressing the financial barriers to education, there would be a reduction in school drop-out (see Figure 1.1). It assumed that girls' communities would be involved in identifying financial and other needs and that a local governance model that ensured transparency and accountability would support disbursement, enabling girls to stay in school. In turn, it was assumed that this would enable them to take advantage of the project interventions in school. These included:

- voluntary staff support (young women who had previously been supported by Camfed training as Learner Guides and committing to an 18 month period working in schools)
- a life skills programme focused on non-cognitive skills (Camfed's bespoke My Better World Programme), delivered by the Learner Guides, in order to raise motivation among marginalised girls, and improve both their academic and general confidence to face their post-school futures
- academic support using subject-based Study Guides (tailored to the national curriculum) to enhance their learning outcomes

This would lead to an improvement in their academic skills, broader life skills and competencies and so support their progression rates from one school year to the next. It would also prepare them better for the critical transition from school to a secure and productive young adulthood.

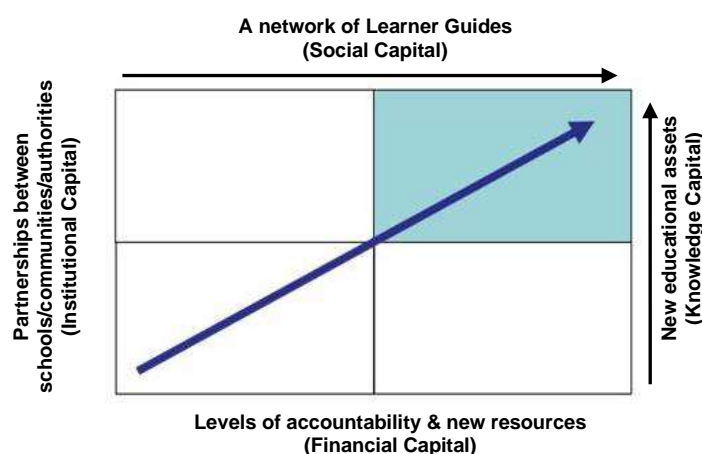


Figure 1.1: Step change to a new equilibrium in girls' communities

Although the project was focused on raising attainment amongst marginalised girls the in-school activities and materials were also available to all boys in the schools.

Project impact

The evaluation used a quasi-experimental approach to assess impact, tracking two different cohorts of secondary-aged students (from 2013 to 2015 and from 2015 to 2016) in both intervention and comparison schools to assess the relative level of progress made by marginalised girls in English, maths, levels of attendance and retention.¹ The intervention schools in each country were clustered in districts in which Camfed was working in 2013, while the strategy for the identification of the comparison schools differed by country, as set out below:

- In Tanzania, the comparison districts were selected *from within the same geographical regions* as the sampled intervention districts, with comparable intervention and comparison districts selected on the basis of available education data (EMIS).
- In Zimbabwe, Camfed negotiated access to Chipinge District as a comparison district in which no Camfed interventions would take place during the project timeframe.

Within the sampled intervention and comparison districts, the GEC Evaluation Manager randomly selected the sample of schools that were to be included in the evaluation, a total of 141 schools in Tanzania (of which 81 were intervention schools) and 121 schools in Zimbabwe (of which 70 were intervention schools). Levels of literacy and numeracy within the cohorts of tracked students were measured using nationally recognised, age-appropriate assessments, written in English (the official language of instruction at the time). The national examination councils in each country (Zimbabwe Schools Examination Council and the National Examination Council of Tanzania) designed parallel forms of these tests specifically and exclusively for use by Camfed in the evaluation of the GEC. This ensured that the tests were not repeated with any cohort and that the tests were separate from any school or national assessments. The two Councils also marked the tests.

The evaluation found that the project had a **significant positive impact** on retention (measured using information from school registers, which showed the number of students on roll) and on attainment in both countries, although it had no significant impact on attendance. The serious drought and floods that affected Zimbabwe and parts of Tanzania, and the economic downturn that faced Zimbabwe, are likely to have affected students in many schools, reducing attendance at times. While students were enrolled in school (and their continued retention may have been supported by the SUF), their level of individual attendance varied.

- supported marginalised girls in intervention schools were significantly more likely than their counterparts in comparison schools to have stayed in school to the end of lower secondary education (Form 4). This was true for students in Cohort 1 (tracked from Form 2 in 2013 to Form 4 in 2015) and for students in Cohort 2 (tracked from Form 3 in 2015 to Form 4 in 2016).
- marginalised girls in intervention schools made significantly more progress than their counterparts in the comparison schools at both midline and endline and in both English and maths.
 - At **midline**, marginalised girls in Cohort 1 in Tanzania (where tests were marked out of 100) made, on average, a mean of +7.26 marks more progress from their baseline scores in English than the marginalised girls in the comparison schools had made (an effect size of 0.57). In Zimbabwe (where tests were marked out of 50), marginalised girls in Cohort 1 made, on average, a mean of +2.36 marks more progress over the marginalised girls' scores in the comparison schools (an effect size of 0.32).
 - Scores in maths at **midline** also demonstrated statistically significant findings amongst marginalised girls in intervention schools. In Tanzania, this equated to +16.62 marks (an effect size of 1.06) and in Zimbabwe it was +1.12 marks (equated to an effect size of 0.14).
 - At **endline**, the mean English scores (marked out of 100) marginalised girls in intervention schools in Tanzania, increased by an average of +11.32 marks over the

¹ The project worked only with girls in school.

marginalised girls in the comparison schools (an effect size of 0.740) and for maths they increased by an average of +13.26 points over their counterparts in the comparison schools (an effect size of 0.65).

- In Zimbabwe, the mean scores for marginalised girls in intervention schools at the endline increased by +2.57 marks over the marginalised girls in the comparison schools (an effect size of 0.294) in English and by +1.35 points over their peers in the comparison schools on maths. This equated to an effect size of 0.139.

The effect sizes found at endline (as at midline) represent a **substantial achievement**, particularly in English (in both countries) and in maths in Tanzania. As noted in Conn (2014)² the overall effect size noted in a meta-evaluation of 66 separate education experiments (randomised control trials and quasi-experimental designs) in sub-Saharan Africa (few of which were in marginalised rural areas) was 0.181, with values ranging from 0.008 (student health treatments) to a maximum of 0.228 (pedagogical interventions).

Key findings at endline

The project was successful in meeting many of its targets, particularly in relation to the increased retention, progression and learning outcomes of marginalised girls (see above), the recruitment and training of Learner Guides and the uptake and use of mobile technology to support educational planning. Independent audits of the **Step-Up Fund** (SUF) found that the process was well managed, transparent and incontestable and that there was equitable disbursement of the funds. There was both quantitative and qualitative evidence that the SUF had overcome barriers to education for many marginalised girls. The quantitative evaluation found that it was significantly associated with lower levels of drop-out, while the qualitative research highlighted many cases where girls would not have been able to attend school without access to the SUF.

Evaluation evidence also confirms that the **Learner Guide** programme and the **My Better World** curriculum have had a statistically significant impact on girls' enjoyment of school and confidence in their academic progress in both countries, and in Tanzania had made them feel more integrated in society. The project effectively recruited and trained 3,653 young women to become Learner Guides across the two countries. The Guides not only delivered the My Better World programme, which was the original intention, but also supported and mentored marginalised girls, established or supported study groups and promoted child protection policies. The qualitative information confirmed that the Learner Guides had an impact in raising awareness and confidence not only on marginalised girls, but on less marginalised girls and on boys.

The **Study Guides** (in maths, English, science and, in Tanzania, How to Learn English) were welcomed by both students and teachers for their use of simple, clear language and pertinent examples (the guides were designed to follow the national curriculum in both countries). They also formed the core resources of the study groups that were led by Teacher Mentors and Learning Guides. Use of the study guides was statistically associated with higher attainment in maths and English in both Tanzania and Zimbabwe. Teachers welcomed the synergy between the Study Guides and classroom teaching said the materials enabled them to spend less time on topics, as the students had access to worked examples with answers.

Effectiveness, impact and sustainability

The projects interventions were largely very effective, both in terms of delivery and in terms of the outcomes they achieved. The findings around **the SUF** are positive, but nuanced. The quantitative evidence suggests that financial support has helped significantly in relation to the retention of marginalised girls, and the qualitative evidence agreed with this. It identified the role of the SUF in Tanzania (where the government has paid school fees since 2016) in making the difference between a girl being able to obtain the necessary items to stay in school and dropping out. Where girls faced more severe problems, however, the SUF was not of itself sufficient to meet all needs (or the needs of all marginalised girls) in either country. The audits found that some girls who had been identified

² Conn, K (2014) Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact evaluations. [online] Available <https://academiccommons.columbia.edu/catalog/ac:175014>

as eligible for the Fund had dropped out of school before the monies could be distributed to them. This highlights the level of need and the difficulty of ensuring that sufficient funds are available to local communities to continue the process.

The innovative **Learner Guide** programme (and the My Better World curriculum) has been transformative not only for the students with whom they have worked (see above) but also for the CAMA girls who trained as Learner Guides. Many have the chance to improve on their Form 4 outcomes (O levels) and/or achieved BTEC Level 3 qualifications: by February 2017, 567 Learner Guides in Zimbabwe had been awarded this certificate, and a further 600 across both countries were registered to submit evidence towards it. Camfed programme data also records that 119 Learner Guides have achieved places at teacher training colleges and at least three are already working as teachers. Access to the Kiva loans and helped many in establishing small businesses, promoting financial independence. The qualitative research highlighted the changes to their status in their communities, including instances where previously marginalised girls were now seen not only as valuable contributors in school, but also in the wider community, such as contributing to the management of the electoral process.

Many teachers reported using the Study Guide materials for lesson planning and preparation. This was an unexpected outcome, as under the initial theory of change, the materials were designed primarily as a means of promoting self-study and self-examination and were not seen as a classroom resource. In maths, their regular use in the classroom was statistically associated with higher attainment (providing a checkable source of practice material). In the qualitative research the maths and science guides were also credited with both promoting greater interest in maths (and science) with increased registration for maths and science examinations and (in at least one school in Zimbabwe) a much improved pass rate at Maths O level.

The picture of regular classroom use (as well as independent use) leading to better outcomes was not replicated in English, where pedagogical approaches may need to rely less on repetition and more on diverse teaching strategies and a wider range of resources. While the use of the study guides was associated with higher attainment, daily use with teachers in the classroom was associated with a small but significant lower level of attainment than was seen amongst students where their use was less frequent. This suggests that, while the guides were believed to have helped improve reading and writing skills (particularly in narrative and descriptive compositions), their regular use in the classroom might reflect not just a lack of other resources, but, possibly, a lower levels of skills amongst teaching staff.

Sustainability

The project has had a significant impact on many of the students and Learner Guides that it affected and thus supports many elements of the theory of change (particularly around the local identification of need, transparent accountability in the community, the Learner Guides, the My Better World Programme and the subject based Study Guides).

Many of the barriers to the education of marginalised girls (both financial and social) have been addressed and (at least partially) overcome for many participants. The impact is likely to be sustained for those participants, with higher attainment, increased confidence and positive attitudes opening up opportunities to further education and employment, for example. The training received by the Learner Guides, and the business loans many accessed, will stand them in good stead and the philanthropic attitudes the programme promoted (with Learner Guides and other CAMA members supporting marginalised girls in schools) will undoubtedly have an impact in the community.

However, the longer-term sustainability of these elements of the programme, which relies on a network of CAMA members and Parent Support Groups as well as active School Boards, CDCs and district officials being or remaining fully committed may not be sustainable without being included in the mainstream of educational activities and wider government support (from the Tanzanian and Zimbabwean governments).

The model of governance is strong and replicable, and the interventions effective, but it requires being brought into the mainstream and dedicated funding in addition to local philanthropy to continue and/or grow.

The introduction of a low-cost needs-based financing mechanism (the SUF) was widely welcomed in the field, but there is insufficient evidence that it could replace the Bursary in all circumstances, though it clearly had an impact in some. This has longer-term cost implications for Camfed

Recommendations

Camfed works primarily with governments and government agencies and projects are managed by Camfed local offices, so no recommendations have been made for other organisations or groups. Recommendations have been made for Camfed and for DFID and other donors.

Recommendations for Camfed

These are to build on the existing work with local and national government agencies to promote longer-term sustainability for:

- the transformative Learner Guide programme and My Better World curriculum; the Learner Guide programme has already been rolled out into four non-project districts and 80 new schools
- the innovative governance model (with its emphasis on local community involvement and accountability) since the level of sustainability (without GEC funding) and replicability (in other communities) is not clear.

Recommendations for DFID and other donors

During this evaluation, we identified three main areas for consideration by DFID/other funding agencies:

- Focusing on some non-cognitive affective outcomes in addition to or instead of attainment within any portfolio focused on education
- Maintaining a clear focus on requirements and the overall vision of the programme from the outset and recognising that context always matters.
- The importance of an outcome-focused evaluation is fully accepted. However, the use of payment by results can be a perverse incentive since it reduces the willingness of projects to take risks in implementing new approaches that might not work as anticipated and so affect their funding. This may have reduced the level of innovation in the programme.

1. Introduction

1.1 Background to project

1.1.1 Project context

In Tanzania and Zimbabwe, where poverty steepens gradients of exclusion and marginalisation, poor rural girls face the worst conditions for both educational access and retention (AEO, 2016)³. The Girls' Education Challenge project that Camfed developed was designed to address some of the barriers that these conditions raised, seeking to increase girls' retention through a full cycle of early secondary education (to Form 4) and improving their opportunities to learn.

- In Tanzania, the education system comprises seven years of primary school, four years of secondary school and two further years to A-Level examinations, but access to upper secondary education is limited. In 2014, the UNDP Human Development Report indicated that, while 80% of primary-school aged children attended school, only 34% of boys and 29% of girls of secondary-age attended school.⁴
- In Zimbabwe, students receive seven years of primary education, four years of lower secondary education up to O-Levels and, for a small proportion of students, two further years to A-Levels. A recent report by the Zimbabwe Vulnerability Assessment Committee indicated that, in 2015, about 76% of school-aged children (and 77% of school-aged girls) attended school.⁵ However, it was clear from the 2012 DFID business case for education investment⁶ that secondary school attendance was lower; the Net Attendance Ratio (NAR) was nearer 45%, and a high proportion of girls failed to make the transition from Primary 7 to Secondary Form 1.

In enabling young people (and particularly marginalised girls) to access and be successful in lower secondary education, needs, the GEC programme had to take account of both similarities and differences in both context and in educational policy, as explored below:

Addressing marginalisation

Both countries faced challenges related to the **marginalisation of different groups**. In Tanzania, for example, eight per cent of children under the age of 18 are single or double orphans,⁷ while the figures in Zimbabwe are even higher (eighteen per cent of children under 18 have one or both parents deceased)⁸ and the incidence is markedly higher in rural areas (20% of children) than in urban areas (12.6%). **Orphans** and fostered children are often marginalised because they are seen as a 'burden' in a relative's home. They are given heavy domestic duties or are required to contribute to household earnings through informal paid work.

Children whose parents are affected by **HIV** are often stigmatised, and face the responsibility of caring for parents and siblings, as well as supporting the family's survival (populations of young carers are growing compared to adult care-givers in Africa⁹). Amongst young people themselves, HIV prevalence is notably higher amongst less educated and poorer young women (in 2014, DHS data for Zimbabwe showed that 9.2% of young women with education levels no higher than primary school lived with HIV, compared with 2.8% educated to beyond secondary level).

Children with **disabilities** have few opportunities to realise their potential and face significant social and cultural barriers preventing them from participating in education, in addition to physical and practical barriers of distance and access to schools equipped to support their learning. A recent report noted that children with disabilities in Tanzania were twice as likely never to attend school as their peers without disabilities, and were only half as likely to progress to higher levels of education.¹⁰

In rural communities, girls are particularly vulnerable to sexual abuse (with a higher incidence of violence towards those with low levels of education)¹¹ or exploitation, particularly heavy domestic work. **Early marriage** is a coping strategy for financially overstretched families, but this cuts off girls from education and puts them at high risk for domestic violence, maternal mortality and HIV exposure. In

³ African Economic Outlook, 2016 and the African Development Bank Group,

⁴ Tanzania Human Development Report, UNDP 2014

⁵ Zimbabwe Vulnerability Assessment Committee, 2016

⁶ DFID Zimbabwe, Business Case for Zimbabwe Education Sector Support

⁷ Tanzania DHS, 2015-16

⁸ Zimbabwe MICS, 2014

⁹ World Bank Group. 2016. Global Monitoring Report 2015/2016

¹⁰ Human Rights Watch. (2017) I Had a Dream To Finish School: Barriers to Secondary Education in Tanzania,

¹¹ Zimbabwe Demographic and Health Survey, 2014

both Tanzania and Zimbabwe, there is a marked difference between age of first marriage in rural areas (18.7 in Tanzania and 19.1 in Zimbabwe) and urban areas (20.4 in Tanzania and 21.1 in Zimbabwe). The difference is even starker in relation to education levels; in Tanzania, median age at first marriage amongst those with primary education only is 17.8 compared to 23.6 for those with secondary or higher education. This picture is also evident in Zimbabwe (17 for girls with no education and 18 for those with primary education only, but 20.1 for those with secondary education and 23/6 for those with tertiary or higher education).

Coping with changing economic circumstances

During the four years over which the project was delivered in Zimbabwe (2013 to 2017) the country suffered a marked slowdown in economic growth. Lower government investment in social services and development coincided with a drought and flooding that heightened the incidence of poverty and food insecurity across the country. In contrast, the Tanzanian economy over the same period remained stable and strong, but rural Tanzania continued to experience a high degree of poverty.

Payment of fees and school-going costs plays a major factor in both access and retention of students, particularly girls, in marginalised, rural districts of both Tanzania and Zimbabwe. In the declining economic context in **Zimbabwe**, where 99% of the national education budget (itself a significant portion of the overall national budget at 25%) supports the employment costs of teachers and administrative staff, school fees are the only mechanism through which schools can support non-salary costs (such as learning resources) and material improvements (including physical infrastructure). Recent DFID evidence suggests that the average rate of fee payment in rural schools is now below 30%¹².

Although government policy is that no child should be excluded from school for non-payment of fees, the 2014 Child Labour Survey found that **poverty** remains the most common reason children failed to enrol in school. Girls' families struggle to meet the direct costs of schooling. A 2016 Zimbabwe Vulnerability Assessment further suggests that 32 percent of children not in school were absent due to financial constraints, up from 14 percent in 2012.¹³ While the government commitment to the right of all citizens to a 'basic State-funded education and further education' is enshrined in the constitution, its own Basic Education Assistance Module (BEAM), designed to assist marginalised students in accessing education, has been inactive for at least three years at secondary level.

In **Tanzania**, Circular 5, issued by the Government in November 2015 to implement the 2014 Education and Training Policy, removed the direct costs of education in terms of fees. Other school-related costs (hostel fees, food, sanitary wear, uniforms, books), however, remain daunting for impoverished families. Given the significant indirect costs of going to school, these barriers are likely to continue despite the recent removal of fees.¹⁴ Reflecting this, the baseline GEC survey carried out in 2013, Camfed found that poverty was the cause of dropout most frequently cited by parents (and school officials) in rural schools.

Instructional barriers to progress

In both countries, policies regarding the language of instruction create challenges for learners in basic literacy. While the language of instruction in both countries is English, it is usually a second or even third language for rural girls. In Tanzania, the language of instruction changes abruptly from Kiswahili to English at the transition from primary to secondary school. With most students ill-prepared for the change,¹⁵ it is associated high drop-out rates, which are higher for girls than for boys in every grade. In Zimbabwe, the official language of instruction is English but the use of local languages is permitted in early primary education, particularly in rural schools where students learn in their mother tongue before officially moving to English by Grade 3.¹⁶ In rural areas, the use of local languages frequently continues informally through all primary school grades.

Lack of true gender parity

Differences within and between the countries are also evident in terms of **gender parity**. While Zimbabwe has achieved gender parity at primary level, at lower secondary level, boys greatly

¹² DFID Zimbabwe, 2016

¹³ ZimVac 2016 Rural Livelihoods Assessment

¹⁴ 2011 Tanzania Education Sector Analysis found a quarter of primary public education costs were covered by households despite the fee-free primary policy in place at this time.

¹⁵ 2011 Tanzania Education Sector Analysis found 65% of students have learning difficulties as they start secondary school.

¹⁶ Zimbabwe Country Case Study, Australian Council for Educational Research, 2016 – funded by UNICEF

outperform girls in lower-secondary exams (UNICEF, 2013).¹⁷ The pass rate for O-level exams for girls is only 19.4 percent compared to 23.1 percent for boys.¹⁸ In Tanzania enrolment for secondary education is similar for girls and boys, yet retention falls significantly for girls: 38.5 percent of girls complete Form 4, compared to 46.5 percent of boys.¹⁹ The reasons for such differences in gender parity, retention and attainment are complex and partly linked to poverty and gendered learning environments:

- In both Zimbabwe and Tanzania, Camfed's 2013 baseline surveys (in districts in which the project was implemented), found that two-thirds of all surveyed stakeholders (recent graduates, parents, teachers, district level government officials) agreed with the statement: "*If a parent can only afford to send one child to school, they will send a son.*" School officials and recent graduates asserted this most forcefully.
- Girls in rural secondary schools encounter a predominantly masculine environment. There are few female role models for them to look up to in the educational context. At the secondary school level, the majority of teachers are male (65% in Tanzania and 56% in Zimbabwe)²⁰ because more men than women reach higher education and have the qualifications to enter the teaching profession, particularly in secondary schools, and fewer female teachers are deployed to rural areas.
- Girls are also vulnerable to high rates of gender based violence, including sexual violence, in or on the way to school. A 2011 survey of adolescent girls in Zimbabwe reported that among those who had experienced childhood sexual violence, 28.1 percent experienced it on the way to school or at school (compared to 32.1 percent who experienced it at their home and 30 percent who experienced it at the perpetrator's home).²¹ In Tanzania, almost one in four girls who had experienced sexual violence prior to age 18 reported an incident occurred while travelling to or from school and a further 15 percent reported that at least one incident occurred at school or on school.²² The most vulnerable children appear to be targeted frequently. A study of over 6,700 secondary school students in Zimbabwe found strong evidence that orphaned children, particularly those who had lost both parents, were more likely to experience sexual abuse than those who were not orphans.²³ Camfed's 2013 baseline survey for the GEC project found that, in answer to the question "*Do you feel safe at school?*", 16% of students surveyed in Zimbabwe and 12% of those surveyed in Tanzania reported that they felt afraid all or most of the time at school.

Disparities between rural and urban educational contexts

Disparities also exist between rural and urban educational contexts that strongly affect the quality of learning experience for the students targeted by the project. A DIFD analysis of EMIS data in 2009, prior to the intervention, suggested that the annual secondary school income and expenditure per student in rural areas (\$44.20 and \$43.40 respectively) was less than half of that for the country as a whole and only one tenth of that available to pupils in low-density urban areas.²⁴ The MOESAC Operational plan in 2013, based on an analysis of EMIS data in 2012 found that, three years on, there was little change in average private expenditure (by parents and caregivers) for pupils in rural secondary schools. Compounding the impact of low income for schools is the high mobility rate among teachers in rural areas (generally seen as the least desirable placements). Transfer rates of up to 25 percent were observed across Tanzania and Zimbabwe in 2015 at the midline evaluation. Provinces with large urban centres (Harare, Bulawayo) have the highest percentage of trained teachers (77-87 percent), compared to rural provinces, such as Matabeleland North (55 percent).¹⁸

¹⁷ UNICEF Annual Report, Zimbabwe 2015

¹⁸ ZimStat Education Report , 2013

¹⁹ UN Economic and Social Council, Country programme document, United Republic of Tanzania 2016

²⁰ Tanzania EMIS, 2015 and Zimbabwe ZimStat Education Report , 2013

²¹ ZIMSTAT, UNICEF and CCORE, National Baseline Survey on Life Experiences of Adolescents, 2011.

²² UNICEF Tanzania, CDC, and Muhimbili University of Health and Allied Sciences. Violence Against Children in Tanzania: Findings from a National Survey 2009.

²³ Pascoe et al., Increased risk of HIV-infection among school-attending orphans in rural Zimbabwe, 2010

²⁴ DIFD, 2012, Business Case; Zimbabwe Education Sector Support (2012- 2015)

Limited post-school opportunities

Education is the factor that links improved outcomes for young rural women across a variety of indicators (fewer rural women who have completed secondary education experience gender-based violence,²⁵ for example). Nonetheless, numerous barriers to economic independence remain, including:

- a lack of formal employment opportunities: in Zimbabwe, for instance, women in rural areas, aged 15 to 49, are less likely to be employed (34%) than those in urban centres (52%)²⁶; female rural employment in Tanzania tends to be predominantly in agriculture (53%) or unskilled labour (20.5%);
- limited access to knowledge, finance and resources to support entrepreneurship;²⁷
- a lack of role models in leadership and public service positions at all levels. In Tanzania, for example, only 4.5% of women aged 20 to 24 were engaged in professional or technical managerial positions.

At the critical post-school transition, learners across both countries, particularly girls and young women, face a similar dearth of opportunity. In Tanzania, a recent study found only 4.3% of school leavers entered vocational training, 1.2% accessed technical education, and 4% attained higher education.²⁸

Low awareness of rights

Young women also graduate from school with poor knowledge of their sexual and reproductive rights: in Tanzania and Zimbabwe, nearly half of all girls aged 19 are either mothers or pregnant with their first child.²⁹ Early marriage and pregnancy are ranked among the top causes of female student dropout in Tanzania and Zimbabwe,³⁰ but school re-entry policies and practices vary. Despite the compilation of re-entry guidelines in Tanzania in 2009, they are yet to be approved and implemented. Common practice is to expel a pregnant girl from school, often after the invasive imposition of forced pregnancy tests, and, in lieu of an agreed policy, many teachers and education officials believe this is required by law.³¹ The Zimbabwe Ministry of Education's Circular P35 treats pregnancy as a disciplinary issue (though male students and teachers are rarely implicated or punished), but girls who fall pregnant officially no longer face expulsion and since 2010, are entitled to three months' leave, after which they are expected to resume studies.

The barriers that Camfed's project was designed to address as it sought to increase girls' retention and increase their opportunities to learn are set out below along with the project's theory of change.

1.1.2 Project theory of change and assumptions

Camfed's focus

Camfed's focus is on improving girls' educational access, experience and achievements in tandem with developing young women's confidence, agency and leadership. The intended result is a **virtuous cycle of development**, through which the investment in girls' education pays ever-increasing dividends in the activism of educated young women, which in turn raises girls' educational aspirations and success.

²⁵ Zimbabwe Demographic and Health Survey, 2014

²⁶ Zimbabwe DHS, 2015

²⁷ Camfed CAMA Survey 2016, CAMA Transition Survey 2016, LSHTM research 2010

²⁸ Tanzania Education and Training Policy 2014

²⁹ Tanzania DHS 2010 and Zimbabwe DHS 2015

³⁰ UNICEF, Global Initiative on Out-of-School Children, ESAR Regional Report 2015

³¹ Human Rights Watch, 2014

Interventions are delivered via a local partnership infrastructure through which Camfed brings together all those constituencies that influence a girl's life in order to reinforce her right to education and the entitlements that follow from this right. Camfed devolves programme management to these partner structures while simultaneously facilitating their engagement with policymakers, as a central strategy for sustainability and scale.

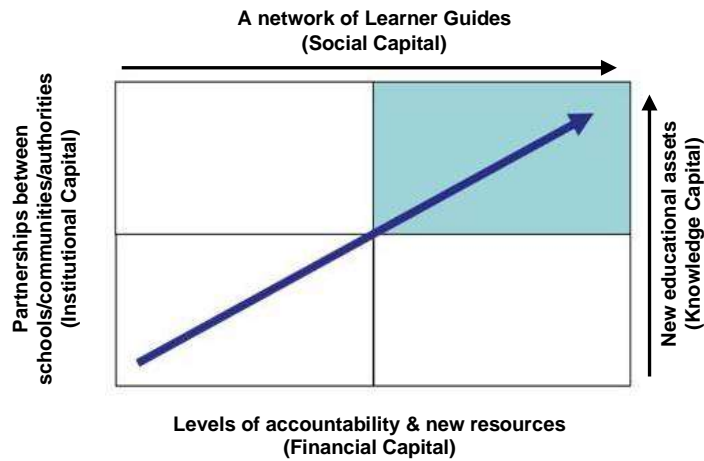


Figure 1.1: Step change to a new equilibrium in girls' communities

Camfed's GEC intervention targets marginalised girls in rural communities of Zimbabwe and Tanzania, with a focus on increasing girls' retention through a full cycle of early secondary education and improving their opportunities to learn. Camfed expects to see an increase in girls' progression rates from one school year to the next, and a reduction in school drop-out. Camfed also expects to see an improvement in educational outcomes for girls and boys – both academic as well as broader life skills and competencies that prepare them better for the critical transition from school to a secure and productive young adulthood.

The mainstay of Camfed's approach under the GEC is that, in tandem with supporting cohorts of girls through school, new forms of capital will be generated in girls' communities. This recognises that the transformation in girls' prospects within and beyond school necessitates transformation of their context. These new forms of capital represent important assets in rural communities that will multiply the returns on investment in girls' education and provide the basis for sustainability and step change. The generation of these forms of capital will result in the shift to a new equilibrium in girls' communities, illustrated in Figure 1.1.

Ways in which the barriers were addressed

Camfed's GEC SCW Theory of Change adopted an interlinked, holistic set of interventions to tackle key barriers to education for girls in Zimbabwe and Tanzania. The barriers included poverty as an obstacle to access and retention; instructional barriers to learning, such as a lack of learning resources; low aspirations and awareness of rights amongst girls, particularly marginalised girls; a lack of role models and a lack of opportunities (and awareness of opportunities) for girls once they leave school. The interventions that were put in place included:

- Targeted financial and material support required by girls to overcome poverty-related barriers to access and remain in secondary school.
- Additional learning resources to address under-resourced learning environments at rural schools, namely study guides summarizing the essential contents of core national curricular subjects made available to all students for independent learning within and beyond the classroom.
- Exposure to a broad, relevant, life skills curriculum strategically led by young women (Learner Guides) who are based in the local communities and who raise confidence of and support marginalised girls to remain in schools.
- Opportunities for young rural women acting as Learner Guides to:

- raise their own aspirations and develop essential soft skills of value for their post-secondary school experiences.
- acquire valuable job training experience
- receive entrepreneurship training together with access to interest free loans;
- achieve a level of financial independence
- earn a vocational qualification
- build strong social capital among a peer network and among local leaders as they give back to improving educational opportunities to girls at schools in their local communities.

Assumptions behind the project's theory of change

This **theory of change** is predicated upon the assumptions that:

- Individuals and local institutions (including school and parent committees and district education officials) are ready and willing to partner with Camfed to efficiently and effectively provide complementary material, psychosocial and school safety-related solutions that address the specific local needs of girls in their communities to access and remain in school
- Young women who have benefited from Camfed support will be willing to volunteer their time to give back in delivering the *My Better World* programme in schools
- Additional learning resources provided to students will be used by them to boost their academic learning
- A life skills programme focused on non-cognitive skills, facilitated by young women role models (Learner Guides) using an informal, interactive pedagogy, and supported by school leadership will raise motivation among marginalised girls to enhance their learning outcomes and improved both their academic and general confidence to face their post-school futures
- Supporting (with the local community) a critical mass of young women to complete successfully their secondary school education will help change the social context into which they will begin their lives as young women.

1.2 M&E approach and research methods

1.2.1 Evaluation approach

The endline evaluation followed the same quasi-experimental approach through baseline, midline and endline. This allowed within-country and some between-country analyses, as well as comparisons between girls and boys, between marginalised and less marginalised pupils, and facilitated both cross-sectional and longitudinal analyses. Quantitative data (collected through surveys and learning assessments) was supplemented by qualitative data. This was obtained (at various points in the study) through the surveys, interviews and focus groups (using a variety of methodologies) and was conducted with the full range of stakeholders (including students).

The intervention schools in each country were clustered in districts in which Camfed were working in 2013, while the strategy for the identification of the comparison schools differed by country, as set out below:

- In Tanzania, the comparison districts were selected *from within the same geographical regions* as the sampled intervention districts, with comparable intervention and comparison districts selected on the basis of available education data (EMIS).
- In Zimbabwe, Camfed negotiated access to Chipinge District as a comparison district in which no Camfed interventions would take place during the project timeframe.

Within the sampled intervention and comparison districts, the GEC Evaluation Manager randomly selected the sample of schools that were to be included in the evaluation. The overall sample size was

determined by power calculations of the number of schools needed to detect the Fund Manager's minimum required effect size for Payment by Results (PbR) assessments.

Sampling strategy

Within each randomly sampled school, all girls and all boys in Form 2 for Cohort 1 (in 2013) and Form 3 in 215 in both treatment and comparison schools were included; each of these students had differing levels of marginalisation. The population of marginalised girls in (that is, those who would be tracked for payment by results purposes) was identified through information gathered through self-completion surveys (see Section 2.1 and Annex 4).

In addition, and amongst those in the treatment group, those who had been allocated either a Camfed bursary or Camfed's GEC supported *Step Up Fund* (SUF), were also flagged in order to enable the evaluation to explore the level of association between the funding and girls' attainment and attendance.

Tracking of cohorts

The cohorts of marginalised girls were tracked through their schools and were followed through to Form 4 (the end of lower secondary education) in order to establish any significant differences in the educational and learning outcomes for students in the intervention and comparison schools.

The timing of the intervention (which included a change to the original endline of 2015 to a new endline of 2016) meant that two different cohorts were included in the evaluation in both Tanzania and Zimbabwe:

- Cohort 1: This cohort (in both intervention and comparison schools) was visited at the baseline (2013) when they were in Form 2 and revisited for the midline evaluation in 2015, when they were in Form 4. This enabled the measurement of differences in target outcomes between students in the intervention and comparison schools (accounting for clustering effects), and identified those that were statistically significant.
- Cohort 2. The second cohort of students was identified in 2015, during the fieldwork being conducted for the midline evaluation when they were in Form 3. The students completed the baseline surveys and assessments in 2015 and the endline surveys and assessments in 2016, one academic year after their baseline assessment.

Sample of girls tested at baseline, midline and endline

All students in both Cohort 1 and Cohort 2 (both boys and girls) were included in the learning tests. Tables 1.1 and 1.2 below set out the size of the female cohort (and the sub-set of marginalised girls). In some instances, students who had were present for one test were not present for the other. In Zimbabwe, across both cohorts and at each test point, the proportion of students who did not complete both tests was less than one per cent.

However, between differences in test completion were more evident in Cohort 2 in Tanzania, where nearly four per cent fewer girls took the maths test than the English test at their baseline (project midline) and at the endline. The difference in participant completion of tests in Cohort 1 was much lower, less than one per cent. While the reasons for non-re-contact of both Cohort 1 and Cohort 2 are known, the reasons for the higher drop-out in test completion on the day amongst Cohort 2 are not fully known. Neither the enumerators nor the verifiers noted any systematic drop-out amongst the research participants during their visits to the schools and the school-level data does not show any non-random completion patterns. However, in some schools, lack of availability of lunch or refreshments may have discouraged some students from taking part, particularly where completing the survey required them to stay longer than usual.

Table 1.1 Sample size at baseline, midline and endline in Tanzania

Cohort			English	Maths
Cohort 1	Baseline	Treatment	2581	2577
			1643	1639
	Comparison	1544	1545	

	Midline	Treatment	Marginalised girls	843	840
			All girls	2085	2062
		Comparison	Marginalised girls	1286	1277
			All girls	1124	1185
Cohort 2	Baseline/ midline	Treatment	Marginalised girls	590	628
			All girls	2324	2232
		Comparison	Marginalised girls	1321	1266
			All girls	1244	1263
	Endline	Treatment	Marginalised girls	632	647
			All girls	2227	2136
		Comparison	Marginalised girls	1253	1203
			All girls	1093	1113
			Marginalised girls	546	554

Table 1.2 Sample size at baseline, midline and endline in Zimbabwe

			English	Maths	
Cohort 1	Baseline	Treatment	All girls	2175	2170
			Marginalised girls	1582	1580
		Comparison	All girls	1537	1534
			Marginalised girls	1220	1218
	Midline	Treatment	All girls	1397	1387
			Marginalised girls	982	972
		Comparison	All girls	1069	1069
			Marginalised girls	867	865
Cohort 2	Baseline/midline	Treatment	All girls	2074	2078
			Marginalised girls	1024	1026
		Comparison	All girls	1240	1239
			Marginalised girls	638	636
	Endline	Treatment	All girls	1612	1617
			Marginalised girls	747	751
		Comparison	All girls	905	907
			Marginalised girls	440	437

Tables 1a and 1b in Annex 4 show the sample sizes achieved at endline (Cohort 2) and demonstrates how this differs from the samples achieved at their respective baseline. Tables 3c to 3f (and the associated text) in Annex 4 provide insights into the extent to which the intervention and comparison groups are statistically comparable.

Replacement protocols

There was no replacement protocol at either midline or endline. The intervention involved all students in the target groups and so it would have been impossible to substitute cohort members in any systematic way. Instead, Camfed intentionally over-sampled schools (including comparison schools) at baseline to mitigate the possible effects of drop-out from the tracked cohort. The attrition rates at midline (for Cohort 1) and at baseline (for Cohort 2) were not sufficient to compromise the statistical power of the endline analysis.

In total, at endline, 6,244 Tanzanian students were re-contacted, of whom 3,402 were girls and 1841 were marginalised girls. Overall attrition rates for all students in Tanzania was 6.8%. This rate was lower amongst the girls (6.6%), although attrition rates for marginalised girls were higher, at 7.8%.

Table A. Reasons for variation in sample sizes and loss to the cohort (Tanzania)

	Comparison	Intervention	Total
Cohort members at the midline			
Re-contacted at endline			
Both maths and English	1,961	3,863	5,824
Maths only	115	30	145
English only	77	192	269
Neither test (Student questionnaire only)	2	4	6
<i>Total re-contacted</i>	<i>2,155</i>	<i>4,089</i>	<i>6,244</i>
Not re-contacted at endline			
Dropped out	74	53	127
Expelled (bad behaviour)	8	2	10
Transferred	8	25	33
Total left school	90	80	170
Deceased	1	3	4
Absent on day	206	77	283
Refused to participate	1	1	2
Total not re-contacted	298	161	459
Total re-contacted and not re-contacted at endline	2,453	4,250	6,703

In Zimbabwe, 5,011 students were successfully re-contacted at endline. Of these, 2,598 were girls and 1,234 were marginalised girls. Attrition rates were higher than in Tanzania, with rates varying from 23% for the whole cohort of boys and girls, to 27% of the marginalised girl cohort.

Table B. Reasons for variation in sample sizes and loss to the cohort: Zimbabwe

	Comparison	Intervention	Total
Cohort members at the midline			
Re-contacted at endline			
Both maths and English	1,888	2,844	4,732
Maths only	61	88	149
English only	26	79	105
Neither test (Student questionnaire only)	14	11	25
<i>Total re-contacted</i>	<i>1,989</i>	<i>3,022</i>	<i>5,011</i>
Not re-contacted at endline			
Dropped out	469	624	1,093
Expelled (bad behaviour)	3	4	7

Transferred	80	118	198
<i>Total left school</i>	<i>552</i>	<i>746</i>	<i>1,298</i>
Deceased	0	2	2
Absent on day	114	112	226
Refused to participate	3	1	4
Teacher refused	2	0	2
Don't know	0	0	6
<i>Total not re-contacted</i>	<i>671</i>	<i>867</i>	<i>1,538</i>
<i>Total re-contacted and not re-contacted at endline</i>	2,660	3,889	6,549

Annex 4 provides full details of the attrition rates at each stage, by district, by school status (intervention or comparison) and by type of pupil. The few pupils who were absent on the day of the baseline tests, or who had transferred to the school since the previous test, were not included in the tracked sample (the re-contacted sample) at either midline for Cohort 1 or at the endline for Cohort 2.

Research tools used

As indicated in Annex 4, a range of different surveys (both self-completed and using interviews) were conducted (in relevant settings) with students, teachers and head teachers, parents, CDC members (these were replaced by District officials in the comparison districts), School Development Committee/School Board members and CAMA members. Where possible, matched questions were used across the surveys to facilitate triangulation.

- At baseline, midline and endline, **cohort students** self-completed the following tools in school settings:
 - a one hour English and a one hour Mathematics assessment, completed under examination conditions;
 - an Attitudes to Learning Questionnaire, self-completed on tablet computers;
 - a Student Questionnaire, self-completed on tablet computers.
- In addition, **attendance data** was collected for each cohort student from school registers. If a student had dropped out of school, the date of drop out and the reason was collected, where available.
- The **tools for head teachers** and **teachers** (at baseline, midline and endline) collected background information about the schools, as well as their views on the various interventions.
- The research instruments used with the other stakeholders (including CDC members/District officials, School Development Committee/School Board members, CAMA members, parents, Mothers/Parents Support Groups) at baseline and endline collected their views on the operation and impact of the various interventions.
- The tools for the **qualitative studies** varied according to the particular study being undertaken and incorporated topic guides and semi-structured interview schedules, various participatory tools (including historical timelines, process flow chart mapping, QMethod, sentence completion exercises, listing and ranking exercises and learner journey tools).

Fuller details are provided in Annex 4 and the individual tools used for each stakeholder group and country are included in Annex 8.

Sampling of qualitative participants and use of qualitative tools

The qualitative methods were designed primarily to provide insights and contextual data to enable the project to refine the theory of change. The studies were used variously to provide detailed information on the implementation and operation of the project components (including the *Step Up Fund*, the *My Better World* curriculum, the range of Study Guides, the Learner Guides – all of whom were CAMA members) and the extent to which they were similar or different within each country and between countries. The participants for the qualitative studies were selected, therefore, to provide a cross-section of all relevant stakeholders and the tools used with each group reflected their role and the purpose of the exercise.

At **baseline**, the qualitative data was primarily the perceptions of students and other stakeholders, and was collected through the baseline surveys; the sampling approach for the surveys is set out above (these surveys were repeated at baseline, midline and endline). In addition qualitative research was conducted to explore the effect of the programme on **local philanthropy**, and was conducted by two different independent research teams led by Laurie Zivetz (SQW Associate) with logistical support from Camfed staff in Tanzania and Zimbabwe.

In-depth interviews, using a number of Participatory Rural Appraisal methods (in particular historical timelines), were carried out in mid-2014 with a total of:

- 69 officials, teachers, parents and secondary graduates from 14 districts in Zimbabwe who are engaged in the programme (comparison schools were not included in the study in line with the government's regulations).
- 161 education officials, teachers, graduates and parents in four districts in Tanzania—three districts where Camfed's programme was most mature, and one comparison district.

The **selection of the participants** in both countries was purposive; individuals who had demonstrated significant engagement and leadership in the programme were invited to participate in this study. A comparison group was included, although identifying individuals without any knowledge or history with Camfed became problematic in Zimbabwe and this element of the research was abandoned there.

At **midline**, the qualitative research involved two studies:

- The first captured the views, idea and concepts of a sample of female students supported by Camfed. This study was conducted by Camfed staff (with the prior agreement of the GEC Fund Manager) and involved detailed focus groups (using a common topic guide) in
 - five partner schools in Tanzania (two in Kibaha District and three in Bagamoyo District) **purposively sampled** based on their location. Approximately 15 to 20 female students were involved in each school.
 - four schools in Zimbabwe (in Muzarabani and Kwekwe, sampled to include **two of the five districts with the highest drop-out rates**). Eight to 10 female students (who had received Step Up Fund programme support) participated in each school
- The second study, an audit in 2015, explored the local rationale for fund distribution and assessed the extent to which the funds were going to the most marginalised girls. It was carried out
 - in Zimbabwe by a team from the Women's University in Africa, working in four districts from which 12 schools and a total of 84 girls receiving SUF support were selected at random. Sixty four of the SUF recipients were interviewed (using open-ended questions to probe on specific indicators of marginality) to gather first-hand information regarding their personal experiences of vulnerability. A total of 40 other individuals were included either in focus groups (12 members of School-Based Selection Committees and four Community Development Committee members) or individual interviews (12 women drawn from the community who were expected to have close knowledge of the girls selected under the SUF).

- in Tanzania by a team from the University of Dar es Salaam, working in four randomly selected four districts (Rufiji, Morogoro rural, Iringa rural, and Kilombero). They worked in three randomly selected three schools per district. In total 74 SUF recipients and 24 individual adults (CAMA members (teachers and/or parents) were interviewed, and 16 group discussions were conducted with members of the various Ward Selection Committees (WSC) and within one District Development Committee.

At **endline**, two detailed qualitative studies were conducted. One was focused on the Learner Guides (and was conducted by Laurie Zivetz, SQW Associate) and the second was designed to explore, in-depth, some of the findings emerging from the midline study (this carried out by a team from the Centre of International Development and Training (CIDT) University of Wolverhampton).

- The Learner Guide study was conducted with a total of 143 respondents in two of the 10 participating districts in Tanzania (Morogoro and Kilosa), during the period July 5th to July 18th, 2016, in Tanzania. Table D in Annex 4 sets out the numbers in each of the stakeholder groups and the different qualitative methods deployed with each.
- The sampling approach used for the wider qualitative work carried out by CIDT at endline in Zimbabwe and Tanzania involved **purposive sampling**. Nine districts (five districts in Zimbabwe and four districts in Tanzania) were selected to represent a range of project outcomes (as observed from the previous attainment data and survey information). Within those districts, a total of 20 schools (10 in each country) were chosen to provide a variety of **contexts** (distance from district centre, school size, pupil-qualified teacher ratio, gender parity index) and **pupil outcomes** (including change in examination results for girls between baseline and midline). Within these schools, a total of 1,101 people were interviewed or (in the case of students) involved in focus group discussions, including:
 - Camfed international, regional and country staff;
 - Camfed project personnel - GEC project officers, District operations Secretariat (DOS), core trainers and Learner Guides;
 - Key project stakeholders- Camfed District Committees (CDCs), Ministry of Education District Education Officers, local officials, and traditional authorities;
 - School based stakeholders (SDCs, SBCs, head teachers, Teacher Mentors, subject teachers, mother support groups, local leaders, and beneficiary learners).
 - Students, including SUF beneficiaries

Full details of the number of interviews conducted with each group is included in Annex 4.

Changes to the evaluation design since Baseline

As indicated above, the extension of the programme (which was funded between 2013 and 2016) meant that two different cohorts were included in the evaluation:

- **Cohort 1** students were identified at the baseline (2013); they were then in Form 2 and were tracked through to the end of lower secondary education, when they were in Form 4. Since this occurred in 2015, they were not available for the endline study
- **Cohort 2** students were identified in 2015, with the agreement of the Fund Manager, when they were in Form 3 and were tracked through to the end of lower secondary education, Form 4, in 206.

This change required a re-running of the baseline surveys in 2015, and the tracking of a second cohort (a total of 13,252 new students) to enable the endline analysis

Tables 1a and 1b in Annex 4 shows the sample sizes achieved for Cohort 2 at midline and at endline.

1.2.2 Limitations of the evaluation approach

One of the potential methodological challenges was linked to the sampling methodology. As noted above, all *available students* in the target grade were sampled. This would have meant that, should

there be attrition of the tracked sample of pupils over time (as a result of school drop-out, non-attendance at survey/test time, or moving away from the target districts) no substitution of cohort members could be carried out. This could have led to an endline sample that was not statistically robust. Anticipating this, however, Camfed had intentionally *over-sampled* at the baseline for both Cohort 1 (baseline to midline) and Cohort 2 (midline to endline) to mitigate the possible effects of drop-out from the tracked cohort. As a result, attrition rates were not sufficient to compromise the statistical power of the analysis at either midline or endline.

Challenges during the Endline evaluation

The following additional challenges were encountered during the evaluation fieldwork at the endline:

- A number of the local teams in both countries identified challenges linked to
 - The limited number of tablets available to each enumerator team, which put pressure on the timetable in schools with larger sample sizes
 - The fact that the batteries in many of the tables were reaching the end of their life and lost charge quickly, which was challenging the context of an unreliable electricity supply.
 - The length of the questionnaires for stakeholders, which was demanding in terms of meeting the timetable for what were quite intensive days in each school
- In Zimbabwe, SQW trained verifiers (see Annex 4) observing the enumerator training identified and reported some translation in the survey forms before the fieldwork took place. These errors were corrected, although it appears that some may have not been corrected until after the fieldwork started (see below).
- On the second day of fieldwork in Zimbabwe and on the fifth day in Tanzania, enumerators spotted a few incorrect/incomplete versions of the parent, teacher and student questionnaires in the schools they were working in; these forms were replaced.
- Two head teachers (both in Zimbabwe), had not made suitable physical arrangements for the enumerators' visits. The prompt arrival of the enumerator team and their work in preparing classrooms ensured that the assessments and surveys were all completed to schedule.
- The national assessment board in Zimbabwe recorded all of the test scores onto the student scripts and clerks input the data to Excel. This also meant that a further layer of verification was needed, using spot checks to ensure that all data was entered accurately.
- During the qualitative Learner Guide research in Tanzania there were challenges in getting access to the Learner Guides who had completed their commitment and left the programme, although the team managed to interview eight in addition to 60 who were active in the programme.
- During the qualitative fieldwork being undertaken by CIDT, one of the districts (Handeni) was on half-term holiday. The team was not notified in advance and although they were able to talk to representatives from all stakeholder groups, some of the schools were not able to bring in all of their teachers and pupils to take part in interviews and group discussions.

Training and monitoring of enumerators and qualitative researchers during the Endline

Detailed training was provided for the teams of enumerators, many of whom had been involved previously in collecting monitoring and evaluation data at baseline and midline.

In order to ensure quality and rigour, the external evaluators undertook a detailed **verification exercise**, initially observing and monitoring the enumerator training in both countries and then monitoring and assessing the work of each enumerator team in the field. The work was undertaken by independent teams of verifiers in each country; these were trained by a member of the SQW team and by SQW Associate, Laurie Zivetz. The training sessions (one for each country) included an introduction to the GEC project, an overview of the purpose of the verification exercise, a discussion of the various in-field exercises and surveys (at baseline, midline and endline), and detailed instructions about the verifiers' role and tasks. The verifiers attended and then reported on the quality and completeness of the training.

The verifiers' reports suggest that the training sessions were well planned, detailed and thorough, that the facilitators and trainers were very knowledgeable and provided a great deal of useful information on the GEC project, the purpose of the survey and the role of the enumerators. This meant that the enumerators were not just trained not just to fulfil their role, they but also understood the context of in which they were doing it and the purpose of the data collection exercises.

Verifiers then carried out spot-checks on each enumerator team and reported daily, on a school-by-school basis, to SQW. All of the enumerator teams were observed *at least* once: one of the teams in Zimbabwe was observed in two schools; four of the teams in Tanzania were observed twice. In total verifiers visited 14 schools across all 10 districts in Tanzania and in 12 schools across seven districts in Zimbabwe.

All of the head teachers and enumerator teams knew that they *might* be visited, but neither the enumerator teams nor the head teachers knew which schools would be visited or which teams would be observed. Local government requirements in Zimbabwe meant that District Education Officials had to be informed ahead of time as to which schools the verifiers were visiting, but this information was not passed on to the schools.

Impact of research challenges on the robustness and reliability of the Endline findings

None of the challenges faced during the quantitative or qualitative studies affected the robustness or reliability of the findings:

- The errors in a few items in the questionnaires in the first days of fieldwork affected only a minority of research participants and the items were not used in any comparative analysis.
- While the need to manually enter the test scores for Zimbabwe from paper scripts into Excel after marking slowed the data cleaning process the spot checks identified no errors in transcription and the test scores can be seen as correct.
- Although some schools in Handeni were not able to provide a full complement of stakeholders, the qualitative research involved a large enough sample across Tanzania for the findings to be seen as reflecting the wider view across the country.

2 Key findings

2.1 To what extent has the GEC reached and affected marginalised girls?

2.1.1 Who did the project target?

The project specifically targeted marginalised girls in rural areas in 991 schools across 11 districts in Tanzania and 24 districts in Zimbabwe (not all districts were involved in the tracking study). A number of the project's interventions (the learning resources/study guides, the *My Better World* book and Learner Guides) were also available to marginalised boys and to less marginalised girls and less marginalised boys. Targeted financial support (through the Step Up Fund – SUF - and/or Camfed Bursaries) was only available to girls identified as marginalised within their school or community (see below). In addition the project provided training for Teacher Mentors (to provide psychosocial support) and support for school governance (including promoting child protection policies) and Parent Support Groups, which reached all girls and boys.

By the endline, the project had reached a total of:

- 53,641 marginalised girls in Tanzania and 118,000 in Zimbabwe
- 65,927 marginalised boys in Tanzania and 118,296 in Zimbabwe
- 33,464 less marginalised girls in Tanzania and 54,350 in Zimbabwe
- 40,407 less marginalised boys in Tanzania and 55,669 in Zimbabwe

Annex 5 provides a detailed breakdown of the project beneficiaries (both direct – the marginalised girls and indirect – including boys, teachers and community groups). For the marginalised girls the tables are broken down by school (all were in lower secondary), age (ranging from 12/13 to more than 19), social groups (numbers of orphans and poor girls) and school status (all marginalised girls were in school).

Definition

In the rural contexts in Tanzania and Zimbabwe where this project took place, it could be argued that all (or nearly all) students are marginalised by virtue of living in remote rural districts, characterised by poor infrastructure and with under-resourced services. The specific cohorts of marginalised girls targeted in the Camfed project were the most marginalised within the local context. They were identified in two different ways and for different purposes.

At a local level, Camfed staff in Tanzania and Zimbabwe, working in consultation with programme stakeholders (see Section 2.1.1), developed a series of 20 different scenarios that captured commonly occurring aspects of marginality in the contexts of rural Tanzania and Zimbabwe. These scenarios also reflected government definitions of marginality in both countries. A girl was considered as marginalised if her situation corresponded to one of these 20 scenarios. Most of the girls identified as marginalised fell into one of three categories:

- 'a child whose parents/guardians cannot pay the school costs and so is often sent home or drops out of school'. These girls accounted for:
 - 35% of the girls in Tanzania in Cohort 1 and 30% in Cohort 2
 - 34% of the girls in Zimbabwe in Cohort 1 and 23% in Cohort 2
- a child living in a household with very low income so that they cannot afford even the basic needs'. These marginalised girls accounted for:
 - 27% of the girls in Tanzania in Cohort 1 and 26% in Cohort 2
 - 30% of the girls in Zimbabwe in Cohort 1 and 25% in Cohort 2
- 'a child who spends most or all of their leisure time working to make some money'
 - 26% of the girls in Tanzania in Cohort 1 and 21 % in Cohort 2

- 29% of the girls in Zimbabwe in Cohort 1 and 20% in Cohort 2

Two cohorts of marginalised girls were tracked through monitoring exercises (attendance data), surveys and assessments of their attainment in English and maths. The first (Cohort 1) was tracked from Form 2 at baseline (in 2013) to Form 4 at midline (in 2015) and the second (Cohort 2) were tracked from Form 3 at midline (in 2015) to Form 4 at endline (in 2016). Elements of the locally used scenarios were incorporated into a marginality tool that constituted part of a larger survey administered to all students in the first and second cohorts. Girls (and boys) who responded positively to all the elements that associated with at least one scenario were classified as marginalised for the purposes of the tracking cohort.

Gender inequalities

Marginality meant that, in addition to struggling with poverty (regularly going hungry, not having access to clean water and being unable to pay schools fees), many were orphans (having lost one or both parents), had to work towards contributing to the household income, had a disability or lived with a female of elderly head of household. This meant that the decision to allow a girl to go to school was often outweighed by the need to earn money.

Gender inequalities have an impact on girls over and above the impact of marginality itself. In both countries, for example, girls tend to:

- have greater responsibility for household chores or caring for a sick relative, decreasing the time available for academic work and contributing to fatigue during and after school hours;
- be unequally affected by the economic fall-out associated with the death of a father and to be expected to leave school (often through early marriage) to contribute to the family income or reduce family outgoings;
- be put under pressure to relieve financial burdens by marrying early or taking part in transactional sexual relationships (marriage and pregnancy were the main reasons cited by students in Zimbabwe for early drop-out from school, at 48% and 43% respectively. In Tanzania, over two thirds of the girls said it was the case).

In schools, girls also generally had fewer academic role models than boys. There was a higher proportion of male than female teachers in both countries (an average ratio of 3:2) for example and, *in some schools*, a dearth of female counsellors and mentors.

However, one of the assumptions behind the project was that, by enabling boys to have access to interventions (including the learning resources and the *My Better World* curriculum), there could be an improvement in the learning environment. In addition, it was anticipated that there would be some shift in predominant gender norms (particularly through the presence of Learner Guides) and the development of a more supportive school context for girls. As noted above and in Annex 5 (Table 2) the project reached boys who were from the same school forms as the girls. The survey data at each stage (baseline and endline) indicated that a higher proportion of girls than boys in Cohorts 1 and 2 in both countries were marginalised.

Language of instruction

In both countries, English is the language of instruction at the secondary school level, but as indicated in Table 2.1 below, it is the first language (language spoken at home) of only a minority of the target girls. In Tanzania, Kiswahili was the predominant home language (and the unofficial language of instruction). In Zimbabwe, Shona, then Ndebele were the predominant home languages.

Table 2.1 Language spoken at home

Country	First Language (Spoken at home)	% of Marginalised Girls in Cohort 1 (Intervention Schools)	% of Marginalised Girls in Cohort 2 (Intervention Schools)
Tanzania	Kiswahili	95.9	95.9
	English	2.5	2.6

Country	First Language (Spoken at home)	% of Marginalised Girls in Cohort 1 (Intervention Schools)	% of Marginalised Girls in Cohort 2 (Intervention Schools)
	Other	1.5	1.5
Zimbabwe	Shona	63.2	75.1
	Ndebele	23.5	21.2
	English	12.5	3.4
	Other	0.74	0.28

The target group consists of in-school, marginalised girls for whom key characteristics remained similar across sub-groups. Full details of the profile of all students, all girls and all marginalised girls can be found in Annex 4 (Tables 3a to 3f). Although the project followed two different cohorts, this was a function of the extended timeline and the target groups did not change. Throughout the project they were, consistently, in-school, marginalised girls, and their classmates (marginalised and less marginalised girls and boys).

The evaluation approach used a school-centred, rather than household-centred approach to target the young people who were involved in the project. This was partly because the students were all in secondary schools and these schools were often at a distance from their homes, with students generally walking for over an hour to get to school (and an average of one and a half hours for Cohort 2 student in Zimbabwe, for instance). By using schools as the unit of capture, all students in the targeted form group (Form 2 for Cohort 1 and Form 3 for Cohort 2) in both intervention and comparison groups could be tracked through to the end of upper secondary education. In addition, the interventions were school-based and so the level of exposure that students had to the learning resources and Learner Guides (for example) could be gauged within the school context.

Trained community-based groups were central to the task of identifying marginalised girls for support, ensuring that the most marginalised (the profile of whom could differ according to area) received the financial and other support they needed, and monitoring their progress through the project.

2.1.2 How well were target groups reached?

The target groups were reached following a similar process in both countries. To begin with, Camfed worked with government ministries to select the districts with which they would work on the project, before liaising with local officers to identify potential schools:

- In Tanzania, Camfed collaborated first with the Ministry of President's Office, Regional Administration and Local Government (PO-RALG) and the Ministry of Education, Science and Vocational Training (MoEST) to identify the 11 districts to take part in the project. At the district level, the District Executive Directors and District Education Officers identified the government schools within their districts that served the most impoverished communities and at which the level of parity for girls' secondary education was low.
- In Zimbabwe, Camfed collaborated with the Ministry of Primary and Secondary Education (MoPSE) at the national level to target 24 districts. Within those districts, District School Inspectors identified all of the government secondary schools where support was most needed to improve access and learning for girls. This activity pre-dated the GEC project, but it was in these 24 districts that the project was implemented

The schools that were selected, in each country, were located in poor rural communities (usually far from urban centres) and whose catchment areas were predominantly from poor families.

As set out in 2.1.1, the next step in selecting the marginalised girls to receive financial and/or material support involved local schools and communities. In both Tanzania and Zimbabwe, the School Based Selection Committees were composed of parents, students, Head Teachers, Teacher Mentors, and traditional leaders. The selection of these committees (whose members were meant to be representative and inclusive) was reviewed and verified by members of district level committees. These included the district government officials and other key stakeholders including the Community Development Committees (CDCs). The CDCs (at least half of the members of which should be female) are elected by their constituencies (including local head teachers) for two-year terms. They typically consist of district education officers, head teachers, Teacher Mentors, health workers, police, parents and CAMA members.

Accuracy of targeting

In order to assess the extent to which the approach outlined above correctly identified the marginalised girls, two different approaches were used. The first (independent audits) examined the process used locally to identify the girls who should receive support. The second explored the level of marginality amongst the two tracked cohorts, in order to ascertain the extent to which, in the sub-sample of schools taking part in the evaluation, the students (particularly girls) were marginalised.

- **Independent audits.** In 2015 independent researchers conducted audits of 142 randomly chosen beneficiaries (of whom 138 were interviewed), across 24 schools and eight districts in Tanzania and Zimbabwe (see Section 1.2 and Annex 4). They found that the results obtained from documentation and from interviews with beneficiaries, selection committees and key informants showed substantial concurrence. They concluded that the girls selected to receive material support to access and remain in school met the local definitions of marginality and/or met Camfed's criteria for marginality.
- **Information from the surveys.** The refined marginality tool in the surveys found that:
 - in Tanzania, 62% of Cohort 1 girls within intervention schools in were classified as marginalised at the baseline (in Form 2). A lower proportion of Cohort 2 girls (57%) in the intervention schools were classified as marginalised at the midline (their baseline in Form 3).
 - in Zimbabwe, 68% of Cohort 1 girls within intervention schools in were classified as marginalised at the baseline (in Form 2). As in Tanzania, a lower proportion of Cohort 2 girls (50%) in the intervention schools were classified as marginalised at the midline (their baseline in Form 3).

As set out in Table 2.2 below, the marginalised girls in the intervention schools were associated with both low socioeconomic characteristics and several indicators of marginality

Table 2.2 Socio-economic and marginality indicators for marginalised girls in Tanzania and Zimbabwe

Socio-economic and marginality indicators for marginalised girls in Tanzania and Zimbabwe	Country	Marginalised Girls in Cohort 1 (Intervention Schools)	Marginalised Girls in Cohort 2 (Intervention Schools)
Socio-economic indicators			
Live in house with roof made of traditional materials such as mud and grass. (in %)	Tanzania	50.33%	47.63%
	Zimbabwe	63.04%	69.95%
Mean number of people living in the household	Tanzania	7.33	7.71
	Zimbabwe	8.59	8.16
Head of Household education level (able to read and write)	Tanzania	75.15%	78.51%
	Zimbabwe	78.15%	77.22%
Household members often go hungry	Tanzania	30.42%	36.96%

	Zimbabwe	44.46%	39.52%
Grameen PPI	Tanzania	32.93	33.67
	Zimbabwe	38.71	32.03
Household lives on <\$1.25/day (>90% probability, PPI)	Tanzania	53.80%	51.77%
	Zimbabwe	40.14%	57.23%
Parents unable to pay the school fees and costs	Tanzania	61.25%	58.75%
	Zimbabwe	51.13%	60.63%
Marginality indicators			
Girls working to contribute to household income	Tanzania	46.04%	43.88%
	Zimbabwe	47.61%	22.20%
Girls with disability	Tanzania	22.90%	20.66%
	Zimbabwe	38.98%	31.48%
Girls who are orphans	Tanzania	30.48%	27.65%
	Zimbabwe	56.30%	51.87%
Elderly head of household	Tanzania	13.94%	12.02%
	Zimbabwe	30.04%	26.22%
Female head of household	Tanzania	37.36%	32.23%
	Zimbabwe	51.51%	42.01%
Mean time to travel to school (minutes required to travel one way)	Tanzania	63.63	80.73
	Zimbabwe	86.19	92.16
Other Indicators			
Mean girls age	Tanzania	17.84	17.12
	Zimbabwe	16.88	16.30
Language of instruction is different from home language	Tanzania	97.46%	97.38%
	Zimbabwe	76.48%	78.81%

Challenges faced in accessing target groups

Camfed's partnerships with secondary schools, together with the use of a clear community-based process for selecting beneficiaries to receive material support, facilitated effective outreach to marginalised girls in school. The links helped the project to respond to particular local needs. At baseline, for example, the project recognised that many of the girls had very long travel times to school and provided additional support to cover the costs of hostels and to provide bicycles for those who could make use of them.

However, meeting the needs of growing number of marginalised girls in both countries in need of support for education has been particularly difficult in Zimbabwe. Since April 2015, harvests have been severely affected by the worst drought in 35 years (followed by heavy rains and flooding) and poor families have suffered additional hardship. Many families have been not able to meet the needs of their children because a much larger share of the household income has been required to purchase food. Students' hunger in the face of low food availability in drought-stricken regions has also made it more difficult for them to attend school regularly.

Camfed's response to the worsening conditions in both countries has been to focus on providing additional financial support to enable marginalised girls to remain in school. Additional grants have been given to Mother Support Groups at partner schools in both Zimbabwe and Tanzania to help with retention, including providing food at school. This reduces the burden on the family, reduces hunger and so improves concentration for the marginalised students supported in this way

Impact on beneficiary numbers.

Although the evaluation suffered higher than expected attrition in Zimbabwe Cohort 2 (the cohort that would have been most affected by the drought), attrition from the tracked evaluation sample makes no difference to the estimated beneficiary numbers outlined in Annex 5. Camfed's beneficiary numbers are derived from ongoing monitoring processes within the countries, rather than from evaluation activities. The evaluation, however, provides insights into the characteristics of the beneficiaries and those who have been lost to the project (see Annex 4).

Sources of evidence on reaching target groups.

Sources of evidence include external audits of the targeted financing mechanism in both countries, local monitoring information and survey data from both students and school staff.

- **Detailed audits** (which were submitted to the Fund Manager) were carried out in Zimbabwe (in 2015) by a team from the Women's University in Africa and in Tanzania by a team from the University of Dar es Salaam. The audits were conducted in order to explore the local rationale for fund distribution and assess the extent to which the funds were reaching the most marginalised girls. In addition to documentary reviews (including information on 142 SUF recipients), the teams interviewed or ran focus groups with SUF recipients, parents, members of School-Based Selection Committees and Ward Selection Committees, Community Development Committee members, CAMA members, members of one District Development Committee and other informed adults in the community. Full details are available in Annex 4.
- **Monitoring information** in Camfed's Salesforce-based programme database includes individual records of all recipients of either Bursaries or the Step Up Fund. This provides evidence of girls' life circumstances (such as orphan status) as well as details of the financial and/or material support they received and their progression through school, as well as confirmation that they: a) had received the support; b) had promised to attend school; and c) had continued to go to school.
- **Survey information** provided evidence about the reach and impact of both financial support and of the other project interventions (the study guides in English, maths and science and in Tanzania, the How to Learn in English guide; the *My Better World* materials and the *My Better World* sessions led by the Learner Guides). Details of the effect the project had on girls' attendance, attainment and retention can be found in Sections 2.2 and 2.3.

2.2 What impact has the project had on marginalised girls' learning?

2.2.1 What impact has the project had on literacy outcomes?

i) Methodology and design

Levels of literacy within the cohorts of tracked secondary-aged students were measured using nationally recognised, age-appropriate English assessments. The national examination councils in each country (Zimbabwe Schools Examination Council or ZIMSEC, and the National Examination Council of Tanzania or NECTA) designed these tests specifically and exclusively for use by Camfed in the evaluation of the GEC at baseline and the midline. The set of tools designed at baseline were used with the Cohort 1 students when they were in Form 2 (2013) and with the Cohort 2 students when they were at endline (2016). The set of tools designed at midline were used with Cohort 1 when they were in Form 4 (2015) and with Cohort 2 when they were in Form 3 (2015). This meant that individual students completed different forms of the tests at each testing point and neither students nor teachers had access to the assessment tools prior to the baseline, midline or endline assessments.

The testing was not part of termly examinations or any other routine method of grading students. Tests were administered under examination conditions in school settings and were marked by ZIMSEC and NECTA using marking schemes prescribed by ZIMSEC and NECTA. The use of these nationally designed and validated assessments and the engagement with the exam councils was an explicit strategy to ensure recognition by the respective Ministries of Education of the outcomes of the learning assessment.

- The tests in Zimbabwe explored writing (a short composition worth 20 marks), comprehension (worth 20 marks) and use of language (worth 10 marks). In the analysis at midline and at endline, the scores were doubled to enable analysis out of 100 points, but no differential weighting was applied
- In Tanzania, the English tests tested comprehension, language and use, patterns and vocabulary. The tests were scored out of 100 points and no adjustment needed to be made for the subsequent analysis.

Further details about the aggregate scores achieved at endline against the competencies assessed in the tests are provided in Annex 4.

ii) Findings

The extension to the project meant that two cohorts of pupils (including marginalised girls) were tracked during the lifetime of the project. As noted in Section 1.2, and as agreed with the Fund Manager, Cohort 1 were tracked from Form 2 in 2013 to Form 4 in 2015. Cohort 2 were tracked from Form 3 in 2015 to Form 4 in 2016. The Tables below summarise the findings for the two cohorts, for both countries, focusing on the outcomes for marginalised girls.

Table 1a: Summary of project performance on literacy outcome in Tanzania

Result	Details	Comments
Literacy result (Baseline to Midline)	<p>Beta [estimated change in literacy score as result of intervention from regression or outcomes spreadsheet]: 7.26</p> <p>p-value [estimated statistical significance value from regression]: p< 0.001</p> <p>Target [weighted average target for literacy from Outcomes Spreadsheet]: 3.38</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 215%</p>	<p>Scores for Literacy were assessed for normality. Removing outliers (1.5x IQR above 75%/below 25%) improved normality - for all girls. Consequently, outliers were removed from these results, as described in the Baseline Report. Target setting (means and SDs) was progressed on this basis.</p> <p>The data reported in here is based on a longitudinal difference-in-differences analysis of the marginalised girls in Cohort 1 and are the figures reported in both the Outcomes spreadsheet and the report, since the test scores for Tanzania were out of 100.</p> <p>The data is robust (the sample of marginalised girls in both intervention and comparison schools was large).</p>
Literacy result (Midline to Endline)	<p>Beta [estimated change in literacy score as result of intervention from regression or outcomes spreadsheet]: 11.32</p> <p>p-value [estimated statistical significance value from regression]: p<0.001</p> <p>Target [weighted average target for literacy from Outcomes Spreadsheet]: 2.43</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 465%</p>	<p>The data reported in here is based on a longitudinal analysis. A difference in differences regression (using school-level clustering) was used for all the re-contacted marginalised girls in Cohort 2</p> <p>The data is robust (the sample of marginalised girls in both intervention and comparison schools was large). Significance denoted at the conventional 5% level.</p>

Table 1b: Summary of project performance on literacy outcome in Zimbabwe

Result	Details	Comments
Literacy result	<p>Beta [estimated change in literacy score as result of intervention from regression or outcomes spreadsheet]: 2.36</p>	<p>Scores for Literacy were assessed for normality. Removing outliers (1.5x IQR above 75%/below 25%) improved normality - for all girls.</p>

(Baseline to Midline)	<p>p-value [estimated statistical significance value from regression]: $p < 0.001$</p> <p>Target [weighted average target for literacy from Outcomes Spreadsheet]: 2.46</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 96%</p>	<p>Consequently, outliers were removed from these results, as described in the Baseline Report. Target setting (means and SDs) was progressed on this basis.</p> <p>The data reported in here is based on a longitudinal analysis (using a difference in differences regression) of the marginalised girls in Cohort 1. The numbers presented are drawn from the regression analysis, are based on test scores marked out of 50 and are what was reported to the Fund Manager at midline.</p> <p>For the purposes of the Outcome Spreadsheet at midline, the data had to be recalculated to represent scores out of 100.</p>
Literacy result (Midline to Endline)	<p>Beta [estimated change in literacy score as result of intervention from regression or outcomes spreadsheet]: OSS = 5.16 (against a total score of 100)</p> <p>p-value [estimated statistical significance value from regression]: $p < 0.001$</p> <p>Target [weighted average target for literacy from Outcomes Spreadsheet]: OSS = 3.53 (against a total score of 100) 1.765 (out of 50)</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 146%</p>	<p>The data reported in the text is based on a longitudinal analysis. A difference in differences regression (using school-level clustering) was used for all the re-contacted marginalised girls in Cohort 2. The assessment scores were out of a score of 50, so the figures given in the text are not the same as in the Outcomes Spreadsheet (or quoted here). The OSS and this table are aligned to the requirements of the OSS (based on scores calculated out of 100 out of 100) scores (including standard deviations) have been multiplied by 2.</p>

For Tanzania and Zimbabwe (baseline to midline results for literacy – Cohort 1)

At midline, in both Tanzania and Zimbabwe, the Camfed programme had a significant impact upon literacy learning for the target groups of marginalised girls in **Cohort 1**. The performance of students remained low in an absolute sense (the assessments set by the national examination councils were deemed at a level suitable for Form 2 students and these pupils were in Form 4 at the time they took the midline assessment). However, there were statistically significant improvements amongst students in the intervention schools compared with those in the comparison school in both countries, though the extent of change and the emerging story for each country was slightly different.

- In **Tanzania**, there had been no statistically significant differences in students' English scores at the baseline between the intervention and comparison schools (nor were there any differences in attainment in any of the sub-groups). At midline, however, there was a statistically significant difference ($p < 0.001$) in the rate of change of English scores for marginalised girls in the Tanzanian intervention schools compared with those in the comparison schools. The mean score for those in the intervention schools increased from 36.60 to 50.27, compared to an increase from 36.61 to 42.92 for those in the comparison school, producing a difference-in-difference of 7.26 marks over the marginalised girls in the comparison schools (an effect size of 0.57). **This represented a 214.85% achievement against the midline target of 3.38 marks.**
- In **Zimbabwe**, the English scores at baseline were higher for students in the comparison schools than in the intervention schools, with the exception of marginalised girls. By midline, the mean English scores for every student group (disaggregated by gender and marginality) had increased for pupils in both the intervention and comparison schools. However, rates of change of English literacy scores were significantly higher for marginalised girls in intervention schools ($p < 0.001$). The mean score for these girls increased from 11.10 to 17.25, producing a

difference-in-difference of +2.36 marks over the marginalised girls' scores in the comparison schools (an effect size of 0.32). **This represented a 96.25% achievement against the midline target of 2.46 marks.** Rates of improvement for literacy scores were also significantly higher across all girls ($p < 0.001$), all marginalised students ($p < 0.001$), and across all students ($p < 0.02$) in intervention schools, versus comparison schools.

No ceiling or floor effects of the test scores were noted at midline. However, in comparing the outcomes in the English assessments associated with the Camfed intervention across Tanzania and Zimbabwe, a question arose as to why the intervention appeared to have a bigger impact across more student sub-groups in Tanzania than in Zimbabwe.

In both countries, the language of assessment was English at both baseline and midline (and also at endline), even though the language used at home by students in Tanzania is predominantly Kiswahili (96% of the students at intervention schools and 92% of students at comparison schools) and in Zimbabwe is Shona and Ndebele. However, while English is the official language of instruction in secondary schools in Tanzania (during the lifetime of this project – recent changes related to the implementation of the new Education Act may change this), this entails an abrupt shift at the primary-secondary transition, as Kiswahili is the language of instruction at primary level, and in practice is the 'unofficial' language of instruction for secondary schools. The official language of instruction in Zimbabwe from primary school is English. The project therefore produced a study guide entitled (*How to Learn in English*) for students in Tanzania; this was not available to students in Zimbabwe, where it was assumed that students would be exposed to English on a more regular basis.

The midline results suggested that, in rural secondary schools in Zimbabwe, such exposure might be lower than was anticipated at the outset of the intervention, and that a guide similar to that produced for Tanzania might have helped to raise scores for students in all sub-groups. Following the midline report, the intention had been to explore the possible contribution of the particular component of Camfed's programme (*How to Learn in English*) to students' literacy outcomes. However, an initial investigation, using exploratory factor analysis, showed that the guides coalesced by type of use (at home, in class or for preparation for examinations) rather than by subject. There was no statistical evidence at that stage that any individual study guide made a significant contributory impact to English attainment, over and above the wider programme of interventions.

For Tanzania and Zimbabwe (Midline to Endline literacy results: Cohort 2)

At endline, and for Cohort 2, the project had a **significant impact on literacy outcomes for marginalised girls** (as it did for all girls and all students, including boys) in both countries. In summary:

- the rate of uplift in English scores in intervention schools at endline was greater in Tanzania than in Zimbabwe
- in both countries, there was a statistically significant difference ($p < 0.001$) in the comparative rate of change in English scores between students in intervention and comparison schools
- the rate of improvement amongst marginalised and less marginalised girls in Tanzania in the intervention schools was greater than for marginalised and less marginalised boys, thus narrowing the gender gap
- the rate of improvement amongst the targeted group of marginalised girls was higher than for marginalised boys in intervention schools in Zimbabwe (less marginalised students – both boys and girls - in these schools made the same level of improvement)
- in both countries, boys made more progress than girls in the comparison schools
- in neither country were ceiling or floor effects noted
- higher attainment was associated with higher attendance at midline, though no additional impact (over and above that noted at midline) was noticed over time (in other words, the impact of good attendance on English scores did not increase over time).

The discussion that follows provides more detail about the outcomes for students in Cohort 2, including an examination of the targeted sub-cohorts of marginalised girls.

For Tanzania (cohort and sub-group analysis)

At **midline**, when the baseline for Cohort 2 was constructed, there were **no systematic differences in socio-economic and personal circumstances** between the students in the intervention and comparison schools in Tanzania. There were, however, some differences in the levels of attainment in literacy and attendance between the two groups. Pupils in the intervention schools had **significantly higher** levels of attendance ($p < 0.003$) and English scores ($p < 0.015$) at baseline than students in the comparison schools. They appeared to have more positive attitudes to learning (0.000), even if there were no significant differences in the percentage who liked school ($p = 0.166$) or thought school was important for their future ($p = 0.319$). Although these students had not received the full range of interventions in the programme prior to designation as a new cohort, there may have been some 'spill-over' effects of the intervention in their schools. The qualitative research undertaken by CIDT (at the endline, when the evaluation was focused on Cohort 2) noted instances of younger students accessing learning resources and the *My Better World* materials through siblings and/or study groups, for example. (See Annex 4 for a detailed analysis of the comparability to the cohort)

At **endline**, the students lost to the Cohort 2 sample did not significantly affect the level of comparability between the intervention and comparison groups; in both groups, cohort losses were more evident among those with poorer attendance and attainment (see Annex 4). The mean English scores increased at endline for students in both groups, but the *absolute* differences achieved were significantly higher amongst students in the intervention schools.

Boys' attainment remained higher than girls' in both intervention and comparison schools (see Table 2.3), but **the rate of progress for girls in the intervention schools was markedly higher than for boys** (a difference of 3.8 points for less marginalised girls and 0.37 points for marginalised girls), thus reducing the gender gap. In the comparison schools, where both marginalised girls and boys had made more progress than their less marginalised peers, boys continued to make more progress than girls (1.1 points and 1.35 points respectively).

Table 2.3 Mean midline and endline English assessment scores in Tanzania (out of 100); by marginality and gender

	Intervention			Comparison		
	Midline	Endline	Difference	Midline	Endline	Difference
Girls, less marginalised	45.16	59.55	14.39	41.20	41.99	0.79
Girls, marginalised	40.47	53.25	12.78	38.30	39.76	1.46
Boys, less marginalised	51.39	61.98	10.59	44.21	46.35	2.14
Boys, marginalised	46.74	59.15	12.41	43.87	46.43	2.56

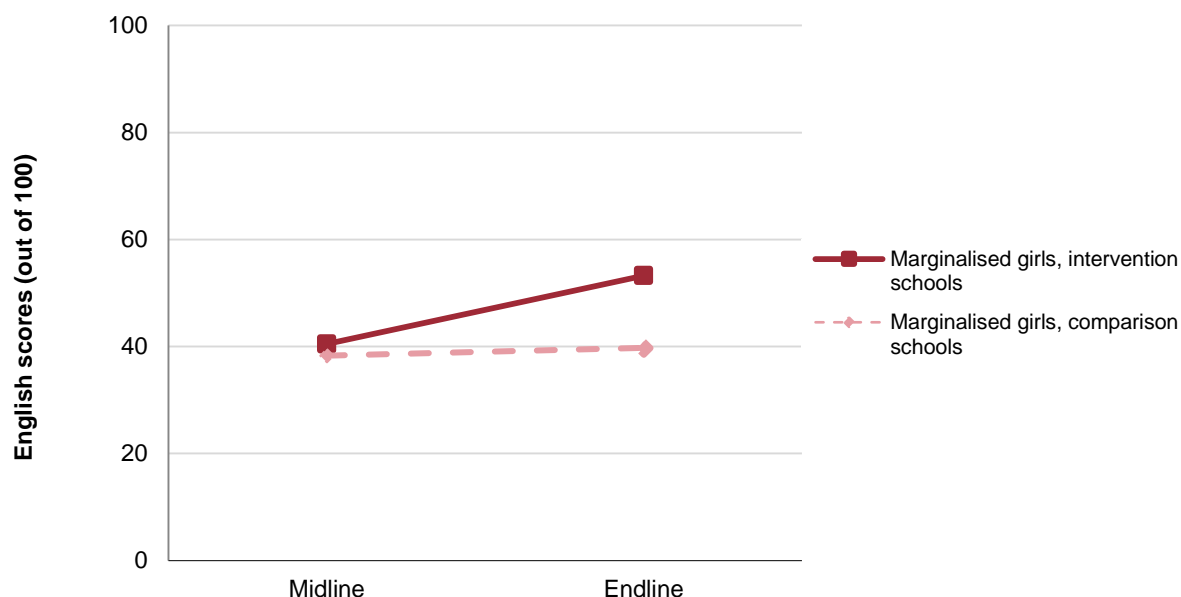
The difference-in-differences regression analysis suggested that, at the endline, the rate of change or progress in English scores for all groups of students was greater in the intervention schools than in the comparison schools. These differences were statistically different, as set out in Table 2.4, which shows that the English scores for both marginalised and less marginalised students (including boys) in the intervention schools improved significantly compared to their peers in the comparison groups during the twelve months in which they were formally involved in the project.

Table 2.4: Difference-in-difference results for intervention and comparison schools in the English assessment (out of 100) in Tanzania

	Difference-in-differences coefficient (β)	Probability (p-value)	Significant	Number of observations	Sample size (N)
Girls, less marginalised	13.6	<0.001	Yes	3,042	1,521
Girls, marginalised	11.3	<0.001	Yes	3,598	1,799
Girls, total	12.4	<0.001	Yes	6,640	3,320
Boys, less marginalised	8.4	<0.001	Yes	2,298	1,149
Boys, marginalised	9.8	<0.001	Yes	3,248	1,624
Boys, total	9.3	<0.001	Yes	5,546	2,773
All students, less marginalised	11.4	<0.001	Yes	5,340	2,670
All students, marginalised	10.6	<0.001	Yes	6,846	3,423
All students, total	11.0	<0.001	Yes	12,186	6,093

This differential rate of change was clearly evident for the marginalised girls, for whom there was a statistically significant difference ($p < 0.001$ - see Table 1a and Table 2.4) in the comparative rate of change in English scores. The mean score for the marginalised girls in the intervention schools increased from 40.47 to 53.25, compared to an increase from 38.3 to 39.76 for those in the comparison schools (See Figure 2.1). This meant a difference-in-difference of 11.32 marks over the marginalised girls in the comparison schools (an effect size of 0.740). **For the Payment by Results calculations, this represents a 465% achievement against the endline target of 2.43 points.**

Figure 2.1: Mean midline and endline scores (out of 100) in the English assessment for marginalised girls in Tanzania



For Zimbabwe (cohort and sub-group analysis)

A review of the level of comparability at **midline** (their baseline) for Cohort 2 in Zimbabwe suggested that there were more significant differences between the treatment and comparison groups than had been the case for Cohort 1 (see Annex 4 for details). Students in the intervention schools appeared to come from poorer (though smaller) and less well-fed households (all values of $p < 0.000$) than girls in the comparison schools (all located in the district of Chipinge). A significantly higher proportion of girls in the intervention schools had a disability, lived with an elderly head of household, or had to

contribute to the household income (all values of $p < 0.000$). These differences in background circumstances were also evident amongst the marginalised cohorts; a significantly higher proportion of the marginalised girls in the treatment schools than in the comparison schools were orphans ($p < 0.001$), or lived with an elderly ($p < 0.016$) or female head of household ($p < 0.03$) for instance. Both attainment in English and attendance were lower at baseline amongst students in the intervention schools than amongst their peers in the comparison district, a statistically significant difference that was evident amongst all students (including boys), for all girls (compared to boys) and for all marginalised girls (compared to their marginalised cohorts in the comparison schools) ($p < 0.000$ for all). The potential spill-over effects mooted for Tanzania seemed less evident in Zimbabwe at midline.

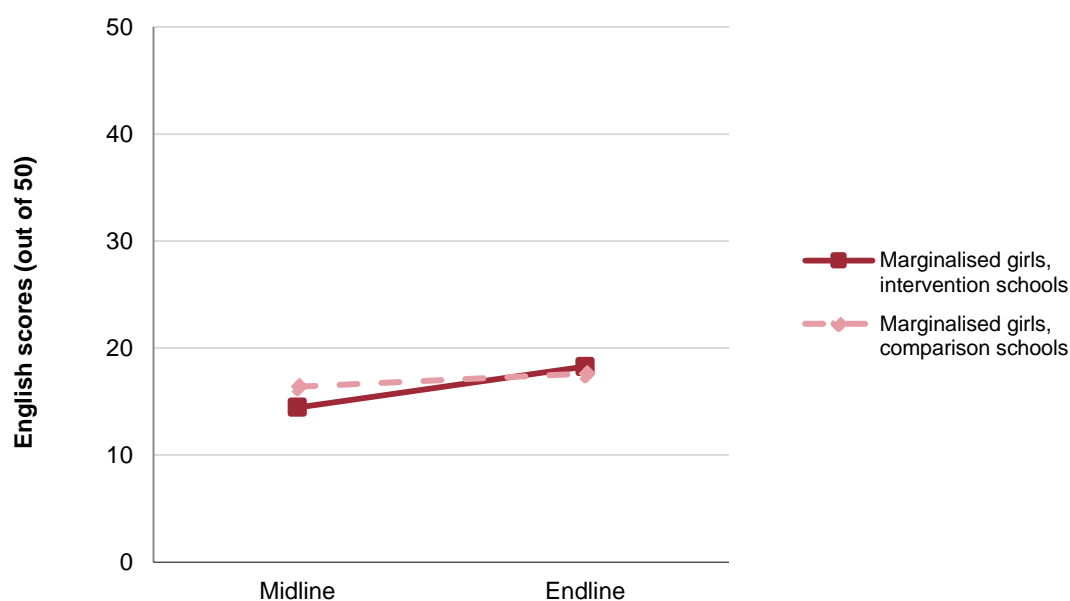
By **endline**, losses to the comparison sample in Zimbabwe appeared to have reduced the average level of marginality, increasing the contrast (in socio-economic circumstances) with their peers in the intervention schools. Unlike in Tanzania, girls' attainment was higher than boys' attainment at the midline in both intervention and comparison schools (see Table 2.5). However, while less marginalised girls and boys in the intervention schools made the same amount of progress over the year (a mean of 4.07 points), marginalised girls made more progress than marginalised boys (a difference of 0.34 points), thus widening the existing gender gap between marginalised boys and girls. In contrast, in the comparison schools, boys (both marginalised and less marginalised) made more progress than the girls (0.68 and 0.92 points respectively), narrowing the gender gap.

Table 2.5: Mean midline and endline scores (out of 50) in the English assessment, split by marginality and gender in Zimbabwe

	Intervention			Comparison		
	Midline	Endline	Difference	Midline	Endline	Difference
Girls, less marginalised	18.57	22.64	4.07	18.88	19.56	0.68
Girls, marginalised	14.46	18.26	3.80	16.39	17.61	1.23
Boys, less marginalised	17.25	21.32	4.07	17.39	18.99	1.60
Boys, marginalised	13.37	16.83	3.46	15.30	17.23	1.92

However, while the re-contacted intervention group appeared more marginalised than their counterparts in comparison schools, improvements in the aggregated average scores for both boys and girls (see Table 2.5) appear to have enabled them to surpass the level of attainment, in English, of students in comparison schools in Cohort 2. Marginalised girls made more progress between midline and endline in intervention schools than in comparison schools (see Figure 2.2).

Figure 2.2: Mean midline and endline scores (out of 50) in the English assessment for marginalised girls in Zimbabwe



The difference-in-differences analysis found that English scores for all students and sub-groups (including marginalised girls and boys) improved more in the intervention than in the comparison schools, and these were significant for all groups.

Table 2.6: Difference-in-difference results for intervention and comparison schools in the English assessment (out of 50) in Zimbabwe

	Difference-in-differences coefficient (β)	Probability (p-value)	Significant	Number of observations	Sample size (N)
Girls, less marginalised	3.39	<0.001	Yes	2,660	1330
Girls, marginalised	2.58	<0.001	Yes	2,374	1187
Girls, total	3.00	<0.001	Yes	5,034	2517
Boys, less marginalised	2.47	<0.001	Yes	2,352	1176
Boys, marginalised	1.53	0.007	Yes	2,288	1144
Boys, total	2.01	<0.001	Yes	4,640	2320
All students, less marginalised	2.92	<0.001	Yes	5,012	2506
All students, marginalised	2.04	<0.001	Yes	4,662	2331
All students, total	2.49	<0.001	Yes	9,674	4837

Amongst the marginalised girls, there was a **statistically significant difference ($p < 0.001$ - see Table 1a) in the comparative rate of change in English scores**. The mean score for the marginalised girls in the intervention schools increased from 14.46 to 18.26, compared to an increase from 16.39 to 17.61 for those in the comparison schools (See Figure 2.1). This meant a difference-in-difference of 2.57 marks over the marginalised girls in the comparison schools (an effect size of 0.294). **For the Payment by Results calculations, this represents a 146% achievement against the endline target of 3.53 points.**

Link between attendance and English attainment?

Following the basic longitudinal and comparative analysis set out above, a series of hierarchical (multilevel) models were built to explore the factors that might be associated with higher English scores in the two countries. These models included a range of background variables at school level (such as school district, school intervention or comparison status, level of school marginality and level of gender parity) and student level (including student gender and marginality status, and measures of attendance attainment and student attitudes to and engagement in learning, all at both midline and endline). **The analysis found that higher average attendance in Cohort 2 was positively associated with higher average attainment in English in both countries ($p < 0.05$ in Zimbabwe and $p < 0.001$ in Tanzania) at midline (the baseline position for Cohort 2).** At endline, there was no *additional* significant impact of high attendance (over that seen at midline) on higher English outcomes, suggesting that the association between attendance and outcomes at endline was the same as that at midline and did not increase.

Establishing a direct causal link between attendance and attainment would require a more detailed analysis than has been possible given the available attendance data, which provides aggregated mean attendance per student during the period over which the cohort was tracked (one academic year). In order to identify the critical levels of attendance associated with differential outcomes in English, a full record of daily and session (morning and afternoon) attendance on a student-by-student basis would be necessary (see Morris and Rutt 2005)^[1]. In practice, the registration data available to the enumerators in both countries was simply in terms of aggregated average attendance for each student.

Nonetheless, the qualitative study suggested that GEC inputs through the Step Up Fund (SUF), in particular, had removed many of the barriers to student attendance in both countries, a finding that is

^[1] Morris, M. and Rutt, S. (2005). An Analysis of Student Attendance Data in Excellence in Cities (EIC) Areas and Non-EIC EAZs: Final Report (DfES Research Report 657). London: DfES. [online]. Available: <http://dera.ioe.ac.uk/5697/1/RR657.pdf>

supported by further analysis of the longitudinal data (see below and Section 2.3). Surveyed parents in both countries suggested that the ability to attend school on a regular basis had improved girls' enthusiasm for education and performance in school, factors also associated with higher attainment (see below).

Literacy results in context

As noted in the discussion above, and although significant progress was made in the intervention schools in both countries (as indicated by the tests used in the evaluation), **overall attainment** in English in both intervention and comparison schools remains low. Compared to the national pass rates in 2015 (pass rates for 2016 are not yet available) the pass rates in both intervention schools and comparison schools were low. In English, the national pass rate in Form 4 exams (**O-levels**):

- in 2015 in **Tanzania** was 56.19%. Girls and boys in the intervention schools were *more* successful in national examinations than their peers in the comparison schools in that year (Cohort 1). Between the 2012 and 2015 there had been an increase in the English pass rates in the intervention and comparison schools (for both boys and girls), though the gap between girls and boys continued to widen. In 2015, girls in the intervention schools had a pass rate of 36.1%, while boys had pass rates of 44.2%. In the comparison schools, pass rates for girls in Tanzania were 33.8% and those for boys were 41.7%.
- in 2015 in **Zimbabwe** was 27.19%. Girls and boys in the intervention schools were *less* successful in national examinations than their peers in the comparison schools (which were all in one district) in that year (Cohort 1). Between 2012 and 2015 there was a *decrease* in the English pass rates in the intervention schools for both boys and girls but, over the same period, there was an *increase* amongst boys and girls in the comparison schools. In 2015, girls in the intervention schools had a pass rate of 10.5% and boys had a pass rate of 11.4%. In the comparison schools, pass rates were 15.6% for girls and 19.4% for boys. It is worth noting that the single comparison district, Chipinge, in Manicaland Province, is one of the highest performing in the country, following its effective implementation of the Performance Lag Access Programme (PLAP) since 2008.³²

The bespoke tests were written by the national assessment councils in both countries, and were based on the expectations of the Form 2 curriculum, but by Form 4, attainment in both countries remained relatively low. There were signs, however, that students in intervention schools were approaching national expectations at a greater rate than in the comparison schools. There was also an indication that students in Cohort 2 who, arguably, had less direct exposure to the project's learning interventions (they were designated as recipients one year before endline), had progressed at a higher rate than students in Cohort 1 (from Form 2 to Form 4). This suggests that there were spill-over effects in *both* countries, particularly in Tanzania, with some of the project's practices appearing to have become more embedded in schools and communities (and in the case of the Learner Guides in some schools, possibly more accepted).

- For Cohort 1 (baseline to midline) the average score at midline for intervention students in Tanzania, who had been exposed to the project for two academic years, exceeded 50% of the total marks, a score only achieved by less marginalised boys in the comparison schools. The average score of the Cohort 1 students in English (whether in intervention or comparison schools) in Zimbabwe was below 50%.
- Amongst the Cohort 2 students (midline to endline), the average score in Form 4 for intervention students in Tanzania (those who had been officially designated as members of the project cohort for one academic year), *exceeded* the outcomes of Cohort 1 when they were in Form 4. This was by an average of three percentage points (for marginalised girls) and three percentage points (for marginalised boys). The average score of students in the comparison schools in Cohort 2 was lower. In Zimbabwe, although none of the Cohort 2 students (intervention or

³² See, for example, <http://thezimbabwe.com/education-33731-manicaland-tops-grade-7-results.html> and <http://manicapost.co.zw/cross-pollination-of-ideas-brings-good-results/>

comparison) reached 50% of the total marks available, the Cohort 2 students in the intervention schools exceeded the Cohort 1 students by around one percentage point.

However, gaps in attainment still existed between marginalised and less marginalised students (for both girls and boys) and improvements were not consistent across districts, as discussed below.

Differences between districts

Being in an intervention school, as discussed above, was associated with greater improvements in English scores for Cohort 2 over time in both Tanzania and Zimbabwe. Within the two countries, a number of district level differences emerged:

- in Zimbabwe, where the negative impact of school marginality on English reduced over time ($p < 0.001$), greater progress was made over time in the districts of Gokwe South ($p < 0.01$), Mbire ($p < 0.001$) and Hurungwe ($p < 0.001$) than in other intervention districts or the comparison district of Chipinge. These three districts all included High schools/boarding schools, which not only reduced the travelling time for students, but were also better resourced and may have attracted better teachers.
- In Tanzania, where the negative impact of school marginality was not significantly reduced over time, progress rates in improving English scores were significantly higher in **Iringa** ($p < 0.001$) than in other intervention districts or comparison areas. The local Camfed team note that the area has a notably higher commitment to achieving progress at district level, with the District Education Officer frequently carrying out school monitoring visits. He has put in place a number of supporting initiatives, including remedial teaching in school holidays, with special attention to revising for exams. He has also hired in teachers (mainly science teachers) from other nearby schools and districts to help with these classes, motivating them to support this extra work (when their districts could not) by getting parents to help by, for example, providing food for the teachers. In January 2016, Camfed launched a project funded by DFID's *Human Development Innovation Fund* in Iringa partner secondary schools, which aims to support Form 1 students to boost their literacy levels in English through the use of e-reader technology delivered by Learner Guides. While this intervention will have had no direct impact on Cohort 2 students, they may have indirectly benefited from an improved whole-school reading culture (although the timeframe for this was very short) or the additional Learner Guides serving the school. The Parent Support Groups are particularly active in Iringa, with a high percentage delivering school-feeding initiatives, for example. However, in Kisarawe ($p < 0.001$) progress was significantly lower than in other intervention areas. This is a coastal district with an historically low prioritisation of education, particularly for girls.

Some insights into the reasons for this district-level difference emerge from the qualitative research, which highlighted:

- the role of the **study guides**, specifically highlighted by interviewees in Mbire and Hurungwe
- the impact of the **Learner Guide supported study groups** (specifically highlighted in Mbire)
- support for **child protection**, which encouraged girls to come to school, cited in Hurungwe

In order to see what impact the project's interventions have had on student progress, a series of multilevel models were run. These explored specific aspects of financial support to students, the use of the study guides and access to the *My Better World* materials and sessions. The findings were examined alongside the findings from the more qualitative work and provided further insight into what activities appeared to be working where and with whom.

Impact of financial support on literacy outcomes

Neither the SUF nor the Camfed bursary were designed to raise attainment, other than indirectly by enabling girls to stay in school and so do better than their peers who had dropped out. The availability of financial support was thought by many survey respondents and interviewees in the qualitative study to have facilitated retention (see Section 2.3.2) though none made claim for an impact on English scores.

Just under three quarters (74%) of both marginalised and less marginalised girls amongst the Zimbabwean sample re-contacted at endline reported that they had received some financial support from Camfed. Many of the respondents appear to have misunderstood or misinterpreted this question, however, as the self-reporting did not always agree with the detailed information in Camfed's monitoring database. The analysis conducted by SQW, therefore, used data from the database rather than the surveys in order to look at associations between the SUF and/or Bursaries and attainment.

Hierarchical statistical models found that, in Zimbabwe:

- over time, **financial support** (whether through Camfed Bursaries or the SUF^[1]) was linked to **increased attendance** ($p < 0.01$), while those in receipt of **Bursaries** tended to be associated with **higher attainment** (over time) in English.
- there was no statistically significant link between a girl being in receipt of support through the SUF and higher attainment, however. Cohort 2 members were designated after the funding changes following the project's extension in 2014. For this cohort (who may have had access to a Bursary or SUF before they were included in the tracking process), the SUF funded only school and examination fees in 2016.

The evidence to date suggests that the support available through the Bursary (which meets other school requirements, such as stationery, sanitary wear and uniforms) may be more supportive of ensuring girls obtain the full support necessary for them both to maintain good attendance *and* achieve good results in English, at least for Cohort 2 in Zimbabwe.

The story in Tanzania appears to be more complex. The abolition of school fees in 2015 meant that the SUF could be more targeted than in Zimbabwe in 2016 and could focus on the things that girls needed either to attend school or to study after school. These requirements varied from uniforms to solar lamps, mattresses and bicycles.¹ The SUF beneficiaries interviewed during the CIDT qualitative study noted that the personal and social benefits attached to receiving support (improved personal hygiene and increased self-confidence) had encouraged them to attend school and to improve their academic performance. The statistical models only partially support this perspective; SUF beneficiaries and those in receipt of Bursaries were both shown to be those with lower average levels attainment in English at midline. However, there was no statistical association with either improved attendance (which was already high in Zimbabwe) or increased attainment over time.

Impact of the study guides

The **study guides**, between midline and endline, were associated with higher English attainment scores (on average between five and six percentage points) and greater rates of improvement ($p < 0.001$ in each case) in English amongst students in Zimbabwe (around five percentage points) and Tanzania (an average of 6.5 percentage points). During qualitative interviews, young people, teachers and parents highlighted the value of the study guides, saying they improved reading and writing skills (particularly in narrative and descriptive compositions); supported independent learning; and increased student confidence and motivation. As one teacher in Zimbabwe stated: "*Previously some students were not interested in doing their homework, but currently there is a huge improvement in the number of completed and submitted assignments*".

It was evident, however, that daily use in class tended to be associated with scores that were around two percentage points *lower* than for other users (those who used them at home and on a less frequent basis in class). Such daily use in Cohort 1 (at midline), however, was found to be associated with less well-resourced schools for whom they provided a valuable (often sole) teaching resource. The findings suggest that the study guides have a valuable role to play in the development of self-directed, confident learners and are useful in supporting teaching, giving young people a well-written guide with clear worked examples. As a number of interviewees commented, however, they should not be seen as a substitute for competent teachers, good classroom resources and well-prepared lessons.

Impact of the My Better World materials and Learner Guides

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The story around the *My Better World* (MBW) materials and sessions was similar in Tanzania and Zimbabwe.

- In **Tanzania**, where the MBW sessions have been absorbed into the regular school curriculum and timetabled in the official school day, there was no statistical association between students having the MBW workbook and higher attainment in English. Over time, the MBW was significantly associated with increases in students' enjoyment of school and confidence in their academic progress ($p < 0.01$). Interestingly, although Learner Guides ran the sessions, student engagement with the MBW was also associated with the extent to which they believed teachers were interested in their progress and involved in overcoming any barriers to their educational progress. It is possible that, given the sessions were incorporated into the school timetable, the students may have regarded the Learner Guides as teachers, as seen in the qualitative studies. These positive changes in attitude were evident across all students. Girls were also significantly more likely to be associated with noting that the MBW sessions had made them feel more integrated in society and more confident about the future than boys ($p < 0.001$).
- In Zimbabwe, there were a few cases where head teachers had made the decision to make attendance at the MBW sessions mandatory and had allocated time on the timetable (during morning school). In most cases, however, sessions were generally conducted in the afternoon and optional and often ill-attended, especially by boys. The statistical analysis revealed that there was no direct association over time between engagement in MBW sessions and attainment in English, although attendance at the sessions was associated with students' greater enjoyment of school and confidence in their academic progress ($p < 0.01$) and with their belief that teachers were interested in their progress ($p < 0.01$).

2.2.2 What impact has the GEC had on numeracy outcomes?

i) Methodology and design

Numeracy levels within the cohort of students tracked from baseline to endline for this programme were measured using nationally recognised, age-appropriate mathematics assessments. As with the assessments administered to assess literacy, these tests were designed by the national examination council in each country (ZIMSEC and NECTA) and were validated by the councils as meeting national assessment standards. Developed specifically for use by Camfed for the purpose of the GEC evaluation, they did not form part of termly examinations or any other routine method of grading students. As noted above, the use of these nationally designed and validated assessments and the engagement with the examination councils was an explicit strategy to ensure recognition by the respective Ministries of Education of the outcomes of the learning assessment.

The set of mathematics tools designed for the baseline assessment were used with the Cohort 1 students when they were in Form 2 (2013) and with the Cohort 2 students when they were in Form 4 (2016). The set of tools designed at midline were used with Cohort 1 when they were in Form 4 (2015) and with Cohort 2 when they were in Form 3 (2015). The two sets of tools were of an equivalent standard, but included different items. This process (of using parallel forms of the test) meant that individual students completed different versions of the tests at each testing point and neither students nor teachers had access to the assessment tools prior to the baseline, midline or endline assessments.

- The tests in Zimbabwe explored arithmetic, percentages, fractions, algebra, geometry and trigonometry. In the analysis at midline and at endline, the scores were doubled to enable analysis out of 100 points, but no differential weighting was applied.
- In Tanzania, the mathematics tests assessed arithmetic, percentages, fractions, algebra, geometry and trigonometry. The tests were scored out of 100 points and no adjustment needed to be made for the subsequent analysis.

The tests were administered under examination conditions in school settings and were marked by ZIMSEC and NECTA using their own marking schemes. For the analysis of mathematics/numeracy

outcomes, student data were disaggregated by gender and marginality for both intervention and comparison schools.

Further details about the aggregate scores achieved at the endline are provided in Annex 4.

ii) **Findings**

Table 2a: Summary of project performance on numeracy outcome in Tanzania

Result	Details	Comments
Numeracy result (Baseline to Midline)	<p>Beta [estimated change in numeracy score as result of intervention from regression or outcomes spreadsheet]: 16.62</p> <p>p-value [estimated statistical significance value from regression]: p<0.001</p> <p>Target [weighted average target for numeracy from Outcomes Spreadsheet]: 3.25</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 510.86%</p>	<p>Scores for numeracy were assessed for normality. Removing outliers (1.5x IQR above 75%/below 25%) improved normality - for all girls. Consequently, outliers were removed from these results, as described in the Baseline Report. Target setting (means and SDs) was progressed on this basis.</p> <p>The data reported in here is based on a longitudinal analysis of the marginalised girls in Cohort 1 and are the figures reported in both the Outcomes spreadsheet and the report, since the test scores for Tanzania were out of 100.</p> <p>The data is robust (the sample of marginalised girls in both intervention and comparison schools was large).</p>
Numeracy result (Midline to Endline)	<p>Beta [estimated change in numeracy score as result of intervention from regression or outcomes spreadsheet]: 13.26</p> <p>p-value [estimated statistical significance value from regression]: p<0.001</p> <p>Target [weighted average target for numeracy from Outcomes Spreadsheet]: 2.65</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 501%</p>	<p>The data reported in here is based on a longitudinal analysis. A difference in differences regression (using school-level clustering) was used for all the re-contacted marginalised girls in Cohort 2</p> <p>The data is robust (the sample of marginalised girls in both intervention and comparison schools was large).</p>

Table 2b: Summary of project performance on numeracy outcome in Zimbabwe

Result	Details	Comments
Numeracy result (Baseline to Midline)	<p>Beta [estimated change in numeracy score as result of intervention from regression or outcomes spreadsheet]: 2.24</p> <p>p-value [estimated statistical significance value from regression]: p = 0.02</p> <p>Target [weighted average target for numeracy from Outcomes Spreadsheet]: 2.54</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 87.77%</p>	<p>Scores for numeracy were assessed for normality. Removing outliers (1.5x IQR above 75%/below 25%) improved normality for all girls. Consequently, outliers were removed from these results, as described in the Baseline Report. Target setting (means and SDs) was progressed on this basis.</p> <p>The data reported in here is based on a longitudinal analysis of the marginalised girls in Cohort 1 and are the figures reported in the report and (in parentheses) in the Outcomes Spreadsheet (OSS). The difference is because the test scores for Zimbabwe were out of 50 and was re-calculated to be out of 100 for the OSS.</p>

		The data is robust (the sample of marginalised girls in both intervention and comparison schools was large).
Numeracy result (Midline to Endline)	<p>Beta [estimated change in numeracy score as result of intervention from regression or outcomes spreadsheet]: 2.69 (against a total score of 100)</p> <p>p-value [estimated statistical significance value from regression]: p = 0.001</p> <p>Target [weighted average target for numeracy from Outcomes Spreadsheet]: 2.35 (against a total score of 100)</p> <p>Performance [as percentage, which should equal Beta divided by the Target]: 114%</p>	The data reported in the text is based on a longitudinal analysis. A difference-in-differences regression (using school-level clustering) was used for all of the re-contacted marginalised girls in Cohort 2. The assessment scores were out of a score of 50. In order to meet the needs of the Outcomes Spreadsheet, the scores were revised to be out of 100 and these are the values in here. The figures used in the text reflect the actual scores.

For Tanzania and Zimbabwe (baseline to midline results for numeracy – Cohort 1)

As with literacy, the midline analysis for **Cohort 1** demonstrated that attendance at a Camfed intervention school, both in Tanzania and in Zimbabwe, had a statistically significant impact on the Mathematics learning outcomes for the target sub-group (marginalised girls), as well as for all other sub-groups of students. Overall scores remained low compared to national expectations for the outcome of the tests, which were designed for those in Form 2 of secondary school (though no floor or ceiling effect was noticed in either country).

- In Tanzania there had been no statistically significant differences between the baseline mathematics scores for students in Cohort 1 in the intervention and comparison school. At the midline, however, the mean scores in intervention schools were higher than for all corresponding student sub-groups in the comparison schools. Between the baseline and midline, the mean Mathematics score for marginalised girls at intervention schools increased from 11.47 to 28.32, an increase of 16.85 marks. With a difference of only 0.23 marks across the same period for marginalised girls at comparison schools, there was a difference-in-difference of 16.6261 marks ($p < 0.001$). This difference equated to an effect size of 1.06 and for **Payment-by-Results calculations, represented a 510.86% achievement against the midline target of 3.25 marks.**
- At baseline in Zimbabwe, the mean Mathematics scores were higher for Cohort 1 students at comparison schools than for those at intervention schools for all student groups (although these differences were only statistically significant for marginalised boys and less marginalised boys). From baseline to midline, the total scores increased for every group (by gender and by level of marginality) in both intervention and comparison schools. At midline, marginalised girls in the interventions schools significantly outperformed marginalised girls attending comparison schools ($p < 0.05$). Their mean Mathematics score increased from 7.26 to 10.51, compared to a change from 7.81 to 9.94 for marginalised girls in the comparison schools, producing a difference-in-differences of +1.12 marks (equated to an effect size of 0.14. **For the Payment by Results calculations, this represented an achievement of 87.77% against the midline target of 1.27 marks (or 2.54 against a possible total of 100 marks).**

The learning interventions in this project were targeted (without differentiation) at all children in intervention schools, including marginalised and less marginalised students and girls and boys. It was clear, however, that improvements in mathematics performance were stronger amongst the intervention cohorts in Tanzania than in Zimbabwe, even though similar levels of access to (and use of) the Mathematics study guides were reported in both Tanzania and Zimbabwe. Since the national assessments in both countries were conducted in English, the team explored the possible additional impact of the **How To Learn English study guide** (which was available only in Tanzania). As was the case for literacy, the statistical analysis did not show any coalescence around individual study guides and so the empirical impact could not be identified, categorically.

In seeking to understand the difference between the rate and level of change noted between students in Zimbabwe and Tanzania, the project identified a number of further avenues for investigation through the qualitative research at endline. This included looking in more detail at:

- how the **study guides** were used in each country – and by whom (with many teachers saying they referred to or used the guides in their classrooms, or to prepare for classes).
- the **role of the Learner Guide** and the *My Better World* materials in supporting young people develop their skills.
 - At the midline, a higher proportion of head teachers in Tanzania than in Zimbabwe identified the positive contribution of Learner Guides (through study/revision groups, for instance) to the development of students' study skills (including the time they spent studying).
 - A higher proportion of teachers in Tanzania noted that the *My Better World* programme had resulted in students spending more time studying and said that the materials had helped improve their examination performance.

The findings from the qualitative research are included throughout the midline to endline analysis (see below)

For Tanzania and Zimbabwe Midline to Endline results: numeracy

At endline, and for Cohort 2, the project had a **significant impact on numeracy outcomes for marginalised girls** (as it did for all girls and all students, including boys) in both countries. In summary:

- the rate of uplift in maths scores in intervention schools at endline was greater in Tanzania than in Zimbabwe
- in both countries, there was a statistically significant difference ($p < 0.001$) in the comparative rate of change in maths scores between students in intervention and comparison schools. All students, including marginalised girls, in intervention schools made significantly more progress in maths than their peers in comparison schools (though the positive difference was not significant for less marginalised girls in Zimbabwe)
- the rate of improvement amongst marginalised and less marginalised boys in Tanzania and Zimbabwe in both intervention and comparison schools was greater than for marginalised and less marginalised girls
- in neither country were ceiling or floor effects noted
- higher attainment was associated with higher attendance at endline, and an additional impact (over and above that noted at midline) was noticed in Tanzania over time.

The discussion that follows provides more detail about the outcomes for students in Cohort 2, including an examination of the targeted sub-cohorts of marginalised girls.

For Tanzania (cohort and sub-group analysis)

As noted above, there were no systematic socio-economic differences at midline (their baseline) for students in intervention and comparison schools in Cohort 2, though there were statistically significant difference in the levels of attainment and attendance. At **endline**, the students lost to the Cohort 2 sample did not significantly affect the level of comparability between the intervention and comparison groups; in both groups, cohort losses were more evident among those with poorer attendance and attainment (see Annex 4).

At endline, the maths scores were still low against national expectations. Although the tests were designed for students in Form 2, no group of pupils (whether in the intervention schools, not the comparison schools) achieved a mean score above 50% in the endline tests. In both intervention and comparison schools, boys both achieved a higher endline score and made greater progress between endline and midline than girls (see Table 2.7), thus increasing the gender gap.

Table 2.7: Mean midline and endline scores (out of 100) in the Maths assessment; split by marginality and gender in Tanzania

	Intervention			Comparison		
	Midline	Endline	Difference	Midline	Endline	Difference
Girls, less marginalised	20.73	41.86	21.13	9.68	15.15	5.47
Girls, marginalised	14.49	32.69	18.20	8.87	13.82	4.94
Boys, less marginalised	27.30	47.84	20.54	15.12	24.06	8.94
Boys, marginalised	21.28	41.01	19.73	15.29	24.52	9.23

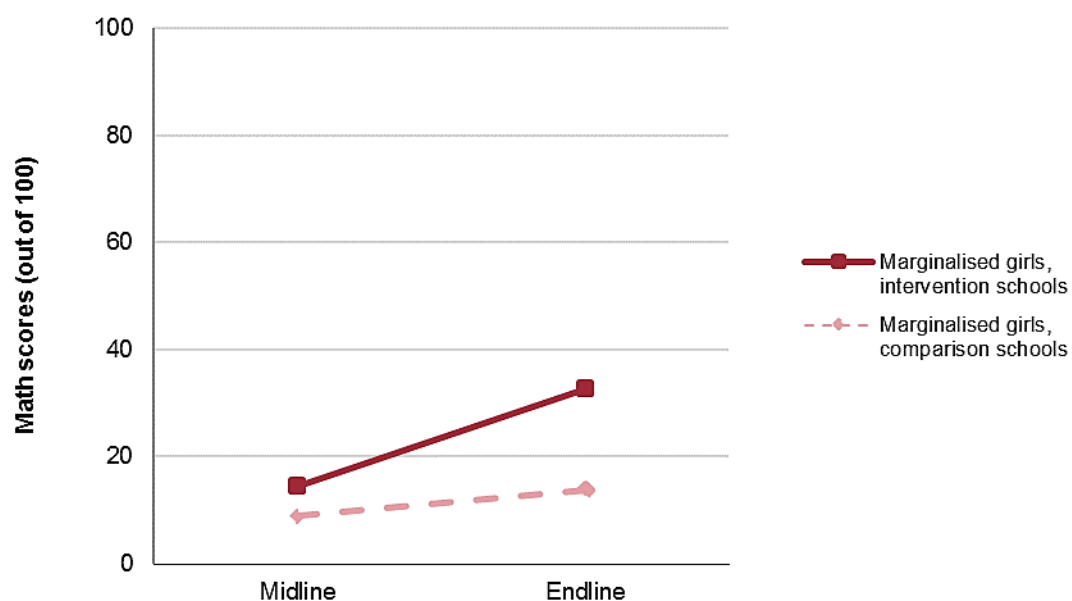
Although boys made more progress than girls in both groups, the rate of progress was significantly greater for all students in intervention schools than for their peers in comparison schools ($p < 0.001$ in all cases – see Table 2.8). This was true of all girls and all boys and of all marginalised and less marginalised students in Cohort 2.

Table 2.8: Difference-in-difference results for intervention and comparison schools in the Maths assessment (out of 100) in Tanzania

	Difference-in-differences coefficient (β)	Probability (p-value)	Significant	Observations (N)	Sample size (N)
Girls, less marginalised	15.67	<0.001	Yes	2,984	1,492
Girls, marginalised	13.26	<0.001	Yes	3,514	1,757
Girls, total	14.28	<0.001	Yes	6,498	3,249
Boys, less marginalised	11.60	<0.001	Yes	2,256	1,128
Boys, marginalised	10.49	<0.001	Yes	3,184	1,592
Boys, total	10.95	<0.001	Yes	5,440	2,720
All students, less marginalised	13.93	<0.001	Yes	5,240	2,620
All students, marginalised	11.83	<0.001	Yes	6,698	3,349
All students, total	12.73	<0.001	Yes	11,938	5,969

In intervention schools at endline, marginalised girls in Cohort 2 (who had significantly higher attainment in maths at midline than their peers in the comparison group – $p < 0.000$) had widened that gap with their peers in the comparison group at endline (see Figure 2.3). Marginalised Cohort 2 girls in intervention schools at endline in Tanzania increased their mean maths scores from 14.49 to 32.69, compared to an increase from 8.87 to 13.82 a difference-in-differences of 13.26 points (equating to an effect size of 0.65) over their peers in the comparison schools. **For Payments by Results calculations, this represents an achievement of 501% against an endline target of 2.65 points.**

Figure 2.3: Mean midline and endline scores (out of 100) in the Maths assessment for marginalised girls in Tanzania



For Zimbabwe (cohort and sub-group analysis)

As noted above, the students in the intervention schools were not homogenous with those in the comparison schools. Levels of poverty and disability were higher and numeracy attainment ($p < 0.000$) and attendance at midline were lower for intervention students in Cohort 2. By endline, however, attainment in the intervention groups was significantly greater than in the comparison groups for all students *except* less marginalised girls; while they had made more improvement than their less marginalised female peers in comparison schools ($p = 1.06$), the difference in the level of improvement was not statistically different ($p = 0.078$). (See Table 2.8)

Table 2.9: Difference-in-difference results for intervention and comparison schools in the Maths assessment (out of 50) in Zimbabwe

	Difference-in-differences coefficient (β)	Probability (p-value)	Significant	Number of observations	Sample size (N)
Girls, less marginalised	1.06	0.078	No	2,672	1336
Girls, marginalised	1.35	0.034	Yes	2,376	1188
Girls, total	1.21	0.033	Yes	5,048	2524
Boys, less marginalised	1.83	0.002	Yes	2,394	1197
Boys, marginalised	1.25	0.010	Yes	2,320	1160
Boys, total	1.58	0.001	Yes	4,714	2357
All students, less marginalised	1.34	0.009	Yes	5,066	2533
All students, marginalised	1.19	0.016	Yes	4,696	2348
All students, total	1.30	0.005	Yes	9,762	4881

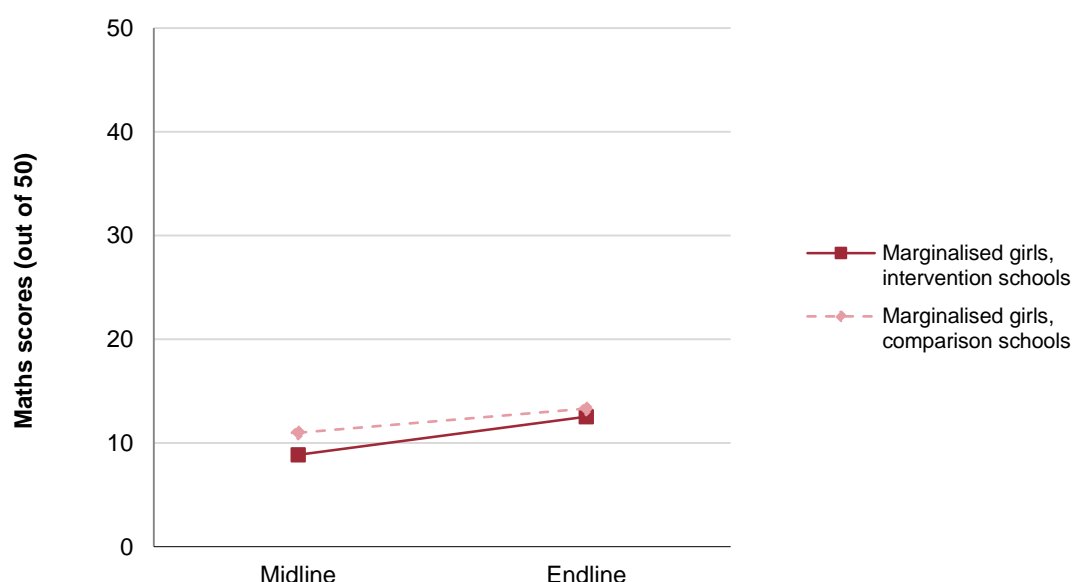
Boys, whether or not in the marginalised group, both scored more highly and made more progress than girls in maths in both intervention and comparison schools (see Table 2.10). However, as indicated above, boys in the intervention schools (who would have had access to the same inputs, other than the SUF, than girls in the Camfed GEC schools) made significantly more progress than both their less marginalised male peers ($p = 0.002$) or their marginalised peers ($p = 0.010$).

Table 2.10: Mean midline and endline scores (out of 50) in the Maths assessment, split by marginality and gender in Zimbabwe

	Intervention			Comparison		
	Midline	Endline	Difference	Midline	Endline	Difference
Girls, less marginalised	11.46	16.18	4.73	12.12	15.79	3.67
Girls, marginalised	8.87	12.54	3.68	10.99	13.32	2.33
Boys, less marginalised	13.62	19.87	6.25	14.66	19.08	4.42
Boys, marginalised	10.90	15.67	4.77	13.68	17.20	3.52

Marginalised girls in Cohort 2 in the Zimbabwean intervention schools increased their mean maths scores from 8.87 to 12.54, compared to an increase from 10.99 to 13.32, a difference-in-differences of 1.35 points (or 2.689 points put of 100) over their peers in the comparison schools. This equates to an effect size of 0.139, and **for payments by results calculations, represents an achievement of 114% against a weighted endline target of 2.35 points out of 100**. For marginalised girls, this also represented a closing in the gap in overall numeracy attainment with their peers in the comparison district of Chipinge.

Figure 2.4: Mean midline and endline scores (out of 50) in the Maths assessment for marginalised girls in Zimbabwe



Link between attendance and maths attainment

The hierarchical models (see above) built at endline to explore the factors that might be associated with higher maths scores in Cohort 2 in the two countries demonstrated that **higher average attendance was positively associated with higher attainment in maths in both countries ($p < 0.05$ in Zimbabwe and $p < 0.001$ in Tanzania) at midline (the Cohort 2 baseline)**. At endline, there was an additional significant impact in Tanzania of high attendance (over that seen at midline) on higher maths outcomes, suggesting that the association between attendance and outcomes was even stronger at endline in Tanzania than at midline. No such significant difference was observed at endline for Zimbabwe.

This may help in understanding why the uplift in maths scores in Tanzania was greater than in Zimbabwe, although establishing a direct causal link is both problematic (see discussion under literacy outcomes) and complex. In both countries, and as noted above, the qualitative study by CIDT

suggested that GEC inputs through the SUF had removed many of the barriers to student attendance in both countries, a finding only partially supported by the hierarchical modelling (see Section 2.3).

- In Zimbabwe, there was evidence that Camfed financial support increased attendance over time and that Bursary recipients (though not SUF recipients) had both higher attendance ($p < 0.05$) and higher attainment in maths ($p < 0.01$).
- In Tanzania, there was no association between financial support and attainment in maths over time. Nor was there any clear association between financial support and attendance, once school and student background variables were included in the statistical models. When looking *only* at those who had received financial support, however, there was an interesting difference between Bursary recipients and SUF recipients. While there was a statistically significant negative association between students in receipt of a Bursary and average attendance between midline and endline, there was no such finding for SUF recipients. In contrast, they were associated with improved attendance over time, although this was not statistically significant.

Numeracy results in context

As noted in the discussion above, and although significant progress was made in the intervention schools in both countries, **overall attainment** in maths in both intervention and comparison schools remains low. Compared to the national pass rates in 2015 (pass rates for 2016 are not yet available) the pass rates in both intervention schools and comparison schools were low. In maths, the national pass rate in Form 4 exams (**O-levels**):

- in 2015 in **Tanzania** was 16.76%. Girls and boys in the intervention schools were *more* successful in national examinations than their peers in the comparison schools in that year (Cohort 1). Between 2012 and 2015 there was an increase in the Maths pass rates in the intervention schools for both boys and girls. There was a decrease in the Maths pass rates in the Comparison schools for boys and no change for the girls. In 2015, girls in the intervention schools had a pass rate of 8.8%, while boys had pass rates of 9.4%. In the comparison schools, pass rates for girls in Tanzania were 2.2% and those for boys were 4.0%.
- in 2015 in **Zimbabwe** was 27.19%. Girls and boys in the intervention schools were *less* successful in national examinations than their peers in the comparison schools (which were all in one district – please see the note in the literacy section above, regarding the relative performance of Chipinge District nationally) in that year (Cohort 1). Between 2012 and 2015, there was an increase in the Maths pass rates in the intervention schools for both boys and girls. However, this increase was *less* than the increase achieved in the comparison schools by both boys and girls. In 2015, girls in the intervention schools had a pass rate of 5.2% and boys had a pass rate of 14.3%. In the comparison schools, pass rates were 11.5% for girls and 20.8 % for boys.

As with the English tests, the bespoke maths tests were written by the national assessment councils in both countries, and were based on the expectations of the Form 2 curriculum. By Form 4, attainment in both countries still remained relatively low, though there were signs that students in intervention schools were approaching national expectations at a greater rate than in the comparison schools. There was also an indication that students in Cohort 2 progressed at a higher rate by Form 4 than students had in Cohort 1 (from Form 2 to Form 4), further supporting suggestions of greater embedding of practice in schools.

- For Cohort 1 (baseline to midline) the average score at midline for intervention students in Tanzania, who had been exposed to the project for two academic years, remained well below 50% of the total marks, though significantly exceeded those in the comparison schools. Comparative maths scores were even lower in Zimbabwe, and marginalised girls alone demonstrated a significant improvement against their peers in the comparison group.
- Amongst the Cohort 2 students (midline to endline), the average score at endline for intervention students in Tanzania, when they were in Form 4, *exceeded* the outcomes of Cohort 1 in Form 4 by an average of over four percentage points (marginalised girls) and over eight percentage points (boys), though were still well below 50%. The students in the comparison

schools in Cohort 2 did not match this average score. In Zimbabwe, although overall scores remained low, the Cohort 2 students in the intervention schools in Form 3 exceeded the scores of Cohort 1 students by around one percentage point.

Differences between districts

Being in an intervention school, as discussed above, was associated with greater improvements in maths scores for Cohort 2 over time in both Tanzania and Zimbabwe. A number of district level differences emerged, and these were found in the same districts as for English:

- in Zimbabwe, greater progress was made over time in the districts of Gokwe South ($p < 0.001$), Mbire ($p < 0.01$) and Hurungwe ($p < 0.001$) than in other intervention districts or the comparison district of Chipinge. The possible reasons for these differences were explored above, under literacy outcomes.
- In Tanzania, progress rates in improving maths scores were significantly higher in Iringa ($p < 0.001$) than in other intervention districts or comparison areas (see discussion under literacy outcomes – any ‘spillover’ effect of the Form 1-focused literacy intervention may also link to improved maths scores, since maths assessments are set in English). However, in the comparison districts of Kisarawe ($p < 0.001$) and Mkuranga ($p < 0.001$) progress was significantly lower than in all other areas (comparison or intervention). These are both coastal districts, with an historically low prioritisation of education, particularly for girls.

In addition to the points in relation to the district-level differences noted from the qualitative research in relation to overall attainment, the maths study guides were credited in one school in Gokwe South as the reason for the 100% pass rate in maths O level in 2015 amongst SUF beneficiaries. The remaining sub-sections explored specific aspects of financial support to students, the use of the study guides and access to the *My Better World* materials and sessions. The findings were examined alongside the findings from the more qualitative work and provided further insight into what activities appeared to be working where and with whom.

Impact of financial support on numeracy outcomes

As noted above, neither the SUF nor the Camfed bursary were designed to raise attainment, other than indirectly by enabling girls to stay in school and so do better than their peers who had dropped out. However, hierarchical models found that:

- in Zimbabwe, those in receipt of **Bursaries** were associated with **higher attainment** in maths at midline, though there was no further uplift at endline and there was no statistically significant link between a girl being in receipt of support through the SUF and higher attainment in maths
- In Tanzania, higher attainment in maths was not associated with financial support. However, when looking *only* at those students in receipt of Camfed support, SUF recipients were associated with greater progress over time and, unlike the outcomes for English, this was statistically significant ($p < 0.05$)

The evidence suggest that the additional economic support provided by the SUF in Tanzania and the Camfed Bursaries in Zimbabwe may prove more effective in raising attainment amongst marginalised girls than payment of school and examination fees alone.

Impact of the study guides

The **study guides**, over time, were associated with higher maths attainment scores on average and greater rates of improvement ($p < 0.001$ in each case) in maths amongst students in Zimbabwe (around 1.5 marks or three percentage points) and Tanzania (an average of 8.3 percentage points). During the qualitative study, interviewees in some schools in Zimbabwe were particularly positive about the maths and science guides, crediting them with having raised interest, provided reassurance and increased the confidence of both students and teachers. Although the guides were sometimes less well received than the English guides (with some core concepts in the national curriculum thought to be missing), teachers in Mbire and Nkayi thought that the learning multiple methods they included made students more inquisitive, increased their knowledge and provided them with an opportunity to solve problems in different ways.

An association was noted between frequency of use and attainment scores in Tanzania, with weekly use in class associated with a greater rate of progress (equivalent to about 2.5 percentage points). However, other than in Iringa and Pangani, where regular use (daily and weekly) at home and in school was associated with a significant uplift in scores (on average between 17 and 21 percentage points in Iringa and between 7 and 10 percentage points in Pangani). As above, it is worth noting that an additional intervention took place in schools in Iringa from January 2016: it made digital versions of the study guides developed under this project available on e-readers to Form 1s making the primary-secondary transition. Depending on how e-readers were used by schools in this short period, and their impact on the general culture of reading and use of resources, this may have indirectly benefited Cohort 2 members (who were in Form 4 in 2016). Overall, this finding about regular use appears to be in direct contrast to the finding for English and may be related to the difference in pedagogical approaches used in maths, with regular practice of worked examples.

Impact of the My Better World materials and Learner Guides

The story around the contribution of MBW materials and sessions to maths outcomes differed from those for English. In addition to the broader impacts on attitudes, which cross both subjects and are reported under impact in English scores above:

- In **Tanzania**, there was no statistical association between students having the *MBW* materials and higher attainment in maths. However, a number of differences were evident across districts, with the contribution of the MBW being most noted in Iringa and Pangani. In this latter district no association had been noted with the study guides, suggesting that the influence may have been more to do with promoting positive attitudes to the subject, possibly in both areas, than in aiding learning itself,
- In **Zimbabwe**, the statistical analysis revealed that having the materials and regularly attending the sessions (which were generally not mandatory) had an apparently greater association over time with boys attainment in maths than with girls ($p < 0.05$), a finding replicating that noted in the qualitative research. This suggested that MBW had contributed to developing attitudes to school subjects and their teachers that were more positive and had taught them to value others (and themselves) more. One group of boys, for example, said that they valued the MBW book so highly that they would be willing to pay for it (US\$5), if it was not free.

2.3 What impact has the GEC had on enabling marginalised girls to be in school?

2.3.1 What effects has the GEC had on attendance?

i) Methodology and design

The attendance data for the endline evaluation was collected by the enumerators, using school registers (see Annex 4). Attendance rates were calculated based on the number of days that each student was in attendance at the school (as recorded in the register) as a proportion of the number of days that the school was open. Spot checks were carried out by District Education Officials from a different district in both Tanzania and Zimbabwe (see below) in samples of schools at different times throughout the endline period (in Zimbabwe, spot checks were carried out in the comparison district by enumerators at midline and endline only):

- In Tanzania, unannounced spot checks were carried out in:
 - 41 of the 81 intervention schools and 21 of the 60 comparison schools between January and February 2016
 - 13 intervention schools and eight comparison schools between March and April 2016
 - 20 intervention schools and four comparison schools between May and November.
- In Zimbabwe, unannounced spot checks were carried out in
 - 29 of the 70 intervention schools between February and March 2016

- 24 intervention schools between June and July, 2016
- 16 intervention schools and 50 of the 51 comparison schools between September and October 2016.

More frequent spot checks in the Zimbabwean comparison schools were limited by the nature of the Government agreement regarding visits to the comparison schools, and so a more comprehensive spot-check, led by enumerators, took place at the time of the endline surveys.

These spot-checks revealed that there were some discrepancies around the accuracy of the data in the registers:

- during the summer months in Zimbabwe (when there was an 11 percentage point difference between attendance recorded in the register and in the spot-checks in the intervention schools). In the other months, the data was largely accurate (within two percentage points). The difference in the summer months may have been an outcome of the registers being taken in the morning and the spot-checks taking place in the afternoon, after some students had already left the school. This may have been legitimate (off-site sports activities for example), but may raise questions about continuity of attendance during the school day.
- in the comparison schools in Tanzania, where the accuracy of the registers declined over the year (though the number of schools visited was small). Data in the intervention schools did not vary by more than one percentage point.

The project measured average attendance for *all* students (including boys) on roll in Form 3 at midline and in Form 4 at endline, whether or not they had been re-contacted. In addition, the cohort of intervention and comparison students who were in the sample in Form 3 and who were successfully re-contacted in Form 4 were included in a further statistical analysis (multilevel modelling) to examine the impact of the intervention on attendance. No other sources of school specific attendance data were used.

ii) Findings

Table 3a: Summary of project performance on attendance outcome in Tanzania

Result	Details	Comments
Attendance result (Baseline to Midline)	<p>Source: Choose best source out of School Registers and Spot Checks (these calculations are in tab 2.4 of Outcomes Spreadsheet).</p> <p>A: Weighted average Treatment group attendance rate at Baseline: 84%</p> <p>B: Weighted average Control group attendance rate at Baseline: 75%</p> <p>C: Weighted average Treatment group attendance rate at Midline: 85%</p> <p>D: Weighted average Control group attendance rate at Midline: 79%</p> <p>E: Difference-in-difference attendance change at Midline (C-A)-(D-B): -2.7% (p =0.390)</p>	<p>The data reported in here is based on a cross-sectional difference-in differences analysis of the marginalised girls in Cohort 1 and are the figures reported in both the Outcomes spreadsheet and the report. The data is drawn from school registers and is robust (the sample of marginalised girls in both intervention and comparison schools was large).</p>
Attendance result (Midline to Endline)	<p>Source: Choose best source out of School Registers and Spot Checks (these calculations are in tab 2.4 of Outcomes Spreadsheet).</p> <p>A: Weighted average Treatment group attendance rate at Midline: 83%</p> <p>B: Weighted average Control group attendance rate at Midline: 78%</p> <p>C: Weighted average Treatment group attendance rate at Endline: 80%</p> <p>D: Weighted average Control group attendance rate at Endline: 75%</p> <p>E: Difference-in-difference attendance change at Endline (C-A)-(D-B): +0.6% (p-value=0.863)</p>	<p>The data reported in here is based on a cross-sectional difference-in differences analysis of the marginalised girls in Cohort 1 and are the figures reported in both the Outcomes spreadsheet and the report. The data is drawn from school registers and is robust (the sample of marginalised girls in both intervention and comparison schools was large).</p>

Table 3b: Summary of project performance on attendance outcome in Zimbabwe

Result	Details	Comments
Attendance result (Baseline to Midline)	<p>Source: Choose best source out of School Registers and Spot Checks (these calculations are in tab 2.4 of Outcomes Spreadsheet).</p> <p>A: Weighted average Treatment group attendance rate at Baseline: 91%</p> <p>B: Weighted average Control group attendance rate at Baseline: 95%</p> <p>C: Weighted average Treatment group attendance rate at Midline: 90%</p> <p>D: Weighted average Control group attendance rate at Midline: 97%</p> <p>E: Difference-in-difference attendance change at Midline (C-A)-(D-B): -3.4 % (p = 0.339)</p>	<p>The data reported in here is based on a cross-sectional difference-in differences analysis of the marginalised girls in Cohort 1 and are the figures reported in both the Outcomes spreadsheet and the report. The data is drawn from school registers and is robust (the sample of marginalised girls in both intervention and comparison schools was large).</p>

Result	Details	Comments
Attendance result (Midline to Endline)	<p>Source: Choose best source out of School Registers and Spot Checks (these calculations are in tab 2.4 of Outcomes Spreadsheet).</p> <p>A: Weighted average Treatment group attendance rate at Midline: 93%</p> <p>B: Weighted average Control group attendance rate at Midline: 96%</p> <p>C: Weighted average Treatment group attendance rate at Endline: 79%</p> <p>D: Weighted average Control group attendance rate at Endline: 82%</p> <p>E: Difference-in-difference attendance change at Endline (C-A)-(D-B): +0.4% (p value = 0.831)</p>	The data reported in here is based on a cross-sectional difference-in differences analysis of the marginalised girls in Cohort 1 and are the figures reported in both the Outcomes spreadsheet and the report. The data is drawn from school registers and is robust (the sample of marginalised girls in both intervention and comparison schools was large).

In both Tanzania and Zimbabwe, the attendance of two different cohorts were tracked. The first (Cohort 1) was tracked from Form 2 (2013) to Form 4 (2015). This coincided with the baseline and the midline of the GEC SCW programme. The second cohort was tracked from Form 3 (2015) to Form 4 (2016), coinciding with the midline and endline of the programme. The project's interventions did not have a statistically significant impact on increasing attendance for either cohort. The tables below present the overall level of attendance, by gender and by marginality for Cohort 1 and Cohort 2 in Tanzania (Table 2.11) and for Zimbabwe (Table 2.12)

Table 2.11 Baseline, midline and endline attendance rates in Tanzania; split by marginality and gender

	Cohort 1				Cohort 2			
	Baseline		Midline		Midline		Endline	
	Intervention %	Comparison%	Intervention%	Comparison%	Intervention%	Comparison%	Intervention%	Comparison%
Marginalised girls	83.6	74.8	85.2	79.1	82.5	77.9	83.0	76.5
Less marginalised girls	83.6	78.3	85.7	80.7	85.1	79.1	85.9	77.4
Marginalised boys	82.0	74.7	83.2	77.2	82.0	75.9	81.8	74.6
Less marginalised boys	81.8	78	85.6	78.6	82.6	79.3	84.5	77.0

In Tanzania, attendance rates rose for students in Cohort 1 in both intervention schools and comparison schools between baseline and midline; the difference in differences in the attendance rates was not significant, however. For Cohort 2, attendance rates **rose** marginally for all groups other than marginalised boys in intervention schools and declined marginally for all groups in comparison schools, though the difference-in-differences for attendance between the students in the two groups of schools were not significant.

Table 2.12 Baseline, midline and endline attendance rates in Zimbabwe; split by marginality and gender

	Cohort 1				Cohort 2			
	Baseline		Midline		Midline		Endline	
	Intervention %	Comparison%	Intervention%	Comparison%	Intervention%	Comparison%	Intervention%	Comparison%
Marginalised girls	91.0	95.0	84.5	93.4	93.0	95.9	79.4	81.8
Less marginalised girls	92.9	96.2	90.8	96.4	93.8	96.7	85.7	86.4
Marginalised boys	89.9	94.2	86.9	94.1	91.2	96.0	80.5	83.5
Less marginalised boys	92.2	96.5	89.4	96.3	92.4	96.9	84.7	88.2

At baseline the attendance figures for Zimbabwe were already high for both intervention and comparison schools (over 90%) and the target at midline was to preserve these levels. At midline the attendance for Cohort 1 remained at over 90%. For Cohort 2 at midline, attendance was similarly high, but while attendance for students in the comparison group remained at over 90%, attendance had fallen (though not significantly) in the intervention group (see sections below for full details).

Baseline to Midline results

At midline, the Camfed programme had no significant impact on attendance rates for the target groups of marginalised girls in **Cohort 1** in either Tanzania or Zimbabwe.

- Attendance rates for students in intervention schools in **Tanzania** were higher than in comparison schools at both baseline and midline, for all student groups split by marginality and gender. Between baseline and midline there was an increase of 1.6 percentage points in the mean attendance rate of marginalised girls in intervention schools (from 83.6% at the baseline to 85.2% at the midline). In the comparison schools, the mean attendance rate for marginalised girls increased by 4.3 percentage points, from 74.8% at the baseline to 79.1% at the midline. While absolute attendance rates remained higher in intervention schools, the difference-in-differences analysis showed that this change was not statistically significant.
- The attendance rates collected for the cohort in **Zimbabwe** also showed that attendance rates generally stayed stable between the baseline and the midline for cohort students in both the intervention and the comparison schools, for all student groups split by marginality and gender. In the intervention schools, there was a slight decrease (of 1.9 percentage points) in the mean attendance rate of marginalised girls, from 91.4% at the baseline to 89.5% at the midline, while in the comparison schools, the mean attendance rate for marginalised girls increased by 1.5 percentage points, from 95.0% at the baseline to 96.5% at the midline. Using a difference-in-differences approach, it was found that there were no statistically significant differences between the intervention and the comparison schools in the change in mean attendance rates from baseline to midline for any of the student groups.

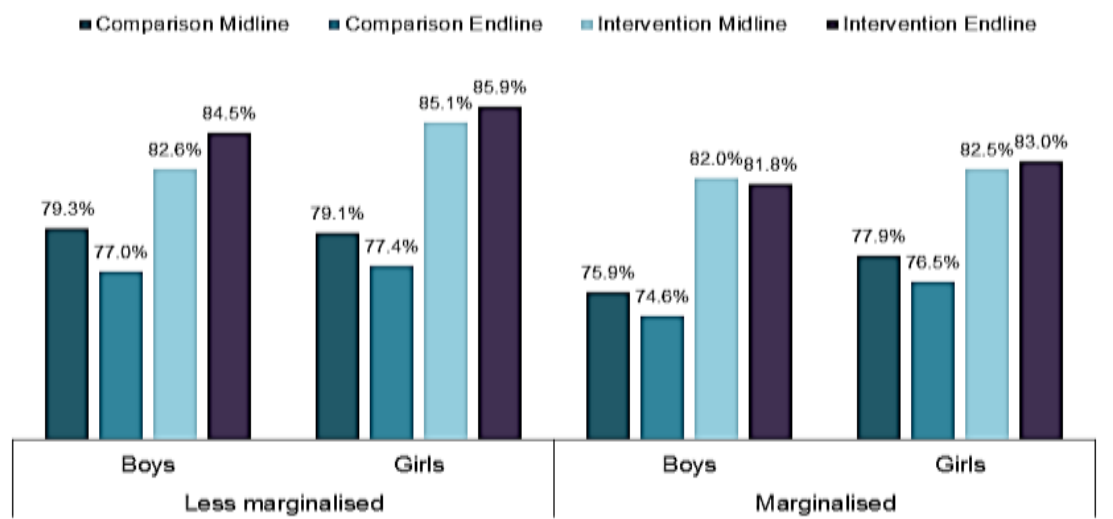
Midline to Endline results (cohort and sub-group analysis)

As indicated in Table 3a and 3b, there was no evidence of a significant impact of the project on attendance rates in either Tanzania or Zimbabwe.

Tanzania

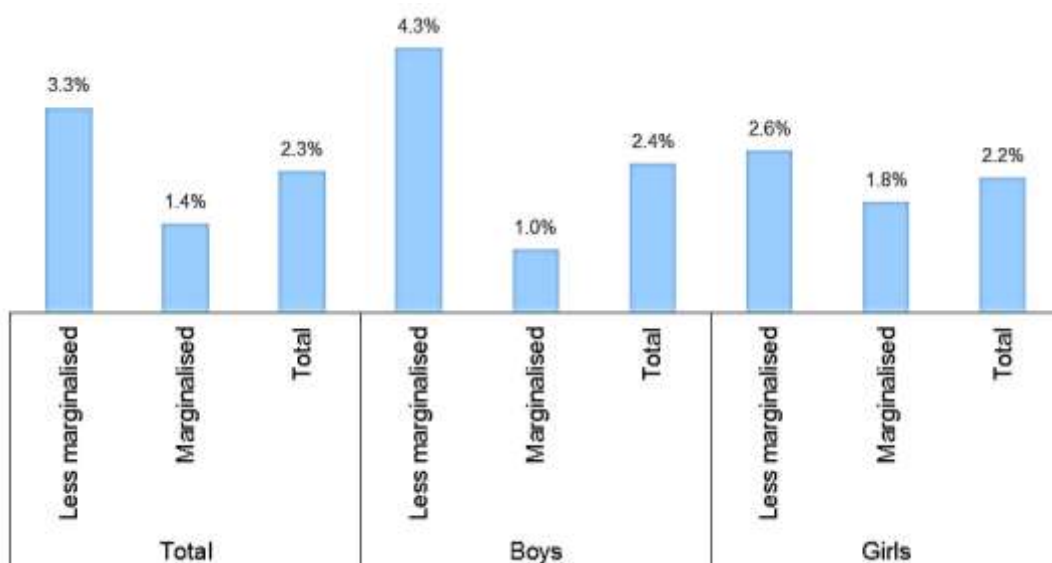
In the intervention schools, attendance for Cohort 2 at midline was already significantly higher in the intervention schools than in the comparison schools (see Annex 4). It was also higher for girls (marginalised and less marginalised than for boys). At endline, the attendance remained higher amongst Cohort 2 students in intervention schools than in the comparison schools. As shown in the figure below there were decreases in the attendance figures amongst marginalised boys in both comparison (by more than three percentage point from 75.9% to 74.6%) and intervention schools (82.0% to 81.8%) and amongst marginalised girls in comparison schools (from 77.9% to 76.5%). Amongst marginalised girls in the intervention schools, attendance increased marginally between midline and endline (from 82.5% to 83.0%). For less marginalised girls, attendance increased by one percentage point (from 85.1% to 85.9%).

Figure 2.5: Average attendance between Midline and Endline



However, when the difference-in-differences were calculated (see figure below), none of the relative increases in attendance for students in intervention schools compared to students in comparison schools were statistically significant.

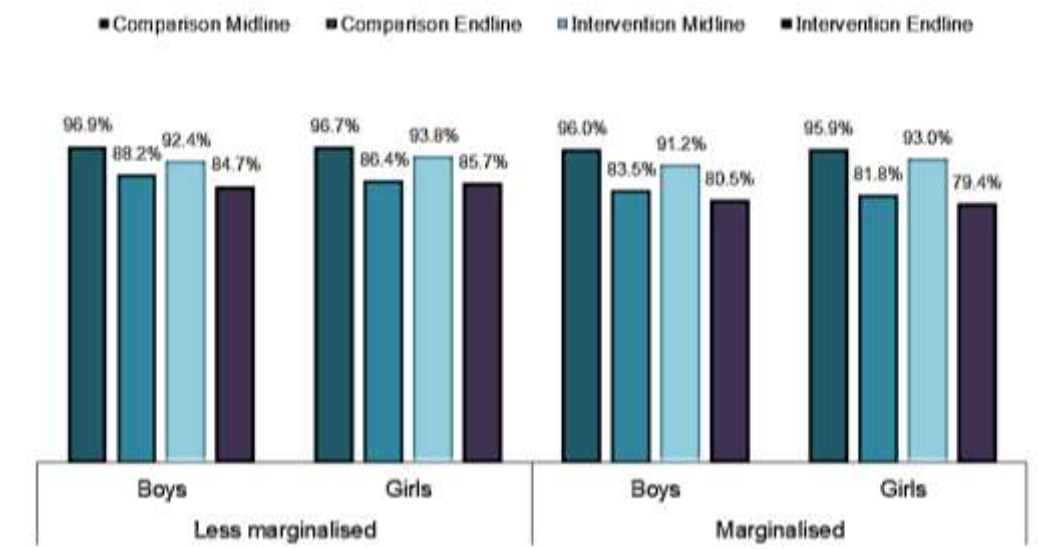
Figure 2.6: Average Difference-in-Difference results



Zimbabwe

Attendance in Zimbabwe was high in all schools (both intervention and comparison) at the midline. By the endline, attendance rates had gone down for all groups (male and female, marginalised and less marginalised) as shown in the figure below:

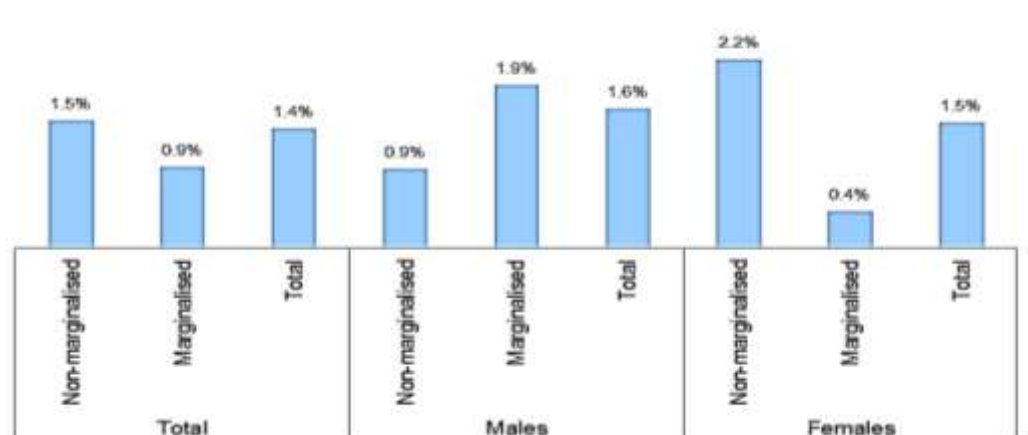
Figure 2.7: Average attendance between Midline and Endline



- For marginalised girls, the rates of attendance in intervention schools decreased by 14 percentage points from 93% to 79%, the same rate of change as in the comparison schools (from 96% to 82%)
- Amongst marginalised boys, the rates of attendance decreased by 10 percentage points (from 91% to 81%) in the intervention schools and by 14 percentage points (from 96% to 83%) in the comparison schools
- Amongst less marginalised students, while there was a decrease in attendance in both intervention and comparison schools, it was more evident amongst boys (nine and 11 percentage points respectively) than amongst girls (seven and eight percentage points respectively)

Although these changes in attendance were marked, with marginalised girls particularly affected, and although the rates of decline were higher amongst boys and in the comparison schools, the difference-in-differences analysis demonstrated that there were no statistically significant differences between the intervention schools and the comparison schools.

Figure 2.8: Average Difference-in-Difference results



Attendance outcomes in context

The detailed analysis of attendance outcomes for Tanzania and Zimbabwe identified a number of points worth exploring here. The story for each country was different however and so are presented separately

Tanzania

In the midline report on Cohort 1, it was suggested that there may have been a differential effect on being enrolled in an intervention school, as Camfed already had a prior association with intervention schools in addressing the retention of marginalised girls. The hierarchical analysis for **Cohort 2**, however, suggests that the story is more complex. Once the background variables at school and student level were included in the hierarchical models, designation as an intervention school (one with a history of interactions with Camfed) was not significant in explaining the differences at either midline or endline. Instead, there seem to be some differences associated with differences between students, some to do with differences between schools and others to do with Camfed funding mechanisms (both the Bursary and the SUF programme), as well as differences between districts.

Difference between students

- Overall, girls' were associated with a higher average attendance at midline (controlling for marginality and other variables) than boys ($p < 0.001$), though there was no additional uplift associated with gender at endline. This suggests that the attendance gap between girls and boys in both comparison and intervention schools had been maintained but not increased (or decreased). The attendance of marginalised students was lower, statistically, at midline ($p < 0.05$) but there was no statistically significant difference at endline, suggesting that the gap between marginalised students and their less marginalised peers was narrowing. There was no evidence to suggest that the gap in attendance was closing any faster in intervention schools than comparison schools, however.

Differences between schools

- Individual student attendance (controlling for marginality and other variables) was higher at midline in schools with a good average attendance record for this cohort ($p < 0.001$), but the relative impact of these schools was reduced (by over 80%) at endline ($p < 0.001$). Even though the impact was less obvious at endline, this still indicates that individual students are likely to maintain a better level of attendance if they go to schools in which high attendance is the norm.
- Between midline and endline, students attending schools in which there was a higher proportion of girls were significantly more likely to have a good attendance record ($p < 0.01$). This was true for students in both intervention and comparison schools

- Over the same time, there was a significant increase in attendance in schools with a higher level of marginality ($p < 0.01$), suggesting that some of the barriers to attendance were being overcome. This was true, however, for both intervention and comparison schools.

Differences between districts

- Higher attendance was associated with attending schools in Morogoro ($p < 0.05$). This level of significance was true not only for all students in those schools, but also particularly for girls ($p < 0.05$) and for marginalised girls ($p < 0.05$). This district has a high percentage of hostels (reducing the travel barrier to attendance). It has both a very active District Education Office (which chairs the CDC, the body that manages the Camfed programme at district level, and very active Parent Support Groups.

Differences in relation to financial support

- Financial support alone (whether from Camfed or other sources) does not appear to have been significantly associated with higher attendance at either midline or endline, although an investigation of the relative impact of the different Camfed funds suggests there was variation in impact amongst those in receipt of support:
 - For students who had received Camfed Bursaries, (which may have pre-dated the intervention) attendance at midline was significantly higher than their peers ($p < 0.001$), though the impact was no longer evident at endline when attendance rates amongst Bursary recipients decreased ($p < 0.05$). This suggests that there may have been reasons, other than financial reasons, that lowered their attendance.
 - The SUF had no *overall* significant impact on attendance. However, in Morogoro (where attendance was statistically higher than in other districts), both Bursaries ($p < 0.05$) and the SUF ($p < 0.05$) were associated with higher attendance (possibly by covering hostel fees and other necessary items).

Zimbabwe

Attendance rates in Zimbabwe have been affected negatively by the on-going drought and associated economic issues. Unlike Tanzania, attendance **at an intervention school was positively associated with higher attendance at endline** ($p < 0.01$) even though, at midline, students in intervention schools were associated with lower attendance ($p < 0.001$). This suggests that being in an intervention school was associated with improved attendance at endline. For the tracked students in **Cohort 2**, there were some interesting differences between students (in both intervention and comparison schools) at student, school and project level.

Difference between students

- Overall, girls were associated with higher average attendance at midline (controlling for marginality and other variables) than boys ($p < 0.001$). By endline, boys were associated with a higher average attendance than girls ($p < 0.001$) suggesting that girls may have been disproportionately affected by the drought and the downturn in the economy.
- While marginalised students (in both intervention and comparison schools) were not statistically associated with lower attendance (once other student and school level variables were considered) at midline, the association at endline was significant ($p < 0.001$). This suggest that marginalised students (as with girls) were disproportionately affected by the drought and the downturn in the economy.

Differences between schools

- Individual student attendance (controlling for marginality and other variables) was higher at midline and endline in schools with a good average attendance record for this cohort ($p < 0.001$). This indicates that students are likely to maintain a better level of attendance in schools in which high attendance for the cohort is the norm.

- Although girls and marginalised students were both associated with lower attendance, students attending schools with a high proportion of girls ($p < 0.01$) and/or a high level of marginality ($p < 0.05$) were associated with better attendance at endline. This may seem counter-intuitive, but suggests that girls may have received more encouragement to remain in schools with higher gender parity, while marginalised students may have received more support to remain in school in areas of high marginality.

Differences between districts

- Compared to all other districts (and controlling for marginality and school type), lower average attendance was associated with being in a school in Nkayi ($p < 0.01$). This area is part of Matebeleland, a region in Zimbabwe that does yet not meet the government's policy requirement to have a secondary school every 10 kilometres. As a result, many students have to travel long distances to school. Only one school in that district had higher than average attendance rates and that was the only boarding school in Nkayi. While boarding effectively removes the physical barrier of distance to attendance, some girls may face other barriers (such as the financial ability to pay for boarding facilities).

Differences in relation to financial support

- Financial support (whether from Camfed or other sources) was associated with higher attendance at endline, although it appears that those supported at midline were associated with lower attendance, suggesting that financial support may have been targeted effectively
- Over time, being in receipt of either the SUF or of a Bursary was associated with higher average attendance ($p < 0.01$ in each case)

Local regional and national comparisons

Attendance data is not collected for EMIS by the governments in either Tanzania or Zimbabwe and so no national or regional comparisons are available for either country.

2.3.2 What effects has the GEC had on enrolment?

The Camfed GEC project did not include interventions directly targeting enrolment, nor did it include any work with out of school girls. It did focus on **school retention**, however, and the evidence on this is presented below.

2.3.2a What effects has the GEC had on retention?

The **main point of comparison** for estimating the impact of the GEC programme on marginalised girls was to consider the differences in the probability of retention between marginalised girls who received financial support from Camfed through the Step-Up Fund (which aims to retain girls in school) and their marginalised peers in the comparison schools. This is discussed in the following sub-sections.

Methodology and design

School retention was measured by looking at the school drop-out rate of members of the tracked cohorts (lower drop-out indicated higher retention):

- Cohort 1 students who were present in the baseline study (2013) but had dropped out of school by the time of the midline surveys in 2015
- Cohort 2 students who were present at the time of the midline (their baseline) in 2015 but had dropped out at the time of the endline surveys (September, 2016)

'Drop-out' was defined as those students who had dropped out of school and who were not lost to the tracked sample because of exclusion (schools expelling students), transfer to another school, or absence on the day of the survey. The data was collected from schools during the enumerators' visits for the endline data collection and was based on schools' records about the cohort members.

Findings

Between midline and endline, three per cent of the population of the target cohort in Tanzania, had dropped out. A total of 127 students (including marginalised and less marginalised girls and boys) had dropped out of school and were not re-contacted at endline (53 students in the intervention schools and 74 in the comparison schools). An additional 45 students who had dropped out by endline were re-contacted (38 of them in the intervention schools) and took part in some of the surveys. A further 10 students had been expelled by the school authorities for bad behaviour³³ (two in the intervention schools and eight in the comparison schools). There had also been some student movement, with 25 students moving away from the sampled intervention schools to other areas and eight transferring out of the comparison schools.

Drop-out figures were much higher in the Zimbabwean schools. Nearly one fifth of the whole cohort of students (19.08%) had dropped out. At endline, a higher proportion of the 1,093 students who were not re-contacted were from the intervention schools. However, the *relative* level was marginally higher in the comparison schools (17.6%) than the intervention schools (16.0%). A further 112 students (48 from the intervention schools) who were re-contacted had dropped out of school. Few students (seven, four of whom were in the intervention schools) had been expelled.

In Zimbabwe, disciplinary procedures are clearly laid out in statutory instruments (MoPSE) and exclusion is not common. It is instituted only in extreme cases of indiscipline and, unlike in Tanzania, pregnancy is not grounds for expelling a student. Incidence of transfer were also relatively high (198 students) with a higher proportion of these (118 students) transferring out of the intervention schools. In total, 80 pupils transferred out of the comparison schools. In both cases, however, this comprised three per cent of the tracked cohort.

The analysis (below) for each country focuses *primarily* on drop-out and retention amongst the marginalised girls in the intervention and comparison schools.

Tanzania

The data shows that drop-out rates are significantly lower, hence **retention rates are higher**, amongst marginalised girls at both midline and endline in the intervention schools than in the comparison schools.

At midline (Cohort 1)

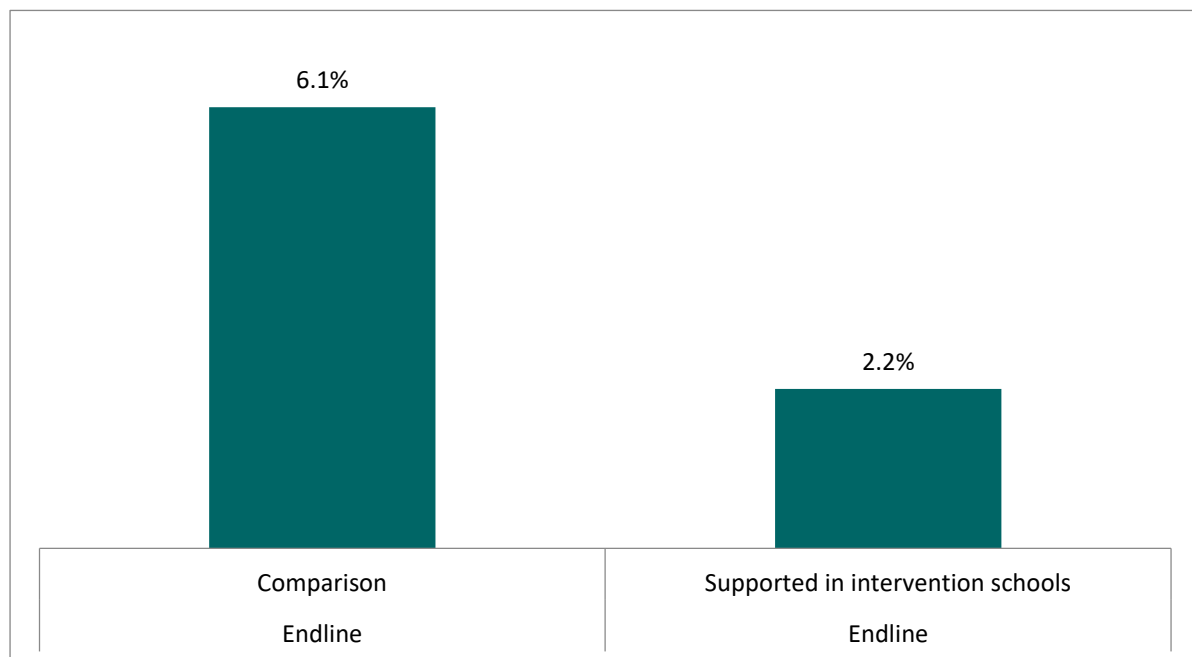
At **midline**, there was a statistically significant difference ($p=0.021$) in the level of drop-out in **Cohort 1** between supported marginalised girls in intervention schools (11.3%) and their peers in comparison schools (14.9%). Marginalised girls in comparison schools were more than one third (38%) more likely to have dropped out than their supported peers in the intervention schools. The analysis presented at midline also suggested that direct Camfed support had a particular and positive effect on lower attaining marginalised girls. At higher levels of attainment, there was no significant difference in retention rates between supported and non-supported marginalised girls in the intervention group, but financial support from Camfed was particularly effective at enabling some both lower achievers (in Mathematics and English), and some of those in the medium range, to stay in school.

At endline (Cohort 2)

For **Cohort 2**, and between Form 3 (at midline) and Form 4 (at **endline**), the difference between the retention of supported marginalised girls in the intervention schools and those in the comparison schools was statistically significant ($p<0.001$). In the intervention schools 2.2% of the supported marginalised girls dropped out compared to the 6.1% of the marginalised girls in the comparison schools (see Figure 2.3.1).

³³ This includes persistent truancy (equal to, or in excess of 90 consecutive days) or pregnancy amongst girls

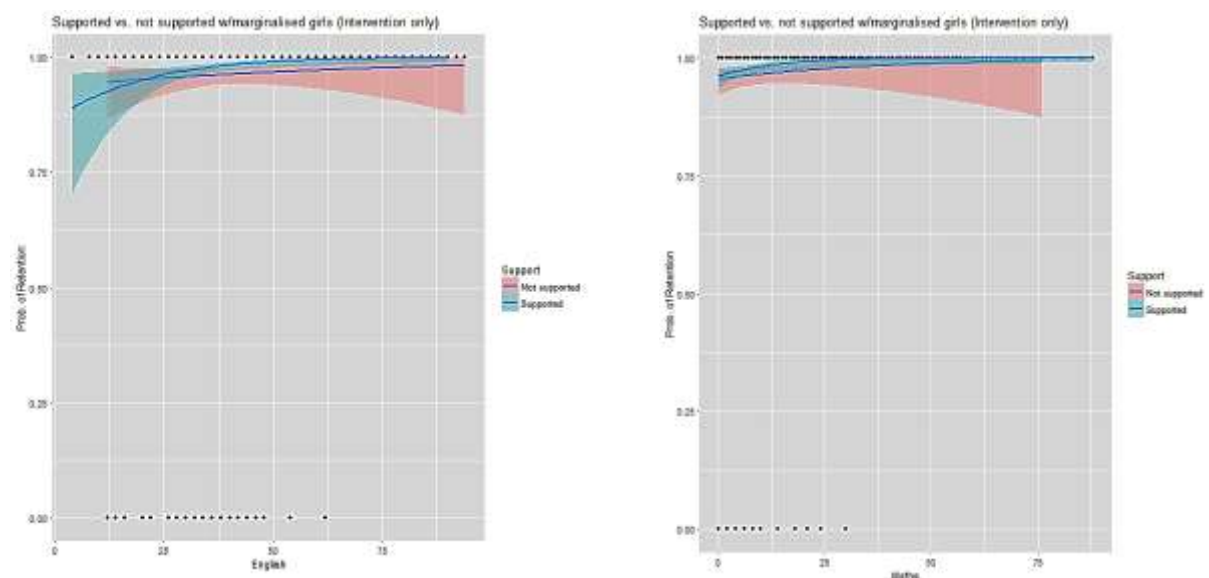
Figure 2.9 Drop-out rates between supported and non-supported marginalised girls in Tanzania



The differences *within* intervention schools (between supported and unsupported girls) was also significant ($p < 0.05$). In other words, the additional financial support through the SUF or Bursaries was associated with significantly higher retention over their peers. This suggests that the barriers to staying in school faced by some of these girls were partially ameliorated by financial support. As noted in Section 2.2, SUF beneficiaries interviewed during the CIDT qualitative study felt that the Fund had contributed to encouraging them to attend school a finding supported by this analysis.

At **midline**, there was evidence that financial support was particularly associated with higher retention at midline amongst **Cohort 1** girls, whose attainment in English and maths had been low at baseline. That picture was not replicated as clearly at **endline** for **Cohort 2**, as shown in Figure 2.3.2, suggesting that some level of support was of benefit in retaining marginalised girls across all levels of attainment.

Figure 2.10: The link between midline Mathematics/English scores and endline retention rates for supported and non-supported marginalised girls in the intervention group in Tanzania



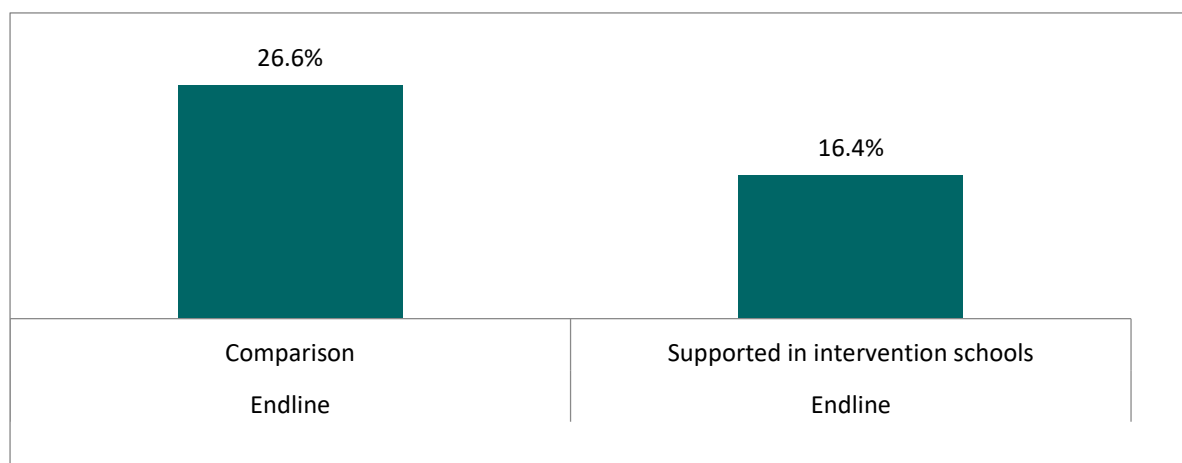
Zimbabwe

Amongst supported marginalised girls, the data shows that overall retention rates appear higher in the intervention schools than in the comparison schools at midline (Cohort 1) and they were also higher at endline (Cohort 2).

At **midline**, the probability of a marginalised girl in a comparison school in **Cohort 1** dropping out of school was nearly three times as high (27.5%) as for a marginalised girl in an intervention school ($p < 0.001$). In the intervention schools, 19.8% of the marginalised girls dropped out, while 40.4% of the marginalised girls in comparison schools dropped out. As in Tanzania, the biggest impact in the intervention schools was amongst those who had been in receipt of financial support from Camfed and who had performed relatively poorly in English and maths tests at baseline.

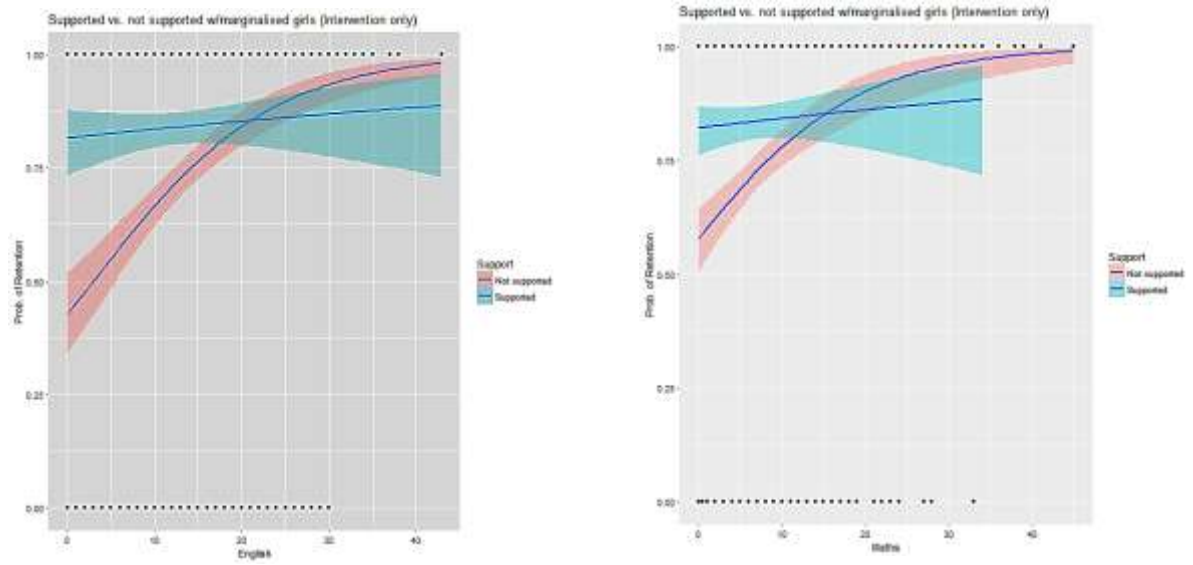
At **endline**, and between Form 3 (at midline) and Form 4 (at **endline**) for **Cohort 2**, there was a **significant difference in the retention of supported marginalised girls** in intervention schools compared to marginalised girls in comparison schools ($p < 0.001$) (see Figure 2.3.3). This suggests that financial support through the SUF (which pays school and examination fees in Zimbabwe) had facilitated marginalised girls' ability to stay in school.

Figure 2.11: Drop-out rates between supported and non-supported marginalised girls in Zimbabwe



Moreover, **within the intervention schools**, girls in receipt of financial support in **Cohort 2** was associated with higher retention than those not in receipt of support ($p < 0.01$). SUF support was also associated with higher retention for those marginalised girls who had previously performed poorly at midline, although there is no overlap when looking at the picture for the higher performers (see Figure 2.3.4). This suggests that the financial support available through Camfed had led to the retention of a higher proportion of the lower attaining girls from the midline to endline.

Figure 2.12: The link between midline Mathematics/English scores and endline retention rates for supported and non-supported marginalised girls in the intervention group in Zimbabwe



2.4 What has worked, why and with what effects?

2.4.1 How has the project performed against its target outputs in the logframe and did the project successfully overcome barriers to girls' educational outcomes?

Table 4: Project performance against Endline targets in logframe outputs

Output and Output indicators	Activities	Baseline level	Midline level	Endline target	Endline achieved	Source
<i>State output indicator</i>	<i>Summary of activities to lead to output achievement</i>	<i># or % level measured at Baseline</i>	<i># or % achieved at Midline</i>	<i># or % target</i>	<i># or % achieved at Endline</i>	<i>Summary of source(s) (HHS, FGDs, observation tools etc.)</i>
Output 1: Increased retention and progression of marginalised girls through secondary school						
1.1 Number of marginalised girls identified by their communities and in receipt of targeted financial support (per year)	<ul style="list-style-type: none"> •Community structures identify at-risk girls (out-of-school or at risk of dropping out) •Administer financial support to meet girls' material needs •Train Teacher 	N/A	Tanzania: 19,175 Zimbabwe: 28,375 (These are annual targets for 2015)	Tanzania: 5,100 Zimbabwe: 15,404 (These are annual targets for 2016) Cumul. target for project: Tanzania: 22,744 Zimbabwe: 40,000	2016: Tanzania: 4,965 Zimbabwe: 15,751 Cumulative: Tanzania: 27,856 Zimbabwe: 40,000	Disbursements information from Camfed financial information, cross-checked with monitoring by CDCs.
1.2 Proportion of marginalised girls who feel the support they receive is appropriate to meet their needs to stay in school	Mentors to provide psychosocial care •Support school and community initiatives to tackle obstacles to girls' success, including the provision of grants to Parent Support Groups	N/A	Tanzania: 95% Zimbabwe: 96%	90%	Tanzania: 96% Zimbabwe: 94%	Midline and Endline surveys
1.3 Proportion of Teacher Mentors trained who are actively providing information on the welfare of marginalised girls (annual)		N/A	Tanzania: 88% Zimbabwe: 97%	80%	Tanzania: 83% Zimbabwe: 97%	Camfed Programme Database and information held in the National Offices.
1.4 Number of initiatives set up by Parent Support Groups to support marginalised children (cumulative) * Qualitative research will be undertaken to investigate the leveraged support for marginalised girls in communities		N/A	Tanzania: 122 Zimbabwe: 394	Tanzania: 274 Zimbabwe: 320	Tanzania: 336 Zimbabwe: 882	Camfed Programme Database and information held in the National Offices

Output 2: Female students demonstrate improved learning outcomes						
2.1 Achievement scores on life skills assessment tests, by gender	<ul style="list-style-type: none"> •Distribution of MBW and study guides (English, Maths and Science) plus in Tanzania, 'how to learn in English guide' to students, teachers and LGs •LGs conducting sessions using MBW •Study groups and remedial groups to support improvements in learning 	<p>Tanzania: Aspirations F: 498 M: 503 Self-Efficacy F: 498 M:502 Self-Awareness F:497 M: 508 Motivation F: 500 M: 500</p> <p>Zimbabwe Aspirations F: 508 M: 490 Self-efficacy F: 500 M: 500 Self-awareness F: 501 M: 499 Motivation F: 504 M: 497</p>	<p>Tanzania: Aspirations F: 576, M: 554; Self-Efficacy F: 583, M: 591; Self-Awareness F: 552, M: 566; Motivation F: 550, M 546</p> <p>Zimbabwe: Aspirations F: 544, M: 532; Self-Efficacy F: 553, M: 552; Self-Awareness F: 551, M: 541; Motivation F: 545, M 539</p>	N/A	Confirmed with Fund Manager in 2016 (after Midline) that this indicator will no longer be used.	A life skills assessment tool (designed by the Psychometrics Centre at the University of Cambridge) administered with members of the tracked cohort.
2.2 Proportion of cohort members (by gender) using the learning materials who report that they are useful for helping them to pass their examinations, by type of learning		N/A	<p>Tanzania: Revision guides: F 97%, M 97% English Language Training: F 97%, M 96% Zimbabwe: Revision Guides: F 97%, M 94%</p>	<p>Tanzania: Revision guides: 70% English Language Training: 70% Zimbabwe: Revision guides: 70% (Same assumptions for M and F)</p>	<p>Tanzania: Revision guides: F 96%, M 93% English Language Training: F 98%, M 95% Zimbabwe: Revision guides: F 95%, M 93%</p>	A survey with members of the tracked cohort, administered at the midline and the endline (September 2016).
2.3 Proportion of cohort members (by gender) using the life skills learning materials who report that they have led to a behavioural change (in terms of, for example, self-directed learning, an improved culture of reading, improved school attendance)		N/A	<p>Tanzania: F 97%, M 94% Zimbabwe: F 91%, M 92%</p>	<p>Tanzania: 70% Zimbabwe: 90% (Same assumptions for M and F)</p>	<p>Tanzania: F 93%, M 91% Zimbabwe: F 92%, M 89%</p>	A survey with members of the tracked cohort, administered at the midline and the endline (September 2016).

2.4 Pass rate in public exams at Form 4 in partner cohort schools, by gender (Zimbabwe only)		F 9.3%, M 16.4%	F 13.3%, M 20.0%	F 10.5%, M 19.4%	Pass rates are expected end Feb/early March	Exam results collected from partner cohort schools
2.5 Pass rate in public exams at Forms 2 and 4 in partner cohort schools as a proportion of the national pass rate, by gender (Tanzania only)		Form 2: 62% (split by gender not available) Form 4: F 43.7%, M 52.5%	Form 2: F 95%, M 96% Form 4: F 80%, M 83%	Form 2: 66% Form 4: F 50%, M 58%	Pass rates are expected end Feb/early March	Exam results collected from partner cohort schools and national exam results published by The National Exams Council of Tanzania

Output 3: Secondary graduates empowered to reinvest in local education system

3.1 Number of young women who sign up to the commitment to be a Learner Guide (cumulative)	<ul style="list-style-type: none"> •Recruitment and training of Learner Guides; •Learner Guide sessions; •monitoring of Learner Guides by Core Trainers; •establishment of district centres which provide a hub for Learner Guides to communicate, learn and share ideas; •incentive scheme (Kiva loans); business loan applications (including generating a business plan and repayment plan) •inclusion of Learner Guide sessions into school timetable; •classroom observations 	N/A	Tanzania: 387 Zimbabwe: 2,823	Tanzania: 644 Zimbabwe: 2286	Tanzania: 606 Zimbabwe: 3,047	Data collected by district-level core trainers at training for Learner Guides
3.2 Proportion of young women trained continuing their commitment to volunteering in a school in their community as a Learner Guide		N/A	Tanzania: 87% Zimbabwe: 67%	Tanzania: 86% Zimbabwe: 87%	Tanzania: 86% Zimbabwe: 66%	Data collected by district-level core trainers at training for Learner Guides
3.3 Proportion of young women trained who complete the 18-month commitment to be a Learner Guide		N/A	Tanzania: 88% Zimbabwe: 50%	80%	Tanzania: 84% Zimbabwe: 84%	Data collected by district-level core trainers.
3.4 Proportion of students (by gender) in the target classes who participate in life skills training assisted by a Learner Guide		N/A	Tanzania: F 83%, M 81% Zimbabwe: F 84%, M 82%	90%	Tanzania: F 81%, M 81% Zimbabwe: F 83%, M 82%	Data collected by district-level core trainers.
3.5 Average number of hours contributed by Learner Guides (cumulative)		N/A	Tanzania: 313 hours Zimbabwe: 282 hours	Tanzania: 273 Zimbabwe: 225	Tanzania: 418 Zimbabwe: 365	Data collected by district-level core trainers.

3.6 Learner Guides perform their role with students to the required pedagogical standard (qualitative indicator)		N/A	Tanzania: To date, classroom observations have been carried out with 364 Learner Guides, of whom 347 have passed (95%). Zimbabwe: To date, 553 Learner Guides have been assessed through classroom observations, of whom 537 have passed (97%).	Learner Guides are managing the sessions and supporting learners in accordance with their training (demonstrated through an overall score of 2 in the classroom observation)	Tanzania: 416 classroom observations have been carried out with 393 Learner Guides (94%) passing the assessment. Zimbabwe: 1121 classroom observations have been conducted with 1099 Learner Guides (98%) passing the assessment.	The first milestone will be measured through end-of-training surveys. The second and third milestones will be measured through classroom observations of the Learner Guides carried out by the Core Trainers.
3.7 Number of Learner Guides and Core Trainers who satisfy the criteria and receive a social interest loan (cumulative)		N/A	Tanzania: 293 Zimbabwe: 1,855	Tanzania: 602 Zimbabwe: 2142	Tanzania: 301 Zimbabwe: 1,954	Camfed Programme Database.
Output 4: Robust, engaged local capacity and collaboration in support of marginalised children's education						
4.1 Percentage of stakeholders (by type) who believe the selection process for entitlements for marginalised girls is fair	<ul style="list-style-type: none"> •Selection process training/socialisation with CDCs, SBCs and district school inspectors – ensure impartiality and accountability on selection of beneficiaries •Monitoring visits by CDCs •Development and implementation of child protection policies in a participatory manner •Establishment of MSG/PSGs •Planning for School Excellence (PSE) development – an inclusive, evidence-based approach to planning for school improvement 	Tanzania: Students 72%, CAMA 69%, Parents 70%, Teachers 80%, CDC 95% Zimbabwe: Students 69%, CAMA 83%, Parents 76%, Teachers 65%, CDC 94%	Tanzania: Students 68%, Teachers 69%, Head Teachers 86% Zimbabwe: Students 73%, Teachers 71%, Head Teachers 82%	Tanzania: Students 85%, CAMA 90%, Parents 76%, Teachers 90%, CDC 100% Zimbabwe: Students 77%, CAMA 91%, Parents 84%, Teachers 73%, CDC 98%	Tanzania: Students 73%, Teachers 82%, CAMA 67%, PSG member parents 82%, Non PSG member parents 83%, CDC 93% Zimbabwe: Students 78%, Teachers 69%, CAMA 72%, PSG member parents 85%, Non PSG member parents 80%, CDC 81%	Baseline, Midline and Endline surveys
4.2 Percentage of stakeholders (by type) who believe the School Committee manages school resources in an accountable way		Tanzania: School Committees do not perform this role in secondary schools in Tanzania Zimbabwe: CAMA 62%, Parents 52%, Teachers 23%, CDC 32%	N/A	Tanzania: CAMA 70%, Parents 60%, Teachers 33%, CDC 40% Zimbabwe: CAMA 70%, Parents 60%, Teachers 33%, CDC 40%	Tanzania: CAMA 70%, Non PSG member parents 57%, PSG member parents 63%, Teachers 36%, Head teachers 55%, Zimbabwe:	Baseline and Endline surveys

	•Awareness raising of parents- community-sensitisation				CAMA 69%, Non PSG member parents 70%, PSG member parents 73%, Teachers 25%, Head teachers 56%	
4.3 Percentage of stakeholders (by type) who believe that most or all incidents of child abuse get reported		Tanzania: Students 31%, CAMA 25%, Parents 7%, Teachers 14%, CDC 14% Zimbabwe: Students 39%, CAMA 39%, Parents 24%, Teachers 29%, School Committee 38%, CDC 34%	Tanzania: Students 32%, Teachers 25%, Head Teachers 16% Zimbabwe: Students 42%, Teachers 51%, Head Teachers 55%	Tanzania: Students 41%, CAMA 35%, Parents 17%, Teachers 24%, CDC 24% Zimbabwe: Students 47%, CAMA 47%, Parents 32%, Teachers 37%, School Committee 46%, CDC 43%	Tanzania: Students 35%, Teachers 27%, Head Teachers 18%, PSG member parents 39%, CAMA 32%, CDC 34% Zimbabwe: Students 33%, Teachers 57%, CAMA 56%, PSG member parents 39%, School Committee 44%, CDC 31%	Baseline, Midline and Endline surveys
4.4 Percentage of stakeholders (by type) who feel confident that those who abuse children will be punished		Tanzania: Students 47%, CAMA 39%, Parents 22%, Teachers 24%, CDC 48% Zimbabwe: Students 74%, CAMA 78%, Parents 73%, Teachers 76%, School Committee 79%, CDC 92%	Tanzania: Students 59%, Teachers 76%, Head Teachers 75% Zimbabwe: Students 77%, Teachers 82%, Head Teachers 83%	Tanzania: Students 57%, CAMA 49%, Parents 32% Teachers 34%, CDC 58% Zimbabwe: Students 82%, CAMA 85%, Parents 81%, Teachers 83%, School Committee 87%, CDC 97%	Tanzania: Students 58%, Teachers 71%, Head Teachers 83%, PSG member parents 48%, CDC members 72%, CAMA 57% Zimbabwe: Students 68%, Teachers 78%, CAMA 87%, PSG member parents 82%, School committee members 88%, CDC members 90%	Baseline and Endline surveys
4.5 Percentage of students who report that they feel safe at school		Tanzania: 91.0% Zimbabwe: 93.0%	Tanzania: 90% Zimbabwe: 91%	Tanzania: 95% Zimbabwe: 97%	Tanzania: 93% Zimbabwe: 92%	Baseline and Endline surveys

4.6 Percentage of parents reporting that the gender of the child is important when deciding whether a child should attend school		Tanzania: Students 54% Zimbabwe: Students 54%	N/A	N/A	Tanzania: Students 40% Zimbabwe: Students 46%	Baseline and Endline surveys ³⁴
Output 5: Uptake and use of a mobile technology platform that supports education planning and extends learning and networking in rural areas						
5.1 Number of young women, teachers and officials using mobile phone technology to collect EMIS and monitoring data (cumulative)	<ul style="list-style-type: none"> Initial and review meeting training of CDC members on the use of phones for monitoring; CAMA members, Teacher Mentors (Tanzania). Provision of mobile phones and technical support. 	Tanzania: 247 Zimbabwe: 0	Tanzania: 301 Zimbabwe: 162	Tanzania: 247 Zimbabwe: 48	Tanzania: 301 Zimbabwe: 162	Training records
5.2 Percentage of Learner Guides who report using mobile phone technology to access content for in-school sessions	<ul style="list-style-type: none"> Development and introduction of Social Education Network. CDC members sharing knowledge with authorities (egg. DSIs) and engaging Ministry representatives during monitoring visits so that they can see how CDCs and Teacher Mentors use mobile phones to collect data 	N/A	71%	80%	71%	SEN records
5.3 Percentage of Learner Guides who use the Social Education Network to connect with a Learner Guide in another district		N/A	22% (Tanzania: 33%; Zimbabwe: 20%)	60%	20% (Tanzania: 26%, Zimbabwe: 19%)	SEN records

³⁴ The baseline survey asked parents the question 'When you are deciding whether a child should attend school could you tell me if these things are important or not important - Whether they are a boy or a girl?' In Tanzania, 63% of parents answered answered Yes. In Zimbabwe, 44% of parents answered answered Yes. This became the baseline for Logframe Output Indicator 4.6, Percentage of parents reporting that the gender of the child is important when deciding whether a child should attend school. This question was not included in the endline survey in error. A similar question was asked in both the baseline and endline surveys: 'If a parent can only afford to send one child to school, they will send a son.' This question will therefore be used for this logframe indicator instead as the closest equivalent; however, because of this late change no target for this question was set.

Output and Output indicators	Activities	Midline level	Endline target	Endline achieved
Output 6: GEC evidence informs dialogue, practice, policies in the education sector				
6.1 National adoption of initiatives to introduce technology for EMIS for planning (qualitative indicator)	<ul style="list-style-type: none"> •Establishment of a national advisory group in each country to oversee and advise on the roll-out of the programme, including representation from MOESAC, MOEVT and national teacher training institutions •Knowledge sharing with authorities such as District Schools Inspectors (DSIs) and Ministry representatives by trained CDC members, Teacher Mentors and CAMA during monitoring visits regarding use of mobile phones to collect and send data. •Consultation with local and national government partners and organisations; •Camfed staff attend meetings/ national level forums with Government representatives to provide information and evidence of Camfed model with the intention 	<p>Tanzania: Refresher training for Camfed's mobile phone data collection has taken place, with feedback received.</p> <p>Zimbabwe: District officials have been trained by Camfed to use mobile phones for collecting EMIS and monitoring data from Camfed partner schools.</p>	<p>Tanzania and Zimbabwe: National government, districts outside the programme and/or other agencies with a role in education data collection adopt or make a commitment to adopt the use of mobile phone technology for EMIS data collection.</p>	<p>Tanzania: National Advisory Committee Members comprising of Ministry of Education stakeholders have been actively involved in understanding the mechanism and benefits of using mobile phone technology for EMIS data collection.</p> <p>Zimbabwe: Steady increases in the use of technology by the Ministry of Primary and Secondary School has occurred including the registration process of Grade 7 and O level candidates for national examinations and the incorporation of Science, Technology, Engineering and Maths (STEM) in the national curriculum.</p>
6.2 National adoption of validated component(s) of the Learner Guide model (qualitative indicator)	<ul style="list-style-type: none"> •Camfed staff attend meetings/ national level forums with Government representatives to provide information and evidence of Camfed model with the intention 	<p>Tanzania: District councils are committed to extend the Learner Guide model in primary schools to assist in the transition to secondary school. Also, in Iringa District, the Learner Guide model has been adapted to support Form 1 students in improving their English literacy through the use of e-reader technology. This approach is being piloted in Iringa District to see how the Learner Guide model can be used to address other challenges affecting student learning and performance in schools.</p> <p>Zimbabwe: School Heads have acknowledged the value of the study groups and the use of study guides as a powerful model of examination preparations. The increased national exam pass rate from last year is viewed to have been contributed to by the Learner Guide programme.</p>	<p>Tanzania and Zimbabwe: National institutions, districts outside the programme and/or examination bodies adopt or make a commitment to adopt the Learner Guide model or components of it.</p>	<p>Tanzania: The Learner Guide programme has been successfully adapted by existing partner districts and new districts. This has included the adoption of the model to 80 secondary schools in 4 new districts, the recruitment and training of Learner Guides by trained ECD teachers to support early childhood classes in primary schools in Morogoro District and the recruitment of an additional 37 Learner Guides in Iringa district to accommodate the increase in student numbers brought about by the 'Free Education' policy.</p> <p>Zimbabwe: The Department of Non-Formal Education in the Ministry of Primary and Secondary Education has acknowledged the benefit of the Learner Guide programme and how the programmes supports learning in schools and communities specifically through the study groups.</p>

Output and Output indicators	Activities	Midline level	Endline target	Endline achieved
6.3 National adoption of validated practices for accountability or governance over resources (qualitative indicator)	of influencing policy and planning	The reports from the externally-conducted audit of Camfed's selection process in Tanzania and Zimbabwe have been finalised. The findings were positive overall, confirming that fair and accountable procedures are in place, and that the process is community-led.	Tanzania and Zimbabwe: National government, districts outside the programme and/or agencies with a role in educational governance adopt or make a commitment to adopt Camfed's accountability and governance approaches or components of them.	Tanzania: 4 new districts have adopted the CDC component of governance including how to identify, select and keep records of the most vulnerable children at the ward level. Parent Support Groups and community members have increased ownership and responsibility over the effective and efficient use of resources at the school level. Zimbabwe: Camfed Zimbabwe continues to play a critical role as a member of the National Taskforce for the National School Feeding Programme and specifically in supporting the drafting of the National School Feeding Policy. Additionally the revised BEAM manual (Basic Education Assistance Manual) administered by the Ministry of Public Service, Labour and Social Services has incorporated elements of the Camfed model of inclusivity and transparency in the selection of beneficiaries.

Output 1: Increased retention and progression of marginalised girls through secondary school

Barriers and activities

Marginalised girls face a number of barriers to retention and progression to in secondary education, including both practical and social/cultural challenges. The practical barriers in both countries include:

- the inability to pay school fees or to purchase items necessary for school (including stationery)
- hunger (an increasing problem in rural Zimbabwe, following the drought and subsequent rain and floods)
- under-resourced schools
- long journeys to schools (exacerbated by fears for safety)

The social and cultural barriers included:

- the requirement that a girl provide a **caring role** (for younger siblings, sick or elderly relatives) and/or **contribute income** to the household economy, particularly where the father has died, or where the household is headed by an elderly relative (see Section 1.1 for a discussion of orphan status in both countries)
- a climate in which early marriage and pregnancy for girls is accepted. This is most evident in Zimbabwe where rural women marry up to six years earlier than men, and where 22% of girls aged 15-19 have begun childbearing (Zimbabwe DHS, 2015). Teenagers in rural areas in Tanzania are also considerably more likely to have begun childbearing than their urban peers: as noted in the Tanzania DHS (2015-16) 32% of rural teenagers had a live birth or were pregnant, compared with 19% of urban teenagers.
- the low levels of expectation that girls might progress to further or higher education (see Section 1.2) or employment (in a context with limited formal opportunities for girls).

In addressing these barriers, Camfed implemented activities that:

- identified the girls most at risk of dropping out of school (or who had dropped out). As discussed in Section 2.1, these were the local community structures (School Based Committees – SBCs - supported by Community Development Committees – the CDCs)
- administered financial support (Bursaries and the Step Up Fund) to meet girls' material needs
- trained Teacher Mentors to provide psychosocial care to marginalised girls in school
- supported school and community initiatives to tackle obstacles to girls' success. These included the provision of grants to Parent Support Groups (PSGs) for community initiatives to tackle practical barriers to girls' education, such as school feeding initiatives.

Measuring change

There were four sub-indicators related to this output indicator, as set out in Table 4 above. Changes in these elements of Output 1 were measured through a number of **in-country monitoring activities** undertaken by Camfed, alongside their beneficiary surveys, the multi-stakeholder surveys used as part of the evaluation and longitudinal cohort data on attendance and retention (see Annex 4 for a description of the evaluation methodology and Annex 8 for the tools used). The **monitoring** data (all of which was collected by Camfed staff) included:

- Quantitative data on disbursements to measure the number of marginalised girls identified by their communities and in receipt of targeted financial support (see Section 2.1). The disbursement information was cross-checked with monitoring data collected by CDCs.
- Termly monitoring reports used to measure the proportion of Teacher Mentors who were actively providing information on the welfare of marginalised girls

- Information from PSGs to measure the number of initiatives they had set up to support marginalised children.

In addition, Camfed conducted beneficiary surveys, using short questionnaires and interviews with Step Up Fund and Bursary pupils to gain an understanding of the impact of the support and how Camfed might have better met their schooling needs with a similar grant. These beneficiary surveys, carried out in 2014 with students in Cohort 1 included:

- In Zimbabwe: 2,569 Step Up Fund students in 526 schools from 21 districts. This was 10% of the total number of SUF beneficiaries in Zimbabwe in 2014.
- In Tanzania: 156 supported girls in 30 schools from 6 districts of Tanzania (Gairo, Kibaha, Kilombero, Kilosa, Morogoro Rural and Rufiji) in Term 1 of 2014 and a further 470 students in 79 schools across ten districts in Term 2.

The multi-stakeholder surveys conducted as part of the evaluation at baseline (2013) and endline (2016) examined the perceptions of the effectiveness of Teacher Mentors and parent support groups. Attendance and retention data collected at baseline, midline and endline from school registers provided information on the proportion of the population of marginalised girls who remained in school (see Section 2.3).

Exploring the linkages between outputs and outcomes

Output 1 (*Increased retention and progression of marginalised girls through secondary school*) is linked to **Outcome Indicator 1** (*Number of marginalised girls who have stayed in school through the life cycle of the project*). The analysis of these links was conducted using both quantitative data (exploring the links between retention and financial support for marginalised girls – see Section 2.3.2), and qualitative data from the CIDT research conducted at the endline. This explored the role that the Step Up Fund played in removing the immediate and practical barriers to educational access for marginalised girls, the role of Teacher Mentors in contributing to retention of girls in school, the role of PSGs in supporting marginalised children and perceptions about the combination of support networks that help girls to stay in school.

Findings for Output 1

As indicated in the Table above, there were four output indicators linked to Output 1. The first of these was **Output 1.1**, which addressed the number of marginalised girls identified by their communities and in receipt of financial support on an annual basis:

- In Tanzania, the number of girls receiving targeted financial support were above target in 2014 and 2015 (midline). Targets were not met in 2013 (baseline) or in 2016 (endline). The cumulative target of 22,744 across the whole project period was exceeded, however, with 27,856 marginalised girls supported in this way.
- In Zimbabwe, the numbers of girls receiving targeted financial support were lower than target in 2013 (baseline) and 2014, but were exceeded in 2015 (midline) and in 2016 (endline); the cumulative target of 40,000 across the whole project period was achieved.

The information from the qualitative research in Tanzania and Zimbabwe at endline suggested that:

- since financial support to marginalised girls was not tied to performance in school, it had reached the most marginalised girls (many of whom were orphans) and enabled them to stay in school. The quantitative data suggests that supported marginalised girls were more likely to stay in school than their counterparts in comparison schools.
- once pupils were registered on SUF in Zimbabwe, payment of school fees is regular, timely and predictable and this has allowed benefiting schools to plan.

Output 1.2 focused on the proportion of marginalised girls who felt the support they received was appropriate to meet their needs to stay in school. Data from the **stakeholder surveys** suggests that

the endline target (of 90% of girls being positive about the support they received) was exceeded in both countries:

- In Tanzania 96% of marginalised girls at endline (95% at midline) felt the support they received was appropriate to meet their needs to stay in school. In Zimbabwe 94% of marginalised girls at endline (96% at midline) felt it was appropriate to their needs.
- 95% of marginalised girls responding to the endline survey in Tanzania and 90% of marginalised girls responding to the endline survey in Zimbabwe felt that being supported by Camfed had made a difference to them. This was particularly evident in relation to:
 - being able to concentrate on their studies without being worried (54% of marginalised girls in Zimbabwe, 64% of marginalised girls in Tanzania)
 - attending school more regularly (40% of marginalised girls in Tanzania said that the Camfed support has enabled them to attend school more or more regularly).
- Analysis of retention data suggested that [need final data from Section 2.3.2]

No major constraints in the SUF selection and disbursement procedures were noted during the **independent audits**, or during the **qualitative research**. In Tanzania (where the SUF was used to purchase bespoke items for students) some teachers and SUF recipients in Tanzania noted that there had been occasions where students sometimes did not receive the item that they had been assessed as needing, but were sent something different. When this was reported to the Camfed District Coordinator (usually by Teacher Mentors or head teachers) the issue had been addressed and the correct item despatched.

Output 1.3 focused on the proportion of trained Teacher Mentors who were actively providing annual information on welfare of marginalised girls. As noted in the CIDT qualitative report, Teacher Mentors could be said to drive programme activities in schools. They are involved in the selection of beneficiaries; they submit requisitions for fees (in Zimbabwe) and items for the support of marginalised girls (in Tanzania); account for received funds (and items) and maintain all records on supported girls (including monitoring their attendance and offering counselling to those who appear to have dropped out miss or who miss school regularly). They also coordinate activities with other stakeholder groups in the community.

Programme records, indicating that the Teacher Mentors had submitted at least one termly monitoring report over the previous year, were used to measure progress towards this indicator. This showed that the endline target (of 80% of mentors submitting reports) was exceeded in both countries. In Tanzania, 83% of Teacher Mentors at endline actively provided information on the welfare of marginalised girls (the figure was 87% at midline). In Zimbabwe the endline figure was 97%, the same as at midline. This could suggest that the Teacher Mentors may have been more active in sharing information in Zimbabwe than in Tanzania, but does not indicate that they were any less active; the qualitative research, indeed, emphasised their pivotal role in helping marginalised girls, and in helping Learning Guides to work with these girls.

Output Indicator 1.4: focused on the number of initiatives set up by Parent Support Groups to support marginalised children over the life of the project. In both countries the endline target was exceeded. In Tanzania 336 initiatives were set up, against a target of 274, while in Zimbabwe 882 initiatives were set up, against a target of 320. These initiatives supported activities such as school feeding, the buying or donation of school resources (including exercise books, chalk and sports equipment such as balls). The endline stakeholder surveys provided evidence that markedly more parents were involved in such activities than in the comparison schools.

Overcoming barriers to education

There is quantitative and qualitative evidence to suggest that, in relation to Output 1, the project has ameliorated both practical and social/cultural challenges to girls being able to take advantage of a secondary education. This was evident both in terms of **infrastructure** (information from head teachers in the stakeholder survey and the CIDT report concluded that the regularity, predictability and timeliness

of fee payment by Camfed in Zimbabwe allowed schools to plan effectively) and by **overcoming barriers for the girls** themselves. Financial or material support from Camfed through the SUF or the Bursary was widely seen to have supported marginalised girls to stay in school (whether by paying fees, enabling them to live nearer school or paying for necessary school equipment). The statistical analysis of retention data concluded that supported marginalised girls in intervention school were statistically more likely to stay in school than their marginalised peers in comparison schools. At endline, nearly three-quarters of all head teachers believed that at least some of their students who had received support from Camfed during the previous two years would have dropped out of school without receiving that support, for instance.

In addition to their role in identifying marginalised girls for support, the **qualitative research** found that Teacher Mentors were widely credited with **promoting the protection and safety of girls at school** (see also Output 4), exposing abuse, promoting behaviour management strategies that did not include corporal punishment, and highlighting the need for action plans to address early pregnancy and marriage. They were also seen as coordinating the role of Parent Support Groups (PSGs) and Mother Support Groups (MSGs) and other community groups to promote a safe environment for girls to attend school and, through their support, raising the aspirations of girls to stay in school and to succeed.

Contribution to change in outcomes

The financial support provided to marginalised girls by Camfed through the GEC was not designed to increase attainment, but to overcome barriers to attendance and reduce drop-out. The endline analysis found that girls in Cohort 2 in **Zimbabwe** who were in receipt of such support at both the midline and the endline had **higher attendance** than girls who had not been supported (see Section 2.2 and 2.3). The association between financial support and attendance was not significant in Tanzania for Cohort 2. In Tanzania, school fees have been paid by the government since 2016. However, at the endline, supported marginalised girls were significantly *more likely* to stay in school than marginalised girls in comparison schools in both Tanzania and Zimbabwe (see Section 2.3).

Some statistical association was also seen between Bursary recipients (Cohort 2 girls who were in receipt of them in Form 3 *and* in Form 4) and higher attainment in maths in Zimbabwe, although the causal mechanism is not clear (see Section 2.2). It is likely that simply being in school, with fees paid, or necessary items purchased, enabled girls to focus more effectively on their studies. Certainly, the qualitative research found that girls in receipt of support Tanzania felt that both their interest in school and their academic performance had improved since receiving support, even if there was no clear statistical evidence.

At a community level, there was evidence from both the stakeholder surveys and the qualitative research that the activities of Parent Support Groups in Tanzania, and Mother/Father Support groups in Zimbabwe had increased the value of the support provided by Camfed. This was through activities such as school feeding for students in need; counselling and outreach amongst marginalised girls at risk of dropping out; and a number of income generating activities (such as small-scale chicken rearing or horticulture) to add to the material support (through the SUF) provided through the GEC SCW. The qualitative research also found evidence that the Parent Support Groups had been working with other parents to champion girls' education and sensitise other parents to the need to prevent early marriage and pregnancy amongst marginalised girls.

Output 2: Female students demonstrate improved learning outcomes

Barriers and activities

Rural secondary schools students in both Tanzania and Zimbabwe study in schools that are often under resourced (see Section 1.1). The accepted teaching methods are largely didactic, and (despite government regulations against the use of corporal punishment) sometimes punitive. The courses do not always prepare students for the workplace, nor do they help them make important decisions in their lives. As noted in Section 2.1, many of these elements are more acute for girls, given fewer female role models (at the time of the endline survey, male teachers outnumbered female teachers in a ratio of 3:2 in the schools in Zimbabwe and just over 4:3 in Tanzania) , peer support in and outside of school.

In addressing these barriers, Camfed implemented activities that:

- sought to improve the range and volume of resources available to all students for self-study. Study guides in English, Maths and Science, matched to the needs of the curriculum, were distributed to students and teachers in both countries. An additional a study guide on “How to Learn in English” was distributed in Tanzania, where the majority of students and teachers spoke Kiswahili, though the official language of instruction was English
- were aimed at improving the life-skills and decision-making capacities amongst all students (girls and boys). The *My Better World* books were available to all students and the 18 month long programme was delivered by volunteer Learner Guides (all CAMA members who had been supported through school by Camfed and were trained in how to use the materials, including different pedagogical approaches)
- encouraged young people to attend supported study groups and remedial groups to promote improvements in their learning. These study groups were facilitated by the Teacher Mentors and often supported by the Learner Guides

Measuring change

There were five sub-indicators related to this output indicator, as set out in Table 4 above. Changes in the output indicator were measured through:

- The assessment tests in literacy and numeracy set by the national examination councils of NECTA and ZIMSEC. Students sat parallel forms of the tests developed for Form 2 students when they were in Form 2 and Form 4 (Cohort 1) or Form 3 and Form 4 (Cohort 2)
- Reference to national pass rates (Tanzania) and pass rates for Camfed supported students (Tanzania and Zimbabwe)
- The stakeholder surveys at baseline, midline and endline

Exploring the linkages between outputs and outcomes

Linkages between Output 2 (*Female students demonstrate improved learning outcomes*) and outcome indicators for English and maths was explored through Difference-in-Difference analyses (which looked at the comparative rate of change over time between marginalised girls in intervention schools and marginalised girls in comparison schools) and through hierarchical (multilevel) modelling techniques. These considered the impact of the Study Guides and the *My Better World* programme on learning outcomes for students, at endline taking account of school level factors (such as gender parity, proportion of marginalised students and average school-level attendance) and student characteristics (including as gender, marginality and receipt of financial support). The modelling for Cohort 2, which was rigorous, was nonetheless less comprehensive or sophisticated than the modelling completed for Cohort 1, given time constraints. Perception surveys with students and teachers and qualitative research with stakeholders at baseline, midline and endline also contributed to greater understanding of the links between the Output and the learning outcomes for students.

Findings for Output 2

As noted above, there were initially five outcome indicators for measuring this output. However, **Output Indicator 2.1** (*Achievement scores on life skills assessment tests, by gender*) which was measured through a wellbeing assessment, was not used after the midline, as agreed with the Fund Manager. Although the test was developed externally to assess the impact of the *My Better World* materials, the tool's construct validity (ability to test the skills it set out to test) and discriminant validity (ability to differentiate between skills) appeared insufficiently strong to enable continuing use.

Output 2.2 considered the proportion of girls and boys who both used the learning materials and reported them as useful for passing their examinations. Survey evidence collected in the endline shows that over 90% of students in both countries found the guides helpful, consistent with midline findings, and well above the 70% target, with only marginal differences by gender or type of materials.

Output 2.3 considered the proportion of boys and girls who reported that they used the life learning materials skills (*My Better World*) and attributed their use to a behavioural change for example, self-directed learning, an improved culture of reading, improved school attendance.

- More than 90% of students surveyed at the midline in both countries reported that these learning materials had led to a change in their behaviour in school or their attitude towards school, exceeding the targets set for both countries.

- When surveyed at the endline in Tanzania 93% of female and 91% of male students said they noted a change as a result of using the materials (exceeding the target of 70%). In Zimbabwe, where the target was 90%, 92% of females and 89% of males noted a change in their behaviour in or in their attitudes towards school.

Output 2.4, which was for Zimbabwe only, focused on the pass rate in public examinations for Form 4, in partner cohort schools (by gender).

- Data is not yet available for the endline. The expected publication data for the pass rates is March 2017.
- At the midline, data from EMIS indicated that girls in Cohort 1 exceeded the targeted pass rate for public examinations taken by students in the same schools at the end of 2015. The pass rate for girls in the intervention schools in the Form 4 exams in 2015 (midline) was 13.3%, an increase from the previous year (11.8%) and above the target of 10.1%. The pass rate for boys (which was at 16.4% in 2013) increased by midline to 20% (see Table 4 and Annex 1)

Output 2.5, which was for Tanzania only, focused on the pass rate in public examinations for Form 2 and 4 in partner cohort schools as a proportion of the national pass rate, by gender.

- Data is not yet available for the endline. The expected publication data for the pass rates is March 2017.
- At the midline, EMIS data showed that the pass rate for girls in the **Form 2** exams was at 95% and for boys was at 96% of the national average, a sizeable increase over the combined baseline figure of 62% (data for Form 2 at baseline was not available by gender). At **Form 4**, female students in Camfed's partner schools achieved a pass rate at 80% of the national benchmark (an increase over the baseline rate of 44%). The pass rate for boys was 83% of the national benchmark, again an increase over the baseline rate of 58%). (see Table 4 and Annex 1) •

Overcoming barriers to education

The stakeholder survey data showed that the *My Better World* materials were largely welcomed by students and by teachers (views corroborated during the qualitative research in both countries), although the ways in which they were included in the school day differed by country (see Section 2.2). In addition, there were sometimes different perspectives between stakeholders and within countries as to how consistently the sessions had been run and even how frequently the Learner Guide had been present (see Output 3).

The majority of students at the endline said they had found the *My Better World* programme either helpful or very helpful and relevant to their lives, though views were more positive in Zimbabwe, where attendance was not mandatory. This does not mean that attendance should not be compulsory, but that the lack of compulsion meant that students chose to attend and, as a result, may have valued more highly an experience that their peers who did not attend the sessions (in school) did not have.

Students in both countries felt that the *My Better World* programme had improved their understanding of their rights (75% in Zimbabwe and 56% in Tanzania), helped shape their goals (75% in Zimbabwe and 55% in Tanzania), and made them more positive about the future (70% in Zimbabwe and 52% in Tanzania). They also noted that it had increased their confidence in approaching their exams (70% in Zimbabwe and 47% in Tanzania). There were some differences by gender, primarily in Zimbabwe.

- In Zimbabwe (where attendance at sessions were lower amongst boys was lower than girls), a significantly greater proportion of female than male students reported finding the *My Better World* sessions very helpful (46% of boys, 59% of girls). Of note, however, is that less marginalised girls were significantly more likely than the marginalised girls to have found the *My Better World* programme very helpful (63% less marginalised, 55% marginalised).
- In Tanzania, the majority of students (92%) said that they had found the *My Better World* programme either helpful or very helpful overall, with only four per cent of students saying that the programme was not helpful. There were no statistically significant differences by gender or marginality status.

Information from the endline survey suggests that staff in the intervention schools in both Tanzania and Zimbabwe thought that the **study guides** (in English, maths and science) were an improvement on existing learning resources. Staff, both head teachers (93% in Zimbabwe and 98% in Tanzania) and teachers (77% in Zimbabwe and 78% in Tanzania) in the intervention schools believed that students had been studying more with their friends since receiving the learning resources provided by Camfed. This view was echoed by the students, with marginalised girls (86%) in Zimbabwe statistically more likely to be a member of one or more study groups in the intervention schools than in the comparison schools (78%). In the intervention schools, 93% of all students reported being a member of at least one study group although there was no significant difference in membership of study groups between intervention and comparison schools (or by marginality or gender).

Contribution to change in outcomes

Although there was a perception (amongst the respondents to the stakeholder surveys and during the qualitative research) that the **My Better World** programme had increased student attendance, there was *no statistical indication* that this link had occurred.

In both countries, attendance at the *My Better World* sessions and use of the materials was significantly associated with students' **increased enjoyment of school** and their **confidence** in their academic progress (see Section 2.2). **This supports the theory of change for the project.**

In both countries, the use of the **study guides** was associated with statistically higher attainment in English (particularly for girls in Tanzania) and maths (particularly for boys in Zimbabwe) (see Section 2.2). These effects seemed to be stronger for schools with a high proportion of marginalised students; in both countries, these schools are likely to have been less well-resourced.

The endline surveys also suggested that while the students (for whom they were designed) used the study guides frequently in school and at home, teachers also used them, as part of their preparation, as a resources at the start of new (or unfamiliar) topics or in teaching lessons in the classroom (as noted in the qualitative research). Three quarters (75%) of the English teachers in Zimbabwe and 72% of those in Tanzania reported using the English study guide daily or weekly in their classes. It was evident, however, that daily use *in class* tended to be associated, in the endline tests, with scores that were around two percentage points *lower* in English than for other users (those who used them at home and on a less frequent basis in class). While the guides are valued (particularly by head teachers), they are not a substitute for competent teachers and well-prepared lessons. As noted in Section 2.2 finding might also reflect the fact that the study guides were being used more intensely by teachers in less well-resourced schools (with associated poorer attainment). This finding was reversed for maths, however suggesting that the study guides supported the level of practice common in pedagogical approaches to this subject.

The **theory of change** for the project (which originally focused on the study guides as revision and practice materials for students) has had to be adapted to reflect the likely use of the guides by classroom teachers and by Teacher Mentors and Learner Guides during study groups.

Output 3: Secondary graduates empowered to reinvest in local education system

Barriers and activities

In the rural areas in which the project was implemented, students lack both female role models and female teachers (see Section 2.1). Girls (particularly those with low or no qualifications) lack opportunities to make positive transitions to further education or the workplace beyond school and generally have low aspirations in terms of education and success. In school, and particularly for marginalised girls, there is a lack of either psycho-social or academic support.

Camfed introduced female Learner Guides to expand the presence of female role models at intervention schools and bolster learning and retention for girls in rural secondary schools, where the majority of teachers are male. The Learner Guides are recent secondary school graduates from marginalised backgrounds, many of whom had previously been supported through school by Camfed (CAMA members). The Learner Guides, working with the *My Better World* materials, led both female and male students through a curriculum aimed at developing broad life skills and competencies to better prepare them for the critical transition from school to a secure and productive young adulthood. Learner Guides also organised academic study groups, assisted class teachers, provided counselling and followed up on students in danger of dropping out.

In order to encourage young women to become Learner Guides and also to facilitate their income generating ability and independence, Camfed put in place two initiatives:

- established district centres to provide a hub for Learner Guides (volunteering in different schools) to communicate, learn and share ideas
- an incentive scheme for income generation, which enabled them to apply for ‘social interest’ (where their volunteering was recognised in lieu of financial interest) business loans (Kiva - www.kiva.org). This helped them generate both a business and repayment plan. Loan applications were vetted and loans disbursed and managed through the CAMA network, with ultimate oversight by Camfed.

Measuring change

There were seven sub-indicators related to this output indicator, as set out in Table 4 above. Changes in the output indicator were measured through:

- Camfed monitoring data
 - tracking the numbers of Learner Guides trained by the district-level Core Trainers.
 - recording activities undertaken. Each Learner Guide completed a paper monitoring form each month, which recorded the number of *My Better World* sessions (number and gender of participants, length of session and topics covered). It recorded information on the other activities in which they had taken part (assisting students studying at home, encouraging current students and dropouts to attend school, providing home visits, and forming study groups). In addition, it recorded the challenges they had faced (including referring needy or abused children to the appropriate group or authorities) and the Learner Guide submitted them to the Core Trainers. The Core Trainers verified these reports with the partner school before submitting them to Camfed’s programme database using mobile technology.
- Observation data: the Core Trainers monitored the performance of Learner Guides. using classroom observations
- The number of Learner Guides achieving BTEC qualifications. These qualifications required the collection of evidence regarding their performance, and were introduced after Camfed International was approved as a BTEC awarding centre in 2016. By February 2017, 567 Learner Guides in Zimbabwe had been awarded this certificate, and a further 600 across both countries registered to submit evidence towards it.

Exploring the linkages between outputs and outcomes

Output 3 links to two outcome indicators. The first is **Outcome Indicator 1** (*Number of marginalised girls who have stayed in school through the life cycle of the project*). This link was explored through the in-depth research with Learner Guides in Tanzania and in the CIDT qualitative study, which both explored the perceptions of multiple stakeholders on the ways in which Learner Guides worked with students in school and those who were in danger of, or who had dropped out of school. The second linked indicator is **Outcome Indicator 2** (*Number of marginalised girls supported by GEC with improved learning outcomes*). This was explored through examining the effect of the ‘*My Better World*’ curriculum (delivered by the Learner Guides) on the attitudes and learning outcomes of students in school and through the perceptions of teachers and other stakeholders of the impact of the Learner Guides on, for example, the study habits of students.

Findings (including overcoming barriers to education)

Output indicator 3.1 focused on the number of young women who signed up to be a Learner Guide. As shown in Table 4, the endline target for recruitment was narrowly missed in Tanzania (606 young women signed up to be a Learner Guide, against a target of 644, but a number of these **stayed on longer** than the original commitment, so new recruits were not always needed). It was exceeded in Zimbabwe (3,047 young women signed up against a target of 2,286). This higher figure in Zimbabwe, however, includes a number of Learner Guides who **did not complete** their 18-month commitment to the project (see Output Indicators 3.2 and 3.3). Camfed therefore recruited and trained more young women to ensure coverage in the participating schools. In some schools, however, there was evidence in the CIDT qualitative study that some head teachers were recruiting Learner Guides who had not been through the formal Camfed training programme.³⁵

³⁵ This information is from the CIDT report, which did not differentiate this finding by country.

Output indicator: 3.2, monitored the proportion of young women who continued their commitment to volunteering in a school in their community as a Learner Guide. The target was met in Tanzania; 86% of those who made a commitment subsequently volunteered. The target of 87% completion was not met in Zimbabwe, where 67% of those who had signed up continued with their commitment.³⁶ The lack of completion was not entirely negative, however. As noted in the midline report, a number of the young women who left their roles as Learner Guides did so because of moving into employment or further education. The qualitative research highlighted the case of one such young woman in Zimbabwe signed as a Learner Guide, who, having failed to do well in her Form 4 examinations while she was at school, used the opportunity of being in a school to re-take her O-levels. She subsequently went on to take her A-levels and was now studying at university.

Output indicator: 3.3 was based on evidence collated from district level core trainers on the proportion of young women trained who completed the 18-month commitment to be a Learner Guide. In both countries, the endline target of 80% was exceeded; 84% of Learner Guides in both Tanzania and Zimbabwe completed the 18-month commitment. During this time in schools, the Learner Guides were engaged in delivering the *My Better World* Programme, but also established and study groups (with the Teacher Mentors), provided support (and sometimes financial or material support, as indicated in the qualitative Learner Guide research) to marginalised girls; promoted child protection activities and worked with Parent Support Groups. These support groups were established in Zimbabwe, but new to Tanzania and, during the qualitative research, several of the Learner Guides in that country reported their role in establishing and facilitating such groups, both in the schools they volunteered in and in their own villages. In some cases, they adapted the *My Better World* materials to provide training for the groups.

Output indicator 3.4 was based on the proportion of students (by gender) in the target classes who participated in life skills training assisted by a Learner Guide. The data collected by the Learner Guides and collated by Core Trainers shows that the endline target of 90% was not met in either country. The monitoring data shows that, in Tanzania 81% of girls and boys in the target forms participated in Life Skills sessions. In Zimbabwe, the level of overall attendance was higher (83% of girls and 84% of boys participated in the *My Better World* sessions), although it should be noted that students outside the targeted Form groups attended these sessions.

This finding may simply reflect differences in levels of school attendance (see Section 2.3). However, the sessions in Tanzania have been absorbed into the regular school curriculum and are timetabled into the official school day, while in Zimbabwe, attendance is normally optional (other than in a few schools where head teachers have made it mandatory). At the endline, self-reported levels of attendance and awareness of the sessions also appeared higher amongst students in Zimbabwe than in Tanzania. Two per cent of Zimbabwean students, compared to 26% of Tanzanian students said they had never attended a session, while six per cent of Zimbabwean students, compared to nine per cent of Tanzanian students said they were unaware of the sessions. This begs the question as to why there was such a big difference. The qualitative research provided more insights into students' perspectives of the *My Better World* sessions Zimbabwe and it is possible that some schools in Tanzania may have used a different title for the session in the timetable, so that students saw it as part of their curriculum and the Learner Guides more as part of the teaching staff. It does not explain the different levels of attendance reported by the Learner Guides to the Core Trainers, however.

Output indicator 3.5, reported on the average number of hours contributed by Learner Guides. The Learner Guide commitment involves volunteering in a secondary school in their community for a number of hours each week to deliver life skills training (*My Better World*). Given the different length of the school terms in the two countries, the target was for at least 2.5 hours each week in Zimbabwe (255 hours) and 3.5 hours per week in Tanzania (273 hours). The monitoring data collated by Core Trainers from the reports submitted by the Learner Guides indicates that the endline targets were exceeded in both countries. The Learning Guides in Tanzania achieved 418 hours (65% above target), while those in Zimbabwe achieved 365 hours (62% above target). The Learner Guide research in Tanzania and the

³⁶ Monitoring information on the numbers leaving for different reasons was not available

qualitative research in both countries suggests that the extra hours were used in supporting marginalised children in their schools (see Output Indicator 3.6).

Output 3.6 focused on the extent to which Learner Guides performed their role with students to the required pedagogical standard. The evidence is based on classroom observations, undertaken by the Core Trainers who assessed the Learner Guides against a prescribed assessment tool. The data they presented showed that, to date:

- 416 classroom observations were conducted in Tanzania and 94% (393) of those Learner Guides passed the classroom observation assessment
- 1121 classroom observations have been conducted in Zimbabwe and 98% (1099) of those Learner Guides passed the classroom observation assessment

Clearly, there are a number of Learner Guides still to be assessed in both countries, but the findings to date are positive.

In addition, 567 Learner Guides in Zimbabwe have already been awarded a bespoke Level 3 BTEC for their work (a Business and Technology Education Council accredited certificate). Another 600 are now registered on the BTEC system and are working towards the award. Given that many of the Learner Guides have not yet passed their O-levels, the BTEC may help to increase the level of esteem within which they are held in the local community, as well as providing a potential stepping stone to further study. There were instances in both countries where teaching staff interviewed during the qualitative research felt Learner Guides did not have the necessary skills to control and teach a class and their lack of formal qualifications sometimes meant they were looked down on by parents, community and sometimes by students. The majority of Learner Guides interviewed during the qualitative research reported that they felt both respected and supported within their schools and the endline stakeholder surveys suggested their work was welcomed.

Output 3.7 focuses on the number of Learner Guides and Core Trainers who satisfy the criteria and receive a social interest loan.

A large number of LGs (2,255) Learner Guides have received small business start-up loans (KIVA loans), which has helped them to start some income generating activities (IGAs). The range and quality of these enterprises is wide with some doing remarkably well, and others having failed to take off. Qualitative research at endline highlighted the story of a Learner Guide from Mbire, Zimbabwe, with a grocery and livestock business worth \$10,000, and another, from Hurungwe, with crops worth \$20,000 despite the challenges of drought. The research also identified some challenges with the initiative, noting that some Learner Guides talked about how the time between applying for a KIVA loan and receiving it was too long and had a damaging impact on their business.

Contribution to changes in outcomes

The contributions that the *My Better World* materials, delivered by the Learner Guides, have made to changes in outcomes are largely captured under Output 2.

Output 4: Robust, engaged local capacity in support of marginalised children's education

Barriers and activities

The main barriers to marginalised girls education were as noted under Output 1, practical (in relation to poverty and access) and social and cultural (in relation to the priority placed on girls attending school). They were also linked to issues of child protection, with both real and perceived threats on (often long) journeys to and from school and in school. In enhancing local capacity to support girls Camfed put in place a number of activities to raise awareness, train, support and sensitise members of local communities to the needs of marginalised girls. These activities included:

- Involving CDCs, SBCs and district school inspectors in the selection process of marginalised girls for funding, which both alerted them to needs and engaged them in ensuring impartiality and accountability on selection of beneficiaries
- Using the CDCs to undertake monitoring visits to ensure that financial and other support was disbursed appropriately and that child protection policies were being implemented

- Developing and implementing child protection policies in a participative way (as noted under Output 3, this also involved Learner Guides, Teaching Mentors and Parent Support Groups)
- Developing an inclusive, evidence-based approach to planning for school improvement known as Planning for School Excellence (PSE)
- The establishment of Mother Support Groups (Father Support Groups) and Parent Support Groups to engage parents more in education and in supporting marginalised girls

Measuring change

There are six sub-indicators related to this output indicator and changes toward them were measured using data collated from:

- Stakeholder surveys, as part of multi-stakeholder analysis at the Baseline and Endline, exploring questions about decision-making on financial support, the management of funds and accountability of the SBC, and about each of the indicators relating to child protection, the importance of gender in deciding if a child should attend school.
- Qualitative research at the endline into the school environment and the experiences of different school and community stakeholders
- Programme monitoring by CDCs in relation to the disbursement of financial and material support etc.
- Independent audits in both countries examining the extent to which the financial support was disbursed fairly and transparently.

Exploring the linkages between outputs and outcomes

Under the theory of change Output 4 (*Robust, engaged local capacity and collaboration in support of marginalised children's education*) links to Outcome Indicator 1 (*Number of marginalised girls who have stayed in school through the life cycle of the project*). By the nature of this output (which is about influencing local culture), it is not possible to explore direct links to outcomes. Output 4 is about **establishing some of the necessary (though not sufficient) foundations for marginalised girls' education**. It is, for example, about establishing an environment in which girls feel safe both on the way to and from school and in school, without which they may not remain in school. It is also about ensuring that there is a transparent and accountable selection process for the selection of girls for support, without which many marginalised girls might not be able to attend school. The survey and qualitative research explored, for example, levels of awareness of child protection policies, perceived levels of safety in the journey to and from school (and in school), and levels of awareness and perceived accountability around the provision of financial support to girls.

Findings

Between the baseline and the endline, SQW suggested that some of the questions in the surveys should be refined in order to give a more nuanced insight and information for Camfed. In order to report against the Logframe Indicator (Table 4 above), however, these responses were combined to enable an analysis of response against target. For example, questions that sought to get an overview of relative frequency (even if it was not possible to be time specific) were re-coded for the logframe such that answers such as all or most of the time were combined to say 'yes'. Answers such as 'some of the time' or 'never' were re-coded as 'no'.

Output 4.1 reports against the percentage of stakeholders (by type) who believed that the selection process for entitlements for marginalised girls was fair. As indicated in Table 4 (which provides full details for each group), the endline targets:

- were met for students and PSG-member parents in **Zimbabwe**, but they were not met for CAMA members, non-PSG member parents, teachers or CDC members.
- were met for PSG-member and non-PSG member parents in **Tanzania**, but they were not met for students, CAMA members, teachers or CDC members. Parents, therefore, appeared more assured of the fairness

These findings do not suggest that those groups for whom the target was not met deemed the process unfair. Indeed, relatively high proportions of many of those groups thought it was fair (82% of teachers in Tanzania and 72% of CAMA members in Zimbabwe, for example). The qualitative research suggested that interviewees in both countries felt that the process had been '*undertaken in a rigorous, open and highly consultative way, soliciting and triangulating the perspectives of a wide range of stakeholders*' '*apparently uncontested*'. What is worth noting, however is that there were CDC members in both and that the list of SUF beneficiaries countries (who were involved in the process and for whom the target was 100% agreement in Tanzania and 98% in Zimbabwe) who did not feel the process was equitable. Camfed's beneficiary surveys suggested that this might be related to the fact that there were more girls needing support and, as the CIDT qualitative research found, marginalised boys also needed support. Independent audits carried out in 2015 in both countries found the process to be fair, concluding that 'on the basis of findings from focus group discussions with SBSCs and CDCs and key informants that the processes of accessing and vetting information at both the SBSC and CDC levels are largely transparent, well documented and focused on the most marginalized girls.'

Output 4.2 looks at views of **accountability**: the percentage of stakeholders (by type) who believed the School Committee (SBC or SDC) managed school resources in an accountable way. As for Output 4.1, **the full details by respondent type are presented in Table 4**. The findings indicated that:

- in **Tanzania**, School Board members, parents (those who were PSG or MSG members) and teachers in the intervention schools were *significantly* more likely than their peers in the comparison schools to be confident in the SBC's ability to manage the school finances. Moreover, rates of confidence in the Board's ability had grown in the intervention schools since the baseline, particularly amongst CAMA members (who had the greatest level of confidence) and teachers. The project met or exceeded the endline targets for the percentage of stakeholders who believed the School Committee managed resources in an accountable way.
- In Zimbabwe, the SDC members and head teachers were *significantly* more likely than their peers in the comparison schools to express confidence in the competent management of school resources, though there were no statistically significant differences between the responses of staff or other stakeholders in the intervention or comparison schools. The project met or exceeded the endline targets for the percentage of stakeholders who believed the School Committee managed resources in an accountable way, other than among teachers, where the percentage only improved by 2% against the baseline.

Output 4.3 is the first of the three output indicators related to child protection and examined the percentage of stakeholders (by type) who believe that most or all incidents of child abuse get reported. This is a particularly challenging indicator in that it has required some notable cultural changes, even in relation to the use of corporal punishment, seen by governments in both countries as a form of physical abuse, but still accepted in rural communities. The responses of teachers in the intervention group in Tanzania as to the proportion of incidents of physical, psychological or sexual violence that had been reported in school were not significantly different from those of their teacher peers in comparison schools (students were more positive). However, head teachers in the intervention schools were significantly less likely than their counterparts in comparison schools to believe that incidents would be reported. This may be a reflection of their greater awareness of what constituted such violence or abuse. In terms of actually responding to abuse cases, significantly more intervention schools had done so in the past 12 months (42% in Tanzania, and 70% in Zimbabwe) than comparison schools (27% and 39% respectively).

Although the targets were met for most stakeholder groups, particularly in Tanzania (see Table 4 for information on both countries), of particular note is the fact that in *neither* country did the proportion of students meet the relatively low targets set for this indicator. In Tanzania, 35% (target 41%) of students felt this was the case, while in Zimbabwe, 33% (target 47%) of students thought that all or most incidents were reported. The difference was not significant. Although the students in Zimbabwe were significantly more likely than their peers in the comparison schools to think that all incidents of abuse were reported (20% compared to 15%) the proportions of students confident that child abuse and violence was reported are still low.

The qualitative research found that CDCs and other stakeholders were positive about the growing impact of the Camfed GEC SCW-funded programme, reporting that in both Tanzania and Zimbabwe it had strengthened the whole child protection process. Interviewees thought that more sexual abuse cases were being reported, and interventions such as the *My Better World* curriculum and the web of support (including Teacher Mentors and Learning Guides) around the students (both girls and boys) was thought to be gradually making schools a safer space for girls. However, the researchers acknowledged that many more cases occurred than were reported because of an '*acceptance of abuse as a longstanding practice, especially against girls*'. This qualitative finding is reflected in the low proportions of stakeholders who said that all incidents were reported – even where the project's targets were met.

Output 4.4, the second of the three output indicators related to child protection looked at the percentage of stakeholders (by type) who felt confident that those who abuse children would be punished. The endline targets for this indicator (which were higher than those set for the reporting of abuse) were met in the case of all stakeholder groups in Tanzania, but not in all cases in Zimbabwe (see Table 4).

- In Tanzania, levels of confidence were highest amongst Head teachers (83%) and teachers (71%), though parents were the least confident. Overall, stakeholders in intervention districts were more confident that child abusers would be punished than their counterparts in the comparison districts.
- In Zimbabwe, over half of the respondents in all stakeholder groups in intervention schools reported confidence that those who abuse children would be punished. The proportion of students (68% against a target of 82%), teachers (78% against a target of 83%) and CDC members (90% against a target of 97%) who were confident that abuse would be punished was not as high as had been hoped when the indicator was defined. Even so, the proportion of CDC members and head teachers in intervention schools was significantly higher (statistically) than their counterparts in comparison schools more confident that those who abuse children will be punished than in (by 14 percentage points and 8 percentage points respectively) Stakeholders in Tanzania

Output 4.5 reported on the percentage of students who said that they felt safe at school. The endline target was not quite achieved in either country, though differences were small. In Tanzania 93% of students said they felt safe in school against a target of 95%. This was a small but statistically significant difference compared with their peers in comparison schools (88%). This difference was also true for girls in comparison schools. In Zimbabwe 92% said they felt safe against a target of 97%. In comparison schools, 91% said they felt safe and there was no significant difference.

This suggests that the school was largely seen by students as a safe environment, a finding verified in the qualitative interviews, which nonetheless identified some lingering concerns about being bullied by teachers for being less able or, in some cases 'threatened' by teachers. Worn out or torn uniforms also prompted teasing amongst their peers. Fewer students felt equally as safe on their way to and from school, citing travelling long distances on their own or being 'troubled' by boys.

- In Zimbabwe, significantly more intervention students than comparison students reported feeling very safe on their journey to and from school (52% compared with 42%). Marginalised girls, however, were significantly less likely than their less marginalised peers to feel safe on their journeys (42% compared with 55).
- In Tanzania, the majority of students (79%) reported feeling secure on their journeys, though there was no difference between students in intervention and comparison schools. As in Zimbabwe, marginalised girls were statistically significantly more likely to feel fairly or very unsafe on their journeys than non-marginalised girls.

This suggests that the work being done by Camfed to promote a safe school environment, provide support for personal transport or boarding facilities has contributed to facilitating marginalised girls' engagement with school. It is worth noting that the adoption of school child protection policies, a central indicator in Camfed's regular programme monitoring, was significantly higher in intervention schools than in comparison schools in Tanzania, where 91% of intervention schools had a policy, compared to 45% of comparison schools. The numbers in Zimbabwe are more aligned, with 96% of intervention schools and 92% of comparison schools having a policy.

Output 4.6 focused on the percentage of parents reporting that the gender of the child is important in decisions about whether a child should attend school. The aim was to reduce the proportion of parents who said 'yes' to the question: '*When you are deciding whether a child should attend school could you tell me if these things are important or not important - Whether they are a boy or a girl?*' At baseline 63% of parents answered Yes in Tanzania and 44% of parents answered Yes in Zimbabwe.

This question was omitted in the endline survey of parents in error. A similar question: 'If a parent can only afford to send one child to school, they will send a son.' was asked of students in both the baseline and endline surveys. This question has been used in this logframe indicator (Table 4) as the closest equivalent; however, because of this late change no target for this question was set.

- In Tanzania, at the baseline, 54% of students in the intervention schools answered True. At the endline, 40% of students answered True. This indicates a decrease in the perception that parents would send a son rather than a daughter to school, although the levels are still relatively high. There was not a significant difference between intervention schools and comparison schools – in the latter, 57% of students answered True at baseline, and 36% at endline.
- In Zimbabwe, at the baseline, 54% of students in the intervention schools answered True (the same as in Tanzania). At the endline, 46% of students answered True. As in Tanzania, this indicates a decrease in the perception that parents would send a son rather than a daughter to school, although the levels are still relatively high. There was not a significant difference between intervention schools and comparison schools – in the latter, 58% of students answered True at baseline, and 53% at endline.

Overcoming barriers to education

The quantitative and qualitative evidence suggests that the processes around financial and material support were largely perceived as fair, transparent and effective. The role of such support in overcoming barriers to accessing and staying in education are discussed under Output 1.

The second set of barriers reviewed under this output relate to child protection. As noted above, although targets were not always met, there was evidence of slow change in the school environment. There is still some way to go in shifting cultural or behavioural norms for gender and particularly for marginalised girls. These changes do not come about swiftly. While reported awareness of Child Protection Policies by teachers and students did not differ significantly between baseline (2013) and endline (2016) in either country, awareness in the wider community appeared higher, particularly amongst parents (from one-third to two thirds in Tanzania and from less than half at baseline to more than three quarters at endline in Zimbabwe). Moreover, this wider community in the intervention schools were more likely to have been involved in drafting the policies than parents in the comparison schools in both countries

Contribution to changes in outcomes

As stated above, it is not easy to identify a direct link between this output and the outcomes. The impact of GEC funded activities around the SUF, *My Better World* (which raised students' awareness of rights and boundaries) and Learner Guides have already been discussed under Outputs 1 and 2. Under Output 4, what became evident was the synergy between the various areas of financial management and transparency (which enabled marginalised girls to stay in school) and the collaborative approaches around child protection (including the establishment of clear and consistent systems and procedures for reporting abuse), which enabled them to feel safe in the school environment.

The qualitative research also provided some useful insights into how the project has made good use of existing successful CAMFED structures such as the CDC, Parent Support Groups (PSGs), Mother Support Groups (MSGs) and CAMA members. This has enabled them to ensure that the community and wider stakeholder groups are engaged collaboratively in supporting the education of marginalised children. During the qualitative research there was clear evidence of how CDCs, Ward Committees, Village Leaders, PSGs, MSGs, Planning for School Excellence Committees (PSEs), Learner Guides and CAMA members worked together synergistically to support the education of marginalised children.

In summary, this is done through providing the support to enable girls to attend school (through the SUF); mentoring and supporting them, and providing female role models, through the Learner Guides and the work of Teacher Mentors; feeding them through the Parent/Mother Support Groups and enabling them to become independent learners with the Study Guides.

Output 5: Uptake and use of a mobile technology platform that supports education planning and extends learning and networking to rural areas

Barriers and activities

Education planning in both countries is limited by the poor availability and lack of consistency of data. Record keeping at all levels is patchy, and data on individual students' school attendance and progress is limited or non-existent. This affects schools' and teachers' ability to assess and meet the needs of their students, and at a system level affects policy and resourcing decisions.

These barriers pose challenges for Camfed in identifying and being responsive to individual marginalised girls' needs and to supporting and coordinating the activities of Learner Guides'; the remote locations mean that they are often operating in an isolated context and with limited opportunity to access formal peer support or professional development opportunities.

Over the course of the project, Camfed cemented its existing stakeholder-led mobile monitoring system for tracking girls' progress and performance at individual level in Tanzania, and launched it in Zimbabwe:

- In both countries, the project has trained CDC members, including district officials to use mobile phones to collect monitoring data on a routine basis.
- In Tanzania, the Teacher Mentors trained by Camfed (in each partner school) use mobile technology to collect data
- In both Tanzania and Zimbabwe, the Core Trainers overseeing the work of Learner Guides use the same system to submit monthly programme reports to Camfed.

Stakeholder mobile monitoring is underpinned by Camfed's cloud-based Salesforce programme database, into which monitoring data is directly uploaded, and which holds a record for each individual girl supported. Trained stakeholders took part in review meetings and refresher training throughout the project. Under the GEC project, Camfed also migrated its financial systems to Financial Force, enabling the integration of financial data with the Salesforce database. This aimed to increase the efficiency of the tracking system in both countries.

The project also established the Social Education Network (SEN), a bespoke platform designed to support communication and information sharing between Learner Guides, across district and national borders. Learner Guides were issued with mobile phones and trained in using the platform as part of the incentive package that recognised their volunteering.

Measurement

Three sub-indicators were associated with this output, as laid out in Table 4. Changes in the output indicator were measured through:

- Monitoring data uploaded by trained stakeholders to Camfed's cloud-based programme database. At school level, data was collected on a regular basis by CDC members and Teacher Mentors. Core Trainers uploaded monthly reports on the progress of the Learner Guide interventions in each district.
- Usage data tracked within the Social Education Network on an ongoing basis.
- Surveys conducted through the Social Education Network and in person with young women volunteering as Core Trainers and Learner Guides.

Exploring the linkages between output and outcomes

Under the project's theory of change, Output 5 (Uptake and use of a mobile technology platform that supports education planning and extends learning and networking in rural areas) links to Outcome Indicator 2 (Number of marginalised girls supported by GEC with improved learning outcomes). This hypothesised that greater access to and use of educational data would support better planning, to the benefit of marginalised girls' access and learning, and that better networking and access to resources for Learner Guides would equip them better to support girls' learning. Activities under Output 5 also link to Outcome Indicator 1 (Number of marginalised girls who have stayed in school through the life cycle of the project) in that they provide the project with the ability to track this at the level of the individual girl.

Establishing a causal link between the use of the mobile technology platform and girls' increased attainment is challenging, since it is a supportive mechanism for record-keeping rather than a direct support for learning. However, the monitoring data provided detailed insight into the range and level of Learner Guide activity and the qualitative research at endline and monitoring examined the effectiveness of programme delivery structures (including CDCs and school committees) and data-based interventions including the Planning for School Excellence/Whole School Approach model.

Findings for Output 5

Output 5.1 measured the number of young women, teachers, and officials who used mobile phone technology to collect school-level EMIS and monitoring data. Data uploaded to the Camfed programme database shows that both countries exceeded the target set for the project by early 2015. By the endline:

- 301 stakeholders in Tanzania were trained and regularly using mobile technology to collect data (against a target of 247)
- 162 stakeholders in Zimbabwe were trained and regularly using mobile technology to collect data (against a target of 48).

The lower targets in Zimbabwe reflected that the system had been launched in the country under the project, and that higher levels of government buy-in were required to ensure its acceptance and success. That the project more than tripled the stakeholders reached (against target) suggests that there was effective engagement with education authorities. Qualitative research carried out at the endline with stakeholders that Teacher Mentors and CDC members see monitoring as a central part of their roles. The research identified some challenges for some CDCs in ensuring resources were always available to facilitate travel to schools to complete monitoring exercises (especially with multiple demands on Teacher Mentors' time) but these did not appear to compromise the achievement of the indicator targets.

Output 5.2 considered the proportion of trained Learner Guides who were using mobile phone technology to access learning content and resources to support the sessions they were delivering in schools. The user support system behind the Social Education Network (SEN) recorded that

- 71% of the Learner Guides (across both countries) had used the system to access materials, against an overall target of 80%.

The qualitative research carried out during endline and described below, under Output 5.3, gave further context to relatively low usage figures.

Output 5.3 further explored the usage and usefulness of mobile connectivity to Learner Guides, measuring the proportion of Learner Guides who had used the Social Education Network to connect to a Learner Guide in another district.

The project missed the target of 60% set against this indicator, with only 20% of Learner Guides (26% in Tanzania and 19% in Zimbabwe) reporting that they had used the Social Education Network to connect with a Learner Guide from another district.

A survey carried out with Learner Guides in October in Zimbabwe found that of those who said they had used SEN, 26% said it was 'very useful' in helping them to be a Learner Guide; in Tanzania a similar survey in June showed 73% found it useful, but, as noted above, that a minority of Learner Guides reported regular use. This was not because of lack of will. As noted at midline, unreliable network coverage and the cost of airtime have been significant barriers to the speed and depth of the roll-out of the Social Education Network, and Camfed has explored the possibility of running the platform on lower bandwidth connections.

Qualitative research at endline, however, identified that Learner Guides are connecting actively and regularly using alternative networks, in particular WhatsApp, which is free to use and runs on weaker network connections. Learner Guides in both countries have set up dedicated Learner Guide WhatsApp groups, allowing them to share ideas and solve problems, as well as provide peer support, across locations. WhatsApp groups also facilitate connections between Learner Guides, Teacher Mentors and district coordinators, supporting better programme coordination and providing young women with a channel for advice and support. Over half (51%) of Learner Guides surveyed in October in Zimbabwe reported using WhatsApp to connect with each other, though the most commonly used method for communication remained phone calls (76%). The fact that the Learner Guides have found a different solution to the problem of limited communication suggests that they value the ability to share data, ideas and work with stakeholders outside their school.

Overcoming barriers to education

The provision of mobile phones to Learner Guides has enabled them to connect and access peer support and information, targeting barriers of rural isolation and poor access to information/resources. As the qualitative research highlighted, however, this is often via channels other than those expected when the project was designed (which was prior to the launch of WhatsApp and the wider availability of Facebook in the target countries).

The findings above suggest, therefore, that despite some connection problems, the mobile monitoring system has been embedded in the programme in both countries. The qualitative research reinforces the ideas that responsibility for monitoring has been integrated into stakeholder roles. The involvement of local stakeholders (including government officials) in collecting and analysing monitoring data ensures that decision-making structures, as well as teachers and school communities, have access to data, and creates an important feedback loop to incentivise local action (discussed under Output 6). Teacher Mentors report improvements in efficiency as a result of the use of mobile monitoring: one, from Iringa District, said, 'the mobile phone has simplified my work as I have been able to provide speedy and real time student data to Camfed. Data has been used to inform various training gaps for Teacher Mentors and also inform interventions to address attendance issues'.

The Planning for School Excellence/Whole School Approach to stakeholder-led school improvement implemented under this project provides an example of where data and stakeholder capacity has been harnessed to target barriers to girls' education at school level, allowing communities to participate in data-driven discussion and planning about school performance, enrolment, child protection, attendance and facilities.

Contribution to change in outcomes

The establishment and strengthening of effective mobile monitoring systems under this project have ensured that the project has been able to track and report progress against retention and learning outcomes.

- Qualitative research found that Learner Guides were effectively using the mobile technology to support marginalised girls to stay in school, enabling them to gather peer backing and find information to provide relevant support and advice to girls facing drop-out due to pregnancy, and their families.
- Learner Guides also used mobile technology to organise themselves to raise funds to support additional girls at school (Camfed programme data, surveys). This also contributed towards the achievement of Outcome 3. During a recent review meeting Learner Guides linked the access the phones provided to mobile banking and connectivity with better business efficiency and improved ability to contribute philanthropically.
- The Planning for School Excellence intervention, which relies on the effective collection and dissemination of school-level data by trained stakeholders, was linked in the qualitative research with improvements in learning outcomes, with Kilimangwido Secondary School in Tanzania cited as a particularly successful example. The school established a multi-layered action plan to address barriers to learning including hunger, student and teacher motivation, and parental involvement, and pushed up its Form 4 pass rate from 35% to 100%.

Output 6: GEC evidence informs dialogue, practice and policies in the education sector

Barriers and activities

Barriers to girls' access to and progress in education outlined in section 1.1 and against the other five project outputs, including poor resourcing, low quality of teaching and learning, and inadequate implementation of (e.g. re-entry) policies, are rooted in education sector dialogue, practice and policymaking at all levels. The project developed a number of activities and strategies to exert influence on the sector and, ultimately, to integrate project best practice into the education system at large. These included:

- The establishment of a national advisory group of key education stakeholders in each country, to oversee and advise on programme roll-out
- Meetings and dialogue with senior officials from relevant ministries and key partners
- Participation in meetings and national level education sector fora and working groups

- Inclusion of district level Ministry officials, through their role on CDCs, in programme implementation and monitoring.

Measurement

Three sub-indicators were associated with this output, as laid out in Table 4. Changes in the output indicator were measured using largely qualitative methods, including:

- Minutes and reports from meetings held with government officials, of National Advisory Committee meetings, and of meetings of national fora/working groups
- Camfed training records and reports
- Meeting and training attendance records
- Ministry and public communications regarding changes to national policy.

Exploring the linkages between output and outcomes

Under the project's theory of change, Output 6 (*GEC evidence informs dialogue, practice, policies in the education sector*) links to Outcome indicators 1, 2, and 4, reflecting that changes in national education approaches brought about by the project would extend the impact of the project against those outcomes beyond its immediate target cohort to other districts and girls. Specifically, the output links to the achievement of target (b) (*Systems and procedures directly adopted into government bursary and related welfare programmes*) under Outcome 4. Testing whether these linkages have happened can be done only through qualitative assessment at this stage.

Findings for Output 6

Output 6.1 looked to measure the national adoption of initiatives to introduce technology for EMIS data collection for planning. Early targets tracked the number of district officials trained in mobile data collection, and, by midline, the involvement of national level influencers/policymakers attending meetings on the subject. The overall target for the project was that national government, districts outside the project, or other sector agencies would adopt or commit to adopt mobile technologies to support better education data collection.

- In Tanzania, by the time of the endline, meeting minutes and programme reports show that members of the National Advisory Committee (NAC), including senior representatives of the MoEST, had been actively involved in observing and understanding the process and benefits of mobile technology systems for EMIS data collection. This had been supported by regular experience of Camfed's programme database and interaction with trained stakeholders. Four NAC members joined monitoring visits around the time of the endline to learn about the types of data collected by Teacher Mentors and CDCs using mobile phone technology.
- In Zimbabwe, 52 district officials (school inspectors) have been trained in mobile data collection and participate actively in monitoring Camfed programmes. The MoPSE has, over the course of the project, made steady progress in integrating technology into data collection, culminating recently in electronic registration and tracking of candidates for Grade 7 and O-level exams. District Education Inspectors have also been trained in the use of mobile technology to support classroom observations carried out as part of BTEC assessments for Learner Guides in partner schools. Efforts continue to engage Ministry officials at the district level to engage with the best, practical ways to collect education data. This will input into the Ministry's strategy of connecting the district offices with the provincial offices. The introduction of technology for EMIS to support planning remains a priority of the Ministry of Primary and Secondary Education and forms a key part of the 2016-2020 Education Sector Strategic Plan.

Output 6.2 targeted the adoption at national level of components of the Learner Guide Programme. In both countries, the programme has been adopted by existing partner districts. In Tanzania, programme sessions have been formally timetabled into the school day and while no similar system-level commitment has been made in Zimbabwe, the qualitative research noted that some school heads have allocated school time and made the sessions compulsory for students.

- In Tanzania, MoEST representatives have expressed an interest in seeing the programme rolled out nationwide: four districts *outside the programme* have now rolled out the Learner Guide Programme across 80 schools. The Education Commission (International Commission on Financing Global Education Opportunity) has also expressed interest in exploring the wider potential of the Learner Guide mechanism with the Tanzania Government.

- In Zimbabwe, the Department of Non-Formal Education within the MoPSE has acknowledged the benefit of the programme and its support for learning specifically through the study groups component. District Schools Inspectors have been integrated into the delivery and support of the Learner Guide Programme through being trained as BTEC assessors, examining Learner Guides' performance against the bespoke BTEC qualification developed with Pearson to certify their work, which includes using Camfed-developed classroom observation tools in schools.

Output 6.3 targeted the national adoption of practices for accountability or governance over resources implemented through the project. By endline, the project aimed to secure a commitment from government, districts outside the programme, or other education agencies, to adopt core components of Camfed's model of accountability and governance, as best practice. This has been largely achieved:

- In Tanzania, in parallel with adopting the Learner Guide delivery method and *My Better World* curriculum, four non-partner districts have established CDCs and adopted governance components, including the identification and support of the most marginalised children, and responsibility over the effective/efficient use of resources at school level. Records from a visit to one school in Korogwe District detailed the identification and dismantling of barriers to girls' education by the school community, as a result of the adoption of the model. These included community efforts to improve hygiene and sanitary facilities and school feeding programmes.
- In Zimbabwe, Camfed Zimbabwe plays a key role on the National Taskforce for the national school feeding programme. It is supporting the drafting of the National School Feeding Policy, drawing on key components of Camfed's governance and accountability model. The Ministry of Public Service, Labour and Social Services has also incorporated components of Camfed's beneficiary selection model into its revised Basic Education Assistance Manual (BEAM).

Contribution to change in outcomes

Targets under Output 6 were posited to have a longer term impact on the achievement of overall project outcomes across the wider population, that is, to extend improvements seen in girls' outcomes within the programme to more girls, more widely. The achievement of these targets has set in place system improvements that will contribute to this over time, but changes in enrolment, attendance and learning outcomes for girls outside the project will occur beyond its timeline and are beyond the scope of this evaluation.

2.4.2 Findings: Contextual factors and unintended effects

The factors that have supported the successful delivery of outputs are both local and national. Key drivers include:

- At a **local level**, strong community engagement in both countries, including participation in the process for identifying individual marginalised girls in need of support, and in overseeing, following up, and adding (where relevant) to that support.
- At a **national level**:
 - Clear government commitment to education quality, despite external challenges (see below). Both Tanzania and Zimbabwe have committed to domestic expenditure on education of around 20% of the national budget.
 - Strong partnership between the project and the Ministry of Education in both countries, enabling the integration of project delivery into existing education delivery systems, and into the roles of district education officials.
 - In Tanzania, the national Big Results Now (BRN) strategy introduced specific strategies to push up the quality of basic education, including approaches to measuring progress and performance. This was linked in 2015 to improvements in in primary (PSLE) and secondary (CSEE) pass rates from 31% to 60% and 70% to 80%, respectively.

Key contextual **barriers** to project delivery in Zimbabwe included:

- the **economic crisis** that persisted and worsened as the project progressed. This was characterised by low industrial productivity, high taxes, falling revenue inflows, rising imports and stagnant exports, and an unsustainable state wage bill. It culminated in late 2016 with the issuing of 'bond notes' as a quasi-currency intended to address cash shortages. This ongoing crisis has meant that almost the entire national education spend is directed towards salaries, and has severely damaged family and community income and access to resources. The introduction of bond notes and the suspicion around them has led to an increase in the barter

economy, adversely affecting young women's businesses and other community income generation.

- Zimbabwe has been amongst the countries worst affected by the El Niño cycle, which caused the most intense drought in decades, following serious flooding in 2014 and 2015, which decimated harvests. A national state of emergency relating to the drought was declared in February 2016. For the rural communities targeted by the project, the predominant source of income is the land, as they are subsistence farmers, and hunger was already a common experience even before this period of drought. Reduced family income and resources, and increased hunger, have a direct impact on girls' ability to attend school, and can lead to increased rates of early marriage, which can be one of the few 'coping strategies' available to families.
- In Zimbabwe, increases to O-level fees in 2015 increased the challenges for Form 4 students, leading to more students repeating a year (while they sought to raise money to pay fees) or sitting fewer subjects.

In Tanzania, parts of which experienced heavy rainfall, flooding, and drought, decreasing families' ability to meet girls' basic needs, some of the **barriers** to project delivery appeared counterintuitive. The removal of fees for secondary education (including examination fees) in 2015, removed one of the cost barriers to girls' participation. However, the removal of the fees led to:

- rocketing enrolments likely to have a negative impact on quality of education in the immediate term, and placed a significant strain on hostel accommodation
- reduced willingness among parents to contribute to school development owing to a misunderstanding of the policy and allocation of responsibility, as noted in the qualitative research

In addition, the new fee policy precludes rural schools from generating income directly through parent and community contributions, e.g. to support salaries of subject-specific teachers in Maths and English. It does, however, allow for increased involvement of Ward Councils with schools, for example, in raising funds for school improvement.

Mitigating factors

The project identified that, given the nature of interventions, a significant unintended effect *could* be backlash from men and boys, and so sought from the outset to include all stakeholder groups in project design, delivery, and monitoring. All interventions to improve learning at school level, including learning resources and sessions with Learner Guides, were open equally to girls and boys (also see 2.4.3), and the project has not experienced negative 'backlash' in this regard.

Unanticipated effects

An unanticipated positive effect of the project was the local integration of the learning resources designed specifically for rural children's needs into classroom delivery. In a context of limited resources teachers have valued the introduction of the resources and built their teaching approach around them: their pedagogical approach has also changed, simply because each student has their own book, eliminating the need for teachers to copy from a textbook onto the chalkboard, for students to copy into their notebooks. Qualitative research at endline noted that the study guides have reduced the use of didactic teaching methods, and encouraged varying methodologies, including more child-centred approaches.

However, as noted in Section 2.2, the regular integration into classroom delivery is not always positive, depending on different subject-related pedagogies. In maths, regular classroom use of the Study Guides appears to have supported a higher rate of progress, being associated with higher attainment at endline. This is possibly as a result of providing more opportunities for the teacher to act as a facilitator of practice, with students being able to check their answers and investigate why they got things wrong (or right). In English, however, the daily use of the Study Guides in class was associated with lower rates of progress. Their use in this way may, perhaps, signal a lack of teacher confidence in their own skills in English (or in teaching English) or a lack of other resources in the school.

Study groups, established by Learner Guides to support students' academic learning outside of school hours, have also been an unanticipated, positive, development: at project design stage. At the outset, it was felt that requiring a commitment beyond the delivery of the life skills curriculum and associated

support would be too much to expect of Learner Guides' commitment and capacity, but young women's activism has exceeded these expectations, to the benefit of girls and boys.

2.4.3 Findings: Gender equality

Boys are more likely than girls to go to, and complete, secondary school in both Tanzania and Zimbabwe, and more likely to succeed at school (see Section 1.1). The project has sought to achieve participation that is more equitable and better learning outcomes for all, through a series of interventions: it has exceeded targets set for improvements in retention and learning for marginalised girls (see Section 2.4.1).

Qualitative research at endline found that, in both Tanzania and Zimbabwe, the targeted support mechanism provided through the Step Up Fund 'significantly increases and retains girls in school', and was associated with 'many social, gender, and child protection benefits', including changes in the gendered attitudes of communities and parents, and changed hopes and aspirations for girls. It found that this financial support was helping to redress the gender imbalance in completion rates.

The project targeted both boys and girls with learning interventions, including provision of study guides, the *My Better World* curriculum, and sessions run by trained Learner Guides. Qualitative research at endline described this as 'added value' of the project and as contributing to transforming gender-based discriminatory attitudes in schools. It found that the curriculum 'has had a major impact in schools', and has helped both girls and boys to understand their rights, and raised awareness of abuse and boundaries. The research highlighted the case of a boy in Zimbabwe who had been shocked to realise that the attitudes he had developed towards girls (in line with local gender norms) were in fact abusive. It also found that *My Better World* sessions had helped to ensure that boys to 'understand their limits'. Interviewees noted that the *My Better World* approach and sessions have led to some schools revising the practice and policies identified by students as gendered or negatively affecting girls' rights, both in school and even travelling to and from school (such as changing transport choices that left girls vulnerable to abuse by taxi drivers).

Through training young rural women as Learner Guides, the project has also challenged prevalent discriminatory gender norms in communities, a finding evident in the qualitative research, stakeholder surveys, and regular programme reports, which found enhanced status and participation for young women who had been among the most marginalised. Even though some had been regarded at first as lacking skills (a number had not passed their Form 4 examinations), that feeling was said by interviewees to have become less prevalent over time.

The stakeholders (including government officials) who were interviewed as part of the qualitative research at endline were clear that Learner Guides provided excellent role models for girls. Learner Guides themselves felt that they were role models (98% in both countries), and stated that participation in the programme has helped them to build relationships with people in positions of authority or responsibility (96% in Zimbabwe, 92% in Tanzania). All of the Learner Guides interviewed in Zimbabwe and the majority in Tanzania (74%) had taken up positions of local leadership, including on area committees, school based committees and even CDCs. In Tanzania, Learner Guides were chosen as monitors in the recent national election, reportedly on the basis of the experience and respect they have achieved.

The project engaged boys and men from the outset as clients and implementers, to guard against negative 'backlash' towards girls and young women, or other negative effects. Male community members were engaged in design, planning, delivery and monitoring through participation in CDCs, SBCs and PSGs. Traditional leaders and government representatives (still mostly male), were included in the project through participation on CDCs.

2.4.4 Findings: Innovation

The midline report highlighted three innovative components of the project and these are discussed in turn below.

The Learner Guide Programme

Through the Learner Guide Programme, the project has created a framework that supports girls to make a secure post-school transition, at the same time as helping girls still in school to succeed. Within the programme, young women school graduates return to their local schools, support marginalised children in their studies, and deliver a uniquely tailored life skills and wellbeing programme that complements the academic curriculum. In return for their commitment, Learner Guides gain access to interest-free loans (through Kiva) to start local businesses, and a mobile technology platform through which to connect with each other and access new resources. These young women acquire economic independence while helping vulnerable children to succeed in school, and thereby multiply the returns of their own education to the benefit of their communities.

The model is innovative in combining the school-work transition with interventions to improve learning in schools, in introducing a new, relevant broader life skills curriculum, and in developing a sustainable incentive scheme for volunteering.

As noted under Output 2 in Section 2.4.1, the *My Better World* sessions delivered under the project were significantly associated with improved confidence and enjoyment of school among students. Qualitative research found that the shared experience and context of rural poverty and challenges brought by the Learner Guides had a positive effect on girls' engagement at school. As noted in the CIDT report to Camfed: *They are closer to the students, so students are more likely to confide in them and are (in the majority of cases) extremely well regarded by the students (both girls and boys). They understand the issues that challenge girls in the communities, and often know each and every story behind marginalised girls in their community. They are more approachable on issues related to abuse and child protection in general. They provide strong role models for these girls.'*

As noted under Output 3 in Section 2.4.1, the programme is also providing structured pathways for Learner Guides in their own post-school transition, including in entrepreneurship, teacher training or even teaching positions in schools and access to qualifications including the BTEC developed with Pearson. (Camfed programme records show 119 Learner Guides have achieved places at teacher training colleges and at least three are working as teachers.)

The Step Up Fund

The Step Up Fund piloted under this project provided a targeted response mechanism to support marginalised girls through school, enabling the project to meet the specific needs of individual girls, at scale. It is innovative in its implementation through existing local structures and in leveraging additional local resources in support of marginalised girls. Although the Fund had no apparent statistically significant impact on attendance, supported marginalised girls were more likely to stay in school than their marginalised peers in the comparison schools.

As section 2.4.1 notes, external audits of the Step Up Fund mechanism in both Tanzania and Zimbabwe found it to be effective in identifying and reaching the most marginalised girls: these findings were supported by qualitative research at endline, which found that decoupling support from performance (as in some scholarship schemes) was important in reaching the most marginalised. At endline, 96% of girls in Tanzania and 94% in Zimbabwe felt that the support they received was appropriate to their needs, exceeding the project target of 90%. The integration of the fund into existing structures, and the leverage of locally generated resources, has reduced the unit cost of supporting individual girls (versus the standard, fixed bursary support previously offered by Camfed) and galvanised local philanthropy (as evidenced by the significant over-performance against targets under Outcome 3).

The qualitative research conducted at endline reached the following conclusion about the Step Up Fund:

SUF forms the basis for all other GEC SCW-funded activities in school. It is well targeted and significantly increases and retains girls in school. [...] SUF has many social and child protection benefits, including reducing child labour, eliminating teen pregnancies, improving relationships and changing horizons for girls in terms of hopes and aspirations. Payment of fees by Camfed in Zimbabwe is regular and timely which allows the school to plan and in most rural schools in Zimbabwe SUF enables authorities to keep the schools running.'

Adoption of FinancialForce

During 2016, Camfed completed the integration of its Salesforce programme database with its finance systems in Financial Force (see Section 2.4.1). This created a customised single platform management information system (IMIS) which brings together, in one place, data for programme management and monitoring, financial management and transactions, beneficiary tracking and donor reporting.

This system enables individual tracking of every girl receiving support. As well as tracking her progress through school, it links financial transactions to individual girls so it is clear exactly what form of support she has received. This data is then used as the basis for monitoring to ensure that she has received her entitlements. This monitoring is conducted increasingly through mobile technology in the hands of local stakeholders, including trained Teacher Mentors and school graduates, using software that automatically updates the central database, increasing efficiency and enhancing accountability.

In 2016, Camfed won the FinancialForce 360 Customer Excellence Award for organisations demonstrating initiative, excellence, and creativity in how they utilize FinancialForce solutions on top of the Salesforce Platform to improve their 'customer experience'.

The innovation has enabled the project to effectively track and report its impact, at individual level, as evidenced across the outputs; without it, the individualised approach of the Step Up Fund (see above) would not be possible.

2.5 How sustainable are any changes the project has led to?

*2.5.1 Has the project put in place mechanisms that allow **changes to marginalised girls' attendance and learning** to be sustained?*

This evaluation provides evidence that several key project interventions and activities are associated with improved school access, attendance and learning for marginalised girls, and that these would need to be continued in order to sustain these opportunities. For each of these core interventions, Camfed has put into place foundational practices, but further resources and government commitment will be required to enable genuinely sustained delivery.

1. Material support to ensure access, retention and progression of marginalised girls through secondary school.

- To deliver well targeted material support for difficult to reach marginalised girls, the Camfed GEC project has helped deepen a framework of school and community based structures (School Based Committees and School Development Committees) and district level structures (Camfed Community Development Committees). It has provided guidelines for inclusiveness, accountability, and transparency for selecting children most in need of support to stay in school, and for efficient and effective delivery of material support they require. There is evidence that Camfed's systems and procedures have started to be adopted into government programmes. In Morogoro district, for example the selected names of marginalized girls for support are presented at the Ward Development Committee then the agreed list is presented into full council for endorsement. As reported against Output 6, in Zimbabwe the MoPSE (with whom Camfed have worked throughout the project, showcasing and demonstrating the use of technology and building staff capacity) has, over the course of the project, made steady progress in integrating technology into data collection, culminating recently in electronic registration and tracking of candidates for Grade 7 and O-level exams.
- Further funds will be required to continue to support girls from impoverished circumstances through school, but the programme has provided clear evidence of the effectiveness of this support in two country contexts and the effect it has had on retention. Supported marginalised girls (whether in receipt of the SUF or a Bursary) were significantly more likely to stay in school than marginalised girls without support in either the intervention schools or in the comparison schools. However, there was evidence that the outcomes associated with the two funds were

not identical in the two countries. The SUF was welcomed by recipients and stakeholders, and in Tanzania (where school fees have been since 2016) was associated (though not significantly) with improved attendance. In Zimbabwe there was no such evidence that the SUF was sufficient to support improved attendance or attainment, and some evidence that the support available through the more costly Bursary may be more influential than the SUF in ensuring girls obtain the wrap-around support necessary for them to maintain good attendance.

- The project raised awareness and stimulated the philanthropy of local stakeholders (CAMA members, Parent Support Groups) and income generating activities by parents and others has helped with school feeding (see Section 2.2). To support the convening of community structures and the continued application of best practices in identifying need and targeting support, financial and other support for ongoing, community-based training will also be necessary.

2. Provision of learning support to improve learning outcomes for marginalised girls.

- The project has enabled Camfed to provide clear evidence that students' learning outcomes can be improved and evaluation evidence suggests that improvement in learning outcomes for marginalised girls may be associated with the provision of learning materials such as printed study guides to individual students for their use in class, in study groups and at home.
- The project outcomes have pointed to the value of affordable yet carefully designed and comprehensive summaries of core subject curricula that can be made available for individual students for independent and/or collective use. The ongoing provision of such resources will require resources provided by the government or donors.
- Qualitative evidence (CIDT report and the Learner Guide study) suggest that the contributions of female Learner Guides to improve students' focus and confidence through the My Better World curriculum and organization of academic study groups has also contributed to the improvement of students' learning outcomes through a socio-emotive process. Transformations at the individual student level (including amongst boys) and student cohort level are likely to reap lifelong benefits. As reported against Output 6, progress has already been made towards national adoption and scale-up of the Learner Guide programme: in Tanzania, with the support of the MoEST four districts *outside the programme* have now rolled out the Learner Guide Programme across 80 schools. The Education Commission (International Commission on Financing Global Education Opportunity) has also expressed interest in exploring the wider potential of the Learner Guide mechanism with the Tanzania Government.

In Zimbabwe, the Department of Non-Formal Education within the MoPSE has acknowledged the benefit of the programme and its support for learning specifically through the study groups component. District Schools Inspectors have been integrated into the delivery and support of the Learner Guide Programme through being trained as BTEC assessors, and will continue this as part of their regular work.

- Sharing of results from the tests at baseline and midline with partners from school (children, parents, school authorities, local leaders), district and national levels helped inform their understanding of issues (with specific and supportive evidence), and helped engage their active participation in solution development and implementation. This may have changed the way local stakeholders view educational practices and resulted in longer-term changes in their engagement with the school. The CIDT research found evidence of this in the work of the Planning for School Excellence (PSE) Committees, although noted that some activities (particularly capital projects designed to improve school facilities) had stalled because of lack of funds.
- ## 3. The provision of the female voice to provide psycho-social support, counselling and support for marginalised girls and other students.

- This was clearly identified in the qualitative research as essential for the retention and progression of girls. The current approach (using the support of Learner Guides and Teacher Mentors) relies on external funding, particularly for the Teacher Mentors who are largely dependent on Camfed
 - Of significance for scale-up and sustainability of these important programme contributors, the project nonetheless demonstrates that incentives for attracting and recognising young women and teachers can be effective without being costly when they target specific needs. In the case of the Learners Guides, the project addresses their need to access business training, mentorship and low-cost capital in order to generate income to support themselves to achieve their further education and life goals. Importantly, the project also contributed to the development of their social capital in their communities through their interactions with community groups and leaders in their roles as advocates and problem-solvers for marginalised students. Management of these incentives was highly cost effective because it was carried out by the CAMA network which incubates local leaders and business experts. In addition, the project actively linked in local government resources aimed at supporting women's businesses and leadership (for example, from representatives from the ministry of Women Affairs, Gender and Community Development in Zimbabwe, and the Department of Youth within the Ministry of Information, Youth, Culture and Sports).
 - For both Learner Guides and Teacher Mentors, initial and ongoing training is a key driver for their success that requires the provision of ongoing funding. The project supported the development of foundational curricula. It has further demonstrated that high quality training does not require costly, outside professionals, but can be conducted by peers who draw upon deep practical experience. Sharing of best practices and peer support will continue to require in-person meetings, but use of mobile and internet-based technology for information could contribute to affordable training in the long term. Such technology will still require support and an infrastructure to sustain it.
 - Independent of training and other support provided to CAMA members, their culture of giving back is a principle that is core to the CAMA network. Members of CAMA surveyed in 2016 were, on average, each providing material support for two girls to attend primary school, and two to attend secondary, thus supporting the transition of the younger generation of girls. The enhanced skills and capabilities developed by CAMA members chosen to be Learner Guides results in them having even more to reinvest in the local education system. Qualitative research conducted by CIDT found that Learner Guides are very committed and go far beyond their duties assigned to support marginalised girls. They are likely to continue to apply those skills, capabilities and financial resources to children in need of support within their communities. However, whether this is sustainable is unknown, since the CAMA Learner Guide model is currently integrally linked to the programme (and to the My Better World materials).
4. Robust engaged local capacity and collaboration in support of vulnerable children's education.
- Beyond this GEC project, Camfed will continue to work with community groups to reinforce their 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.
 - Qualitative research showed that the contributions of members of Parent Support Groups and traditional authorities were influential in addressing the reluctance of parents and caregivers to invest in sending girls to school due to direct costs or opportunity costs. Their engagement is seen to be particularly important in Tanzania, where following the introduction of the 2014 Education and Training Policy, some parents still struggle with indirect costs required to send their children to school.
 - Engaged community members also improved school safety for children by contributing to the development and enforcement of comprehensive child protection policies (at 93% of

intervention schools in Zimbabwe, and 91% in Tanzania). These policies will last well beyond the project.

- The policies and practices for inclusive engagement of community members will sustain beyond the projects. Further funding may be required for training in financial management and child protection, visits among parent support groups to share best practices and the provision of grants to start up community initiatives for raising funds to support children. This recognition is particularly important in order to counteract the potential systemic dependency on these groups, and so that they are given appropriate acknowledgement and support going forward.

Mechanisms to support sustainability

- Sustainability is premised on identifying what works, and embedding and scaling it within national systems.
- As a key mechanism to ensure sustainability, Camfed established National Advisory Committees (NACs) in both Tanzania and Zimbabwe. NAC members were identified based on their capacity and sphere of expertise, and include senior representation from Ministries of Education, teacher training institutions and examination councils.
- Through meetings and programme visits, NAC influencers engaged with strategies and outcomes of the project on an ongoing basis and explored prospects for their embedding with the education systems. In particular, they identified project elements including Teacher Mentors, Learner Guides, and active Parent Support Groups as interventions with high potential for adoption and scaling. The MoEST supported the expansion of the Learner Guide programme to Camfed non-partner districts in Tanzania with investment from Pearson.
- Collaboration with relevant ministries was strengthened through the course of the project (MoEST and PO-RALG in Tanzania; Ministries of Primary and Secondary Education, Social Services and Women's Affairs).
- Camfed will use its position with Ministries of Education to advocate for lowering the cost of education at secondary and higher education levels, as well as advocate for wider government adoption of their financing mechanism developed to support marginalised girls under the GEC to provide targeted financial assistance for the most marginalised young people to access post-primary education. Towards this end, Camfed is partnering with the Research on Equitable Access & Learning (REAL) Centre at the University of Cambridge to provide information about the key costs of supporting a marginalised adolescent girl to go to secondary school and improving her learning under the GEC. A regional approach will be taken to facilitate exchanges among NACs and Ministry partners to fast-track the adoption of new practices.

2.5.2 How likely is it that the projects' benefits will be sustained?

Benefits at an individual level (amongst marginalised girls in receipt of support and amongst trained Learner Guides) are likely to be sustained, as set out below. Whether the benefits at school level continue is less certain, since the study guides are designed to support the development of individual learners and new sets and updates will be needed. The My Better World materials, while stand alone, were designed on the understanding that they would be worked with and discussed as part of a dedicated 18 month programme, delivered by a trained Learner Guide.

Students

- Marginalised girls served by this project are likely to benefit from the completion of their secondary education, as are their fellow cohort members (girls and boys) who were marginalised and less marginalised.
- Three quarters of Cohort 2 student respondents to the endline survey in Zimbabwe and 63% in Tanzania reported that they strongly believed that topics covered in My Better World sessions were relevant to the lives of most students. In Zimbabwe, between 70% and 75% of student respondents and in Tanzania 52-56% strongly believed that the session had helped shape their goals, feel more positive about the future and understand their rights.

- The majority of teachers, (66% in Tanzania, 63% in Zimbabwe) and Head Teachers (85% in Tanzania and 79% in Zimbabwe) surveyed reported that that most or all students felt more confidence as school as a result of the programme.
- As students enter the post-secondary school phase of their lives, these attitudes and knowledge will support their efforts to seek independence and to pursue employment (formal or self-employment) or further education. The qualitative CIDT research found that girls described how the confidence gained through the programme was translating into greater assertiveness, enabling them to resist unwanted sexual relationships out of school.
- As noted above, the culture of giving back is a key aspect of receiving support from Camfed and core to those who join the CAMA network. This is an alumnae association which harnesses the transformational and leadership potential of young women; increases their independence; and provides them with the opportunity to give back to their community by mentoring and supporting other young women and girls. Learner Guides are selected from the wider CAMA network and provided with training to lead MBW sessions, act as role models and support girls in school. This further develops their capacity and capability. Their enhanced skills and capabilities result in them having more to reinvest in the local education system. Learner Guides are very committed and go far beyond their duties assigned to support marginalized girls.

Learner Guides

- The skills and capabilities, social capital and financial independence developed by most Learner Guides throughout the course of their commitment will continue to benefit them beyond the period of the Camfed's project.
- Camfed's partnership with Pearson also created opportunities for Learner Guides to acquire an internationally recognised qualification in the form of the BTEC in Being a Learner Guide, as well as other vocational qualifications.
- Recognized for their activism and leadership, Learner Guides are being invited to sit on local decision-making bodies alongside patriarchal authorities. In Tanzania they were identified as suitable to be hired as election monitors in the 2015 parliamentary elections. As one Learner Guide put it, *"They [local authorities] used to ask 'Who are you?' when I came to meetings. Now if I don't come they ask 'Where is she' because they want my input."* This signals a shift in the context in which girls are completing school, which in turn will influence their post-school prospects and those of future generations of marginalised girls completing school.

2.5.3 To what extent has the project leveraged additional investment to sustain its activities?

A total of £4,080,100 in additional funds have been secured since the start of the project alongside DFID GEC funds to support marginalised girls. This comprises £1,658,200 in Tanzania and £3,149,900 in Zimbabwe. This leverage has far exceeded the project target of £1,773,000 (comprising £561,000 in Tanzania and £1,212,000 in Zimbabwe). This is made up of:

- In-kind contributions from community partners (Tanzania: £374,800; Zimbabwe: £445,300), which refers to voluntary time dedicated by community partners towards Camfed programmes, including participation in local committees (e.g. CDCs, SBCs and MSGs) and monitoring exercises. The monetary value of these in-kind contributions was calculated based on equivalent daily rates to public sector workers.
- Cost share from community partners (Zimbabwe: £92,300, and Tanzania: £76,300) in the form of resources, including but not limited to monetary contributions, that were provided by community members and CAMA members to support marginalised children to go to school (e.g. school fees, clothing, food, stationery, sanitary wear, accommodation, etc.).
- Matched funding (Tanzania: £1,207,100; Zimbabwe: £2,612,300) by other donors towards the delivery of the GEC project, through, for example, loans made to Learner Guides by KIVA, as well as grants from other donors, including funding from The Queen's Trust, Wise Philanthropy Advisors, The Vitol Foundation, Pearson and Linklaters.

Through Camfed's GEC project, Pearson provided **in-kind** support for the Learner Guide Programme by working with Camfed to develop a Business and Technology Education Council (BTEC) qualification, the Pearson SRF BTEC Level 3 Advanced Diploma for Learner Guides. In December 2016, Pearson certified Camfed as a BTEC awarding centre. Camfed has since awarded BTEC qualifications to 767 Learner Guides in Zimbabwe and Tanzania. BTECs are portable, transferable vocational qualifications, recognised in over 100 countries. By gaining formal recognition of their skills and volunteering, this will provide Learner Guides with a stepping stone into formal higher education, teacher training, and employment. Camfed will be working with champions and Ministries of Education to gain widespread recognition for the BTEC and increase awareness among teacher training colleges and employers.

The project had two targets against logframe Outcome Indicator 4 (*Project has established mechanisms to enable marginalised girls to complete a full cycle of education*): (1) Lower unit cost to support girls to complete secondary school and (2) Procedures directly adopted into government bursary and related welfare programmes.

In relation to the first of these (lower unit costs), the following country specific actions have been agreed

- Tanzania: A reviewed unit cost to a maximum of 250,000Tsh in Tanzania enables Camfed and the community to support marginalised girls in remaining and completing school. An assessment regarding unit cost showed that stakeholders felt it was sufficient.
- Zimbabwe: The Ministry of Primary and Secondary School has implemented a moratorium on fee increases for school fees over the last 3 years. To further support students in accessing and completing an education, training of stakeholders in financial management, income generation, the school feeding programme and understanding of children's situations has engaged multiple stakeholders at the community level to support children in fulfilling their right to a quality education.

Against the second target (Systems and procedures directly adopted into government bursary and related welfare programmes) and as noted above, Camfed's systems and procedures have started to be adopted into government programmes. In Morogoro district the selected names of marginalised girls for support are presented at Ward Development Committee then presented into full council for endorsement.

3 Conclusions

Camfed's SCW intervention targeted support to marginalised girls in rural areas of Zimbabwe and Tanzania to improve their retention and learning at secondary school. By the endline, 172,579 marginalised girls in Zimbabwe and 88,061 marginalised girls in Tanzania had directly benefited from a range of interventions.

In order to increase **retention**, the intervention incorporated targeted financial support to meet girls' school-going needs in order to assist them to complete a full cycle of lower secondary education. This financial support was combined with project initiatives, such as the work of the Teacher Mentors and Learner Guides who assisted girls who were at risk of dropping out of school and local initiatives to tackle obstacles to girls' retention and to ensure a supportive educational environment.

The measures introduced for **improving learning outcomes** were targeted at all students, both marginalised and less marginalised, as well as girls and boys, and included:

- Developing and distributing low-cost, self-directed study guides in core curriculum subjects to support academic learning, as well as a broader life skills curriculum (My Better World).
- Enabling young women, on leaving school, to be trained as Learner Guides, supporting children in their local schools while gaining status and opportunities.

Retention

At midline, there was evidence that Camfed's direct support for marginalised girls in Cohort 1 was associated with improved retention both Tanzania and Zimbabwe. At that stage, there was no evidence that being enrolled in an intervention school had any effect – whether positive or negative – on students' attendance rates, however.

At endline, the evidence suggested that financial support had led to a significant difference in the retention of supported marginalised girls in intervention schools compared to marginalised girls in comparison schools in both Zimbabwe and Tanzania, where the government had been paying school fees since 2016. As at midline, there was no evidence of a significant impact of funding on attendance rates. The serious drought and floods that have affected Zimbabwe and parts of Tanzania, and the economic downturn that has faced Zimbabwe, is likely to have affected students in many schools, reducing attendance at times. While students were still enrolled in school (and their continued retention may have been supported by the SUF, their level of individual attendance varied.

Attainment

The midline assessments provide evidence that the Camfed GEC SCW project has been effective in increasing learning outcomes for marginalised girls in both Tanzania and Zimbabwe, in both English and Mathematics.

At endline, there was strong evidence that the project had significantly increased the attainment of marginalised girls in both English and maths and in both countries.

- For the marginalised girls in intervention schools in Tanzania, mean English scores (marked out of 100) increased by an average of 11.32 marks over the marginalised girls in the comparison schools (an effect size of 0.740) and for maths they increased by an average of 13.26 points over their counterparts in the comparison schools (an effect size of 0.65).
- In Zimbabwe, the mean scores for marginalised girls in intervention school increased from by, 2.57 marks over the marginalised girls in the comparison schools (an effect size of 0.294) in English and of 1.35 points (or 2.689 points put of 100) over their peers in the comparison schools on maths. This equates to an effect size of 0.139.

The effect sizes found at endline (as at midline) represent a **substantial achievement**, particularly in English (in both countries) and in maths in Tanzania. As noted in Conn (2014)³⁷ the overall effect size noted in a meta-evaluation of 66 separate education experiments (randomised control trails and quasi-experimental designs) in sub-Saharan Africa (few of which were in marginalised rural areas) was 0.181, with values ranging from 0.008 (student health treatments) to a maximum of 0.228 (pedagogical interventions).

Effectiveness of the project's overall theory of change

Camfed's theory of change had four dimensions and was predicated on the view that a low-cost need-based financing mechanism (the **Step Up Fund**), supported by local identification of need and with transparent accountability in the community would help girls stay in school. In turn, it was assumed that this would enable them to take advantage of the voluntary staffing resources (Learner Guides) and materials for life skills (the My Better World Programme) and academic support (the subject based Study Guides).

The findings around the low-cost **needs-based financing mechanism** are positive, but nuanced. The quantitative evidence suggests that financial support has helped significantly in relation to the retention of marginalised girls, and the qualitative evidence agreed with this. It identified the role of the SUF in Tanzania (where the government has paid school fees since 2016) in making the difference between a girl being able to obtain the necessary items to stay in school and dropping out. Where girls faced more severe problems, the SUF was not of itself sufficient to meet all needs (or the needs of all marginalised girls) in either country. The audits carried out into the equitable disbursement of the SUF found that while the process was well managed, transparent and incontestable, some girls who had been identified as eligible for the Fund had dropped out of school

³⁷ Conn, K (2014) Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact evaluations. [online] Available <https://academiccommons.columbia.edu/catalog/ac:175014>

before the monies could be distributed to them. While the SUF would be a low cost alternative to Camfed's Bursary, there is insufficient evidence that it could replace it.

The **Learner Guides** have been a very successful programme, as attested by both quantitative and qualitative information. In schools, Learner Guides have not only delivered the My Better World programme, which was the original intention, but they have also supported and mentored marginalised girls, established or supported study groups and promoted child protection policies. The My Better World sessions they have led appear to have been associated (statistically) with an increase in girls' enjoyment of school and confidence in their academic progress in both countries, and in Tanzania had made them feel more integrated in society. The qualitative information confirmed that the Learner Guides had an impact not only on marginalised girls, but on less marginalised girls and on boys.

The programme has been transformational for the Learner Guides as well. They have had opportunities to gain new qualifications through the programme (Level 3 BTEC) and, in some cases, the chance to improve on their Form 4 outcomes (O levels), with the qualitative research identifying progression even to higher education. Learner Guides have also had access to Kiva loans to help them in establishing their businesses, promoting independence. The qualitative research highlighted the changes to their status in their communities; the qualitative research identified instances where previously marginalised girls were now seen not only as valuable contributors in school, but also in the wider community, including in the electoral process.

Some Learner Guides, particularly those with a low level of prior qualifications, faced barriers at the outset, with concerns amongst teachers that they would not have sufficient skills to play their role. These barriers appear to have largely been overcome; the detailed training programme, the general diligence of the Guides and their commitment to improving their own qualifications have helped to establish them as a credible support to girls and boys alike.

The **My Better World** materials, which were at the heart of the Learner Guide sessions, have themselves proved popular with students, boys and girls, marginalised and less marginalised. The qualitative research, in particular, highlighted the transformative power of the stories they used. It is telling that, during the CIDT research, both boys and girls said they had benefitted from the materials. The quantitative research suggested that there was a stronger statistical association between girls using the materials and feeling more integrated in society and more confident about the future. For boys, the materials appeared to have had less apparent statistical impact on their confidence in the future, although as the qualitative research identified, boys, in particular, reported that it had challenged some of the views and attitudes towards girls and their place in society.

The **Study Guides** (in maths, English, science and, in Tanzania, How to Learn English) were welcomed by both students and teachers for their use of simple, clear language and pertinent examples (the guides were designed to follow the national curriculum in both countries). They also formed the core resources of the study groups that were led by Teacher Mentors and Learning Guides. Use of the study guides was statistically associated with higher attainment in maths and English in both Tanzania and Zimbabwe. Teachers welcomed the synergy between the Study Guides and classroom teaching said the materials enabled them to spend less time on topics, as the students had access to worked examples with answers.

Many teachers also reported using the materials for lesson planning and preparation. This was an unexpected outcome, as under the initial theory of change, the materials were designed primarily as a means of promoting self-study and self-examination and were not seen as a classroom resource. In maths, their regular use in the classroom was statistically associated with higher attainment (providing a checkable source of practice material). In the qualitative research the maths and science guides were also credited with both promoting greater interest in maths (and science) with increased registration for maths and science examinations and (in at least one school in Zimbabwe) a much improved pass rate at Maths O level.

This picture was not replicated in English, where pedagogical approaches may need to rely less on repetition and more on diverse teaching strategies and a wider range of resources. While the use of the study guides was associated with higher attainment, daily use with teachers in the classroom

was associated with a small but significant lower level of attainment than was seen amongst students where their use was less frequent. This suggests that while the guides were believed to have helped improve reading and writing skills (particularly in narrative and descriptive compositions), their regular use in the classroom might reflect not just a lack of other resources, but, possibly, a lower levels of skills amongst teaching staff.

Two additional points about their value were raised during the qualitative research by CIDT. Interviewees felt that an earlier introduction of study guides (even in primary school) would be welcomed, highlighting the lack of readily available teaching resources in the rural districts. There was also a view that students who travelled a long distance to school benefitted less than their peers who lived closer. This was partly to do with the time available for self-study and partly to do with a lack of light in the homes in the evenings (the SUF helped with the provision of solar lamps, and sometimes bicycles to speed up journey time, but not all students had access to the Fund).

Sustainability

The project has had a significant impact on many of the students and Learner Guides that it affected and thus supports many elements of the theory of change (particularly around the local identification of need, transparent accountability in the community, the Learner Guides, the My Better World Programme and the subject based Study Guides. Many of the barriers to the education of marginalised girls (both financial and social) have been addressed and (at least partially) overcome for many participants. The impact is likely to be sustained for those participants, with higher attainment, increased confidence and positive attitudes opening up opportunities to further education and employment, for example. The training received by the Learner Guides and the business loans many accessed will stand them in good stead and the philanthropic attitudes the programme promoted (with Learner Guides and other CAMA members supporting marginalised girls in schools) will undoubtedly have an impact in the community. However, the longer-term sustainability of the programme, which relies on a network of CAMA members and Parent Support Groups as well as active School Boards, CDCs and district officials being or remaining fully committed may not be sustainable without wider government support (from the Tanzanian and Zimbabwean governments). The model of governance is strong and replicable, and the interventions effective, but it requires mainstreaming and dedicated funding in addition to local philanthropy to continue and/or grow.

4 Recommendations

Camfed works primarily with governments and government agencies and projects are managed by Camfed local offices, so no recommendations have been made for other organisations or groups.

Recommendations for Camfed

There is evidence that Camfed has been working closely with both local and national government agencies. The My Better World programme sessions have been formally timetabled into the school day in Tanzania and the Learner Guide programme has been expanded to four partner districts in the country outside the programme. District Education Inspectors learning about the use of mobile phone technology (and its role in monitoring activities) and have been trained as assessors for the BTEC qualification for Learner Guides. However, in order to enable these activities into the mainstream, Camfed would benefit from focusing more on longer-term sustainability for these elements of the intervention:

- The Learner Guide programme, for example, has been transformative for individuals, both for the students with whom they have worked and for the Learner Guides themselves. It has the potential to be equally transformative in the future, but the level of activity required to recruit, train and support (whether through equipment, My Better World materials, the cost of network meetings or small business loans) new Learner Guides may be too great for Camfed to undertake without wider government support. Being a Learner Guide is a relatively time-limited activity (by intention) and in order to embed it and secure sustainability, this means ensuring Government recognition of the development benefits of the programme:
 - a low-cost delivery system for enhancing life skills

- boosting post-graduation skills for girls (Learner Guides)
- broadening youth employment options (through the Learner Guide programme and through higher attainment for school students)
- delayed age at marriage and for giving birth.
- The innovative governance model (with its emphasis on local community involvement and accountability) has proved powerful in mobilising parents, school boards and even District Education Officers in supporting the wider programme for marginalised girls. However, their continued level of activity cannot be guaranteed without support (be it financial or infrastructural) and the extent to which the approach has been integrated into wider community practice is not yet clear. Further investigation of the level of sustainability (without GEC funding) and replicability (in other communities).
- The introduction of a low-cost needs-based financing mechanism system (the SUF) was widely welcomed in the field, but there is insufficient evidence that it could replace the Bursary in all circumstances, though it clearly had an impact in some. This has longer-term cost implications for Camfed.

Recommendations for DFID and other donors

During this evaluation, we identified three main areas for consideration by DFID/other funding agencies:

- Focusing on some outcomes other than attainment within any portfolio focused on education. Attainment in English (or literacy in the home language) and maths or numeracy are important in opening up access to further or higher education for secondary students. However, marginalised girls need more than academic skills to take an equal place in their communities, to compete in the workplace, or to avoid the pressures they may face to leave school or to get married early.
- Maintaining a clear focus on requirements and the overall vision of the programme from the outset and recognising that context always matters. Each of the agencies involved in the GEC was delivering a very different programme, and in areas with very different local circumstances and degrees of marginality. In meeting the needs of the marginalised girls, it is to be expected, therefore, that different outcomes might be achieved.
- The importance of an outcome-focused evaluation is fully accepted. However, the use of payment by results is a perverse incentive since it reduces the willingness of projects to take risks in implementing new approaches that might not work as anticipated and so affect their funding (and may have reduced the level of innovation). Further, it could have been anticipated at the outset that some outcomes might be outwith the management of the agency delivering the project. Camfed welcomed the removal of the payment by results on attendance, given the challenges raised by the severe drought and economic downturn in Zimbabwe. Nonetheless, seeking to improve the education of marginalised girls in contexts that differ widely (including in the level of marginality) and where there are multiple changing variables (at policy, district and local level) is not the same as using an approach known to lead to better outcomes in all contexts.

