Final Project Results and Operations Report

GIRLS RETENTION AND TRANSITION INITIATIVE (GRTI)



P006417 Tanzania HakiElimu

Submission Date: July 2023

Cover Photo: Minister for International Development responsible for the Pacific Economic Development Agency of Canada, Honorable Harjit Sajjan (left) and Member of Parliament for London West, Honorable Arielle Kayabaga (second left) during their official visit at Dundani Secondary School in Mkuranga District in July 2023, to see the Government of Canada's support in promoting girl's retention and transition in schools.

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The Girls Retention and Transition Initiative (GRTI) is HakiElimu's innovative approach to advancing gender equality in education. Through local and national engagement and collaboration with government, schools, mothers and fathers, girls and boys, and wider communities, the program that was initially piloted in 44 schools in 2018/2019; works to address the gender inequalities and other barriers that prevent girls from enjoying their rights to education.

We wish to thank Global Affairs Canada (GAC), a key partner in contributing to Tanzania's efforts to improve the quality of teaching and increase equitable access to education, for their generous support that enabled the consolidation and scaling up of the GRTI. With the support from GAC, HakiElimu was able to implement the GRTI in 67 out of 127 HakiElimu Programme Schools in 12 Districts of Tabora, Geita, Bariadi, Ukerewe, Arusha, Babati, Mkuranga, Kilwa, Tunduru, Masasi, Sumbawanga, and Serengeti from May 2020-April 2023. As noted by the Endline Evaluation report, GRTI has reduced girls' drop out of school from 2.1% to 0.86% in primary and also from 5.1% to 3% in secondary schools of the GRTI project. Girls' transition from primary to lower secondary has increased from 70% to 84%, and from lower to upper secondary, girls' transition has similarly increased from 17.7% to 30.09%.

With the success of GRTI, we are also thankful to all other Development Partners, such as Wellspring Philanthropic Fund, Echidna Giving, Sida, Malala Fund, Comic Relief, and FCDO, who also provided financial support to HakiElimu in promoting girls' education, child protection, and inclusive education in program schools.

We also extend our sincere thanks and gratitude to the Ministry of Education Science and Technology, Ministry of Community Development, Gender, Women and Special Groups, President Office Regional Administration and Local Government, Local Government Authorities of 12 Project Districts, Head of Schools of 67 project schools, Teachers who mentored GRTI clubs, students champion in Clubs, Senior Female Focal Friends and the Community from 67 schools.



We enable people to transform in and out of school education, we influence policy making and effective implementation, we stimulate imaginative public dialogue and social change, we conduct research, policy analysis and advocacy and collaborate with partners to advance participation, accountability, transparency and social justice.

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Acronyms

BEST	Basic Education Statistics for Tanzania
CSO	Civil Societies Organization
DCDO	District Community Development Officer
DEOs	District Education Officer
DSWO	District Social Worker Officer
GRTI	Girls Retention and Transition Initiative
GBV	Gender Based Violence
IDGC	International Day of Girl Child
IVR	Interactive Voice Response
LGA	Local Government Authority
MP	Member of the Parliament
NGO	Non-Government Organization
PO-RALG	President Office-Regional Administrative and Local Government
PSLE	Primary Students Leaving Examination
PVAC	Prevention of Violence Against Children
SFFF	Senior Female Focal Friend
SRH	Sexual Reproductive Health
TfD	Theatre for Development
UNESCO	United Nations Educational, Science Cultural Organization
UTI	Urinal Track Infection
VAC	Violence Against Children
WASH	Water Sanitation and Hygiene

01 Change of Context

1.1. Global Context

Like the rest of the world, Tanzania was hit by the COVID-19 pandemic. Efforts to control the spread of the virus led to school closure in March 2020, with a short notice. As it was very unexpected; teachers, students, parents and guardians were not prepared for continued learning or child care outside school environment. The school closures affected more than 12.2 million children in Tanzania in primary and secondary education including classes that were preparing for their final national examinations. The COVID19 not only affected the education sector but also caused global economic crisis that disrupted global supply chains, increased economic uncertainty and decrease in global funding to sectors such as education. The school closures impacted HakiElimu project operations especially field works in schools and community dialogues due to restrictions of gathering. The COVID-19 response and measures in Tanzania were peculiar and they didn't reflect the global actions, as a result it was difficult to measure the prevalence of the virus and there was no reliable data and information made available to the public. Schools were reopened in the end of July 2020, but due to unavailability of national data and challenges with research permissions around the topic of COVID-19; the long-term impact of the school closures on children's retention and learning is not known. HakiElimu along with other organisations continued with project implementation, though as an organisation we took measures to protect staff and beneficiaries during key public events particularly events which involved gatherings. As the pandemic was more escalating in 2021, resources were shifted from other sectors to Health Sector to control the spread of Corona virus and also providing treatment for people effected with Corona virus.

With decreasing resources in education, global leaders made a call on the need for a 'turning point' emphasizing on reasons why the world should come together to a "must transform education call" that will address alarming global education crises such as 'learning and budgetary crisis'. UNESCO's call for a global mobilization to place education at the top of the political agenda, for instance, resonated across the world with renewed national and global commitments. The Transforming Education Summit convened by the UN's Secretary-General in September 2022

in New York, gathered world leaders who agreed to put education at the top of the political agenda. The summit also adopted the Youth Declaration on Transforming Education which emphasizes collective responsibility, duty, and opportunity to create an education system that is fully accessible, inclusive and caters for everyone's learning needs. The declaration also put emphasis on democratization of knowledge production, pedagogy, and learning by improving curricula and recognizing indigenous and local knowledge, among other things.

International partnerships and collaborations have also attracted attention of giant education stakeholders such as the Global Partnership for Education, UNESCO, and the World Bank who have agreed to expand their scope to support countries to improve collaborations and provision of more equitable quality education across the world. Governments are now emphasizing the 'global citizenship' aspect, which calls for increased investment in modernizing educational systems, such as introducing technology-enabled learning tools and increasing access to remote learning resources.

1.2. Country Context

The Tanzanian context on the other hand, saw major trends such as improved civic space and participation, enhanced political will and economic commitments that are expected to set conducive operating environments not only for the education sector, but to related sectors as well.

Between 2021-2022, major political and policy reforms were also made, including the decision to review and re-write the Education and Training Policy of 2014 and its related curricula, adoption of the re-entry policy in November 2021 that provides guidelines to all students who have dropped out of school due to pregnancy cases to re-enter the formal education system, and redirecting more funds to major spending areas in the education sector. In this context, the fee free education policy was extended to include Forms 5 and 6 and higher student loans budget increased to Sh570 billion from Sh464 billion while higher education subsistence allowance increasing from Sh8,500 per day to Sh10,000.

Although a number of restrictive laws on civic space and engagement have not been amended, such as the Cyber Crime Act and the Electronic and Postal Communication (Online Content) Regulations, 2018, as well as the Non-Governmental Organization Act (Amendment) Regulations, the sixth phase government which got into power in March 2021 seems to have greater political will for civic participation and listening to citizens' voice. Recently, there is more willingness to engage in cooperation and discussion between government and non-state actors to work towards the fulfilment of Vision 2025, as well as improved citizen participation in policy dialogues and decision making.

1.3. Education Landscape

The Education Landscape in Tanzania between 2020 to 2022 saw very slight or no changes in both structure and content. The government remained the dominant custodian of provision of education with approximately 95.7% of primary schools in Tanzania being public schools, while only 4.3% are private schools. In terms of Higher-level education, the public universities account for approximately 86% of higher education in the country, while private universities account for the remaining 14%. The education cycle also remained the same, at least a child is envisioned to stay in the school system for a minimum of 17 years being 1 years of pre-primary, 7 of primary, 4 of Ordinary Secondary, 2 of Advanced secondary and 3 years of higher education or college (1-7-4-2-3+).

The landscape was further dominated by inefficiencies in the financing and management of the system, contributing to low educational quality and underperforming learning outcomes. Contributing factors include insufficient teacher support, lack of qualified teachers and supply-side constraints such as insufficient school infrastructure.

According to the Basic Education Statistics for Tanzania (BEST); the academic year between 2021-2022 experienced shortages in various learning variables in schools. The pupil classroom ratio for primary schools was is 1:74 instead of the recommended 1:45, while that of children in Pre-Primary was 1:75 instead of the recommended 1:25. The number of students in primary schools increased to 11,420,973 in 2022 from 11,196,788 in 2021.

The Education landscape was also dominated by shortages in other variables such as teachers and financing. According to the Speech of the Minister of State for President's Office-Regional and Local Government (PO-RALG) for the Financial Year 2022/2023; Primary schools in the country are facing a shortage of 100,958 teachers, equivalent to a 37% shortage. The number of teachers available for Primary schools is 173,591, while the need is 274,549 teachers. For Secondary schools, the shortage is 74,743 teachers, equal to 47%, where the demand is 159,443 teachers and the available teachers are 84,700.

The learning environment is also a challenge at both primary and secondary school. According to BEST 2021, on average the pupil book ratio at both primary and secondary school ratio is 1:3 while the standard is 1:1, leading to challenges in terms of each student having adequate time to use the books for studying and doing assignments. The number of pit latrine ratio for boys is 1:51 while the standard is 1:25, and for girls the ratio is 1:48 instead of 1:20. A large number of students using the same pit latrines increases the risk of contracting disease such as shigella infection and urinal track infection (UTI).

02 Outcomes Achieved

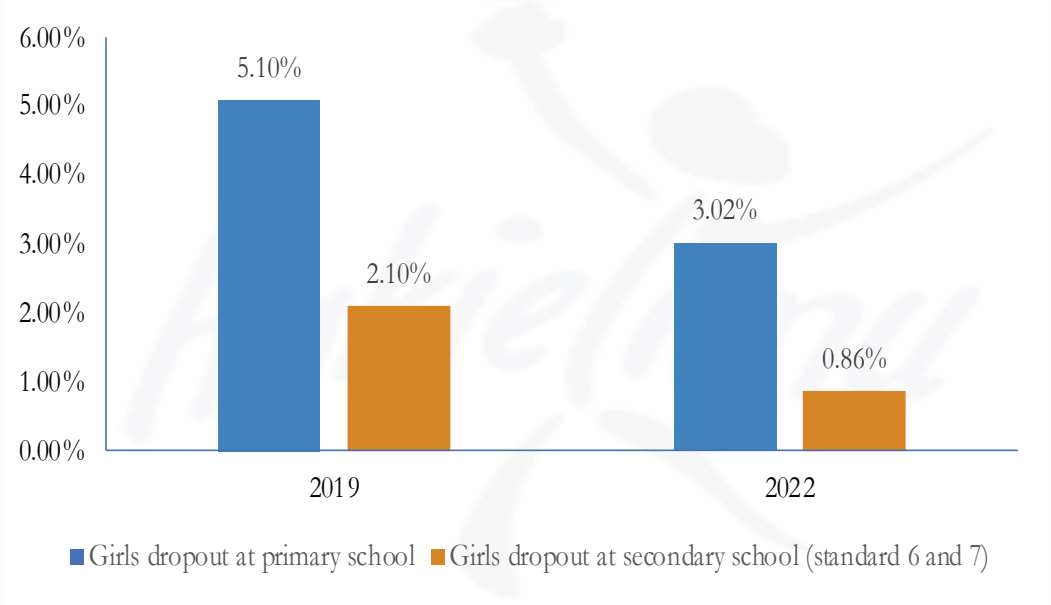
2.1. The Ultimate Outcome

2.1.1. Improved gender equality in school, retention, transition and educational attainment in the targeted GRTI schools.

The success of this outcome is measured by a reduction in girls' dropout rates, an increase in transition rates to higher levels of education and a reduction in the number of girls who are missing school regularly.

The evidence from the end-line evaluation indicates positive progress towards improving gender equality in school retention, transition, and educational attainment in the targeted GRTI schools. The baseline data reveal that in 2019, the dropout rate for girls at secondary schools was 5.1%, while for primary levels (standard 6 and 7) it stood at 2.1%. The target set for this indicator was to achieve a 10% decrease in girls' dropout rates from the baseline value by 2022, with a focus on disaggregating data by age group and location (rural/urban). The end-line data show a significant improvement, with the dropout rate at secondary schools dropping to 3.02% and the rate at primary levels decreasing to 0.86% in 2022, which is 2.08 and 1.24 % respectively. To provide a comprehensive overview of the dropout findings, figure 1 presents a summarized comparison between the baseline and end-line data for both secondary and primary levels in the visited schools within the project intervention districts. This figure 1 provides a clear visual representation of the progress made in reducing dropout rates among girls and highlights the positive impact of the interventions implemented.

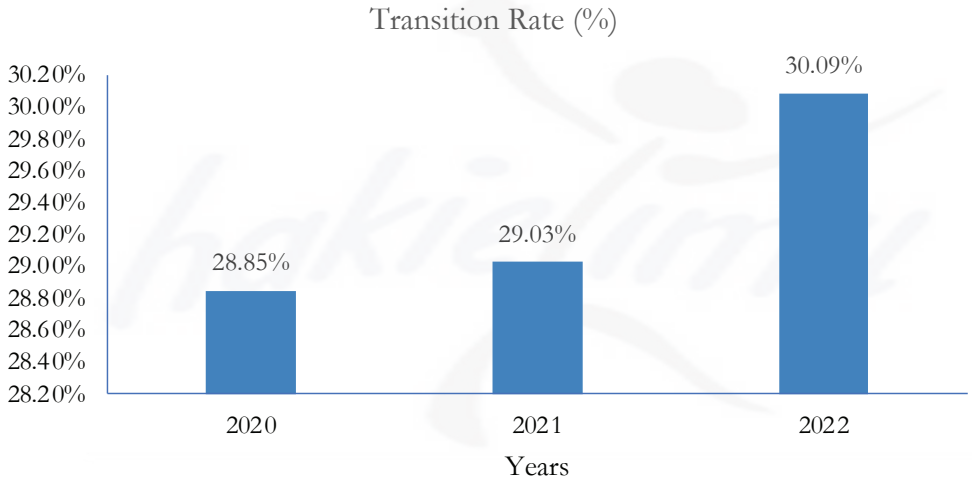
Figure 1: Dropout Rate Between Baseline and End-line



Source: HakiElimu End-line survey@2023.

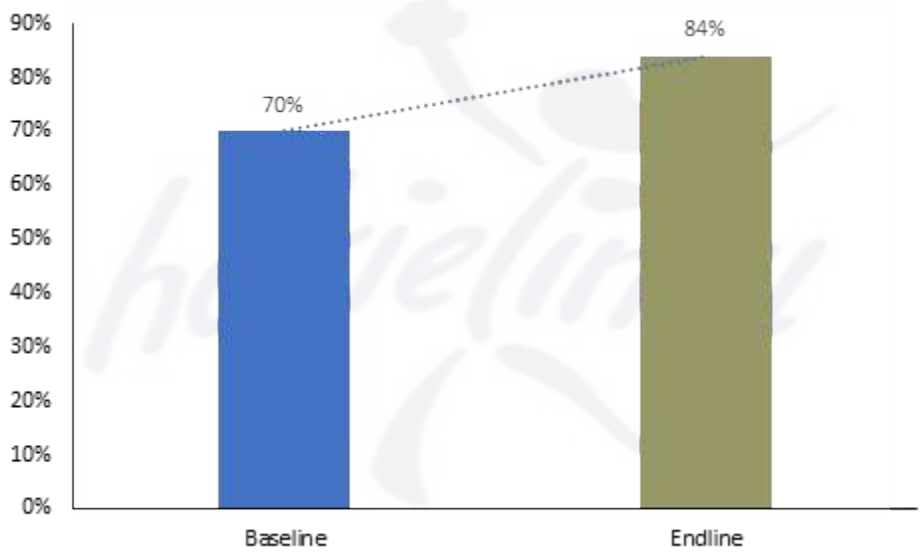
The end-line evaluation also shows that there is an improved transition for girls if compared to baseline value in 2019 from secondary to upper secondary for girls which was 17.7% while transition rate from primary to lower secondary stood at 70% and the target for this particular indicator was to achieve a 3% increase in girls' transition rates by the year 2022 at both levels. The end-line data shows that transition has both increased from primary to lower secondary at 84% in 2022 and also from lower to upper secondary which was recorded at 30.09% in 2022. These figures, summarized in Figure 2 and 3 below, demonstrate the upward trend in girls' transition rates to higher levels of education, reflecting the success of the interventions implemented.

Figure 2: Transition Rates between Baseline and End-line from lower secondary to upper secondary



Source: HakiElimu End-line survey@2023.

Figure 3: Transition Rates between Baseline and End-line for Primary to Lower Secondary



The success of this outcome is also measured by the percentage of girls who attend school regularly throughout the academic year. According to the baseline assessment, 5.7% of girls missed classes more than six times within 97 academic days, in contrast to only 1.1% of boys. The target for this indicator was to reduce the percentage by 2%, aiming for a figure of 3.7% of all girls in program schools who regularly miss classes by the end of the academic year. The end-line data reveals that only 25.17% of the surveyed girls missed classes, indicating a positive improvement. Furthermore, a closer examination of the data shows that the majority of these girls (59.72%) missed classes only 1-2 times.

As documented in the end-line evaluation report, the reasons for absence are mainly; sickness, lack of school uniforms as a reason, lack of contributions needed in schools, lack of school supplies, and supporting parents/guardians' in-home activities and menstruation-related issues. This information can be valuable for understanding the underlying factors contributing to absenteeism and can guide interventions and support strategies to address these specific challenges in future projects.

2.2. Intermediate Outcomes

2.2.1. Enhanced empowerment of primary and secondary school girls in the targeted schools.

The success of this outcome is measured by the extent to which adolescent girls are aware of unequal power relations, are able to make informed decisions about their futures, participate in family and school decision making and have autonomy over their lives and their futures.

[1] 286=N which is the sample used in the Endline Evaluation

At the baseline, only 30% (4,500) of girls were aware of these power dynamics. The end-line evaluation data showcased a significant improvement, with 84.61% (286[1]) of girls demonstrating awareness. This indicates a remarkable success in raising girls' consciousness about gender inequalities and promoting a deeper understanding of power dynamics. The project's interventions, such as gender sensitization workshops, awareness campaigns, and inclusive curriculum, played a pivotal role in achieving this outcome.

In addition to awareness, the project aimed to enable girls to make informed and safe decisions regarding their future and sexual and reproductive health (SRH). The baseline data indicated that only 30% (4,500) of girls possessed this capability. Exceedingly, the end-line data reveal a considerable increase, with 70.31% (286) of girls reporting the ability to make informed decisions. While the target of 50% (7,500) was fully achieved, the progress made highlights the effectiveness of the project's efforts in equipping girls with knowledge and skills necessary for decision-making regarding their future aspirations and SRH. This can be attributed to the implementation of comprehensive sexual and reproductive health education, mentoring programs, and access to SRH services, which empowered girls to exercise autonomy and make informed choices.

Meaningful participation of girls in decision-making, both at the school and family levels, was another important dimension of empowerment addressed by the project. The baseline data revealed that only 30.5% (4,575) of girls reported meaningful participation at the school level, while 22.9% (3,435) reported the same at the family level. The endline data demonstrates significant progress, with 79.20% (286) of girls now reporting meaningful participation. This suggests that the project's interventions, such as establishing student councils, training teachers on participatory approaches, and engaging parents in inclusive dialogues, effectively empowered girls to voice their opinions and influence decisions that impact their lives.

Furthermore, the project aimed to foster autonomy among girls, allowing them to have control over their lives, education, and ambitions for the future. The baseline data indicated that only 34.7% (5,205) of girls reported having autonomy. Interestingly, the endline data revealed a substantial increase, with 95.01% (286) of girls reporting independence. This showcases the project's success in nurturing girls' confidence, self-determination, and agency, enabling them to shape their own destinies and pursue their aspirations.

Conclusively, the GRTI project has been effective in enhancing the empowerment of primary and secondary school girls in the targeted schools. The project demonstrated significant progress in raising girls' awareness of gender power relations, enabling them to make informed decisions about their futures and SRH, reducing violence cases, fostering meaningful participation in decision-making, and promoting autonomy. These outcomes reflect the project's commitment to empowering girls within the educational context and creating a supportive environment for their growth and development.

2.2.2. Strengthened movement of citizens in the targeted districts Challenging gender norms and taking actions to build a supportive environment for girls' education.

The success of this outcome is measured by the extent to which parents have positive attitudes regarding gender equality and girls' rights and the extent to which they are taking actions to improve girls' education.

GRTI project has made significant strides in strengthening the movement of citizens in the targeted districts, challenging gender norms, and taking action to build a supportive environment for girls' education. The baseline value showed that approximately 77.2% of parents in the targeted communities had positive attitudes regarding gender equality and girls' rights. The end-line data indicates the GRTI project has increased positive attitutes regarding gender equality target with a total of 82.59% (82.12% male and 83.06% female) of parents expressing positive attitudes towards gender equality, including the right to and the importance of education. This change in attitudes signifies the project's effectiveness in promoting a shift in societal perceptions and beliefs.

Secondly, the GRTI project has successfully engaged citizens in the movement for gender equality in education. The baseline data indicated zero engagement prior to program implementation. The project aimed to reach 1,498 citizens, with 73% female and 67% girls aged 10-19, actively involved in the movements for girls' education and equality by the end of 2022. Incredibly, the end-line data confirms that the target was achieved, with a total of 1,498 citizens actively engaged in advocating for girls' rights and education. This highlights the project's effectiveness in mobilizing and empowering community members to actively participate in efforts to promote gender equality.

Thirdly, the participation of parents in actions to promote girls' education has shown positive progress. The baseline value indicated that 42.8% (12,840) of targeted parents reported participating in such activities. The project set a target to increase the participation rate to 60% (18,000 parents) by the end of 2022.

Moreover, the GRTI project has facilitated the participation of citizens in debates and discussions surrounding girls' education. The baseline data showed zero participation, indicating a lack of dialogue on this important topic. Equally important, the project aimed to have 1,340 citizens actively engaging in these discussions by the end of 2022. The end-line data confirmed that the target was met, with a total of 1,340 citizens actively participating in debates and discussions on girls' education. This indicates a significant improvement in awareness and engagement among community members, allowing for a broader perspective and the generation of ideas to address challenges in girls' education.

There has also been a notable increase in awareness among students in targeted schools regarding gender-based violence (GBV) reporting mechanisms. The baseline data noted that

only 54.7% (8,205) of female students and a mere 29.5% (4,425) of male students were aware of the available mechanisms in school to report incidents of violence. Recognizing the urgency of addressing this issue, the project set a target to raise awareness among students to 80% (24,000 students) in the targeted schools by the end of 2022. The end-line data presents encouraging progress, as it reveals a significant improvement in overall awareness, with an awareness rate of 77.20%. The findings suggest that the project has effectively heightened students' knowledge about reporting mechanisms, equipping them with the necessary information and tools to act against GBV.

Lastly, the GRTI project has had a notable impact in preventing, responding to, and ending sexual and gender-based violence, including child, early and forced marriage, and female genital mutilation (FGM). The project aimed to reach 30,000 people directly through its implementation and an additional 10,000,000 people through media engagement related to GRTI by the end of 2022. Up to the end of the report, project reached 30,274 people directly through implementation and 22 million people through media engagement.

2.2.3. Strengthened policy environment, where government develop evidence-based policies that promote gender equality in Tanzania's education system and are accountable and transparent in policy implementation within the target districts

This outcome measures the extent to which government policy, plans and strategies address challenges of girls' education, including menstrual hygiene management, construction standards for girls' toilets, capitation grants that consider girls' needs, gender equality in teaching staff, removing corporal punishment and provision of comprehensive sexuality education. It also measures the extent to which targeted LGAs implement policy statements and guidelines on girls' education.

The GRTI project has made significant strides in strengthening the policy environment to promote gender equality in Tanzania's education system. Building upon the government's commitment to addressing gender disparities, the project has worked collaboratively to develop evidence-based policies that prioritize girls' education and empower them to overcome barriers to learning. In particular, the government has demonstrated its dedication to improving access and quality education for all students, including girls, through substantial investments in infrastructure development.

A notable achievement in this regard is the government's investment in infrastructure, as evidenced by the construction of 23,000 classrooms. This initiative aims to expand access to almost 1,000,000 students in lower secondary education, providing more opportunities for students, especially girls, to pursue their education. The construction of these classrooms is a tangible demonstration of the government's commitment to enhancing the educational infrastructure, which creates a conducive learning environment for all students.

In addition to the construction of classrooms, the government has also made a significant commitment to address the specific challenges faced by girls in accessing education. Starting from the fiscal year 2021/2022, the government has pledged to construct 20 boarding schools for girls in each region of Tanzania. This ambitious undertaking reflects the government's determination to promote girls' education and create safe and supportive learning environments that encourage their full participation. Boarding schools help to address various barriers faced by girls, such as long distances to schools and concerns about safety during travel.

The GRTI project has actively supported and aligned its efforts with the government's infrastructure development initiatives. By collaborating closely with government ministries, including the Ministry of Education, Science and Technology, the project has provided evidence and insights into the specific needs and challenges faced by girls. This information has informed policy discussions and decision-making processes, ensuring that infrastructure development initiatives are tailored to address gender disparities in education.

Furthermore, the GRTI project has emphasized the importance of accountability and transparency in the implementation of infrastructure development plans. By advocating for robust monitoring and evaluation mechanisms, the project has helped ensure that resources allocated for infrastructure development are utilized efficiently and effectively. This commitment to accountability strengthens the government's ability to track progress, identify gaps, and make informed decisions to further promote gender equality in education.

2.3. Immediate Outcomes

2.3.1. Strengthened knowledge and capacities among girls and boys in the Targeted schools on girls' rights, sexual reproductive health and life skill.

Findings from the end-line evaluation reveals the progress made in achieving specific indicators related to knowledge and capacities among students, particularly in the areas of sexual reproductive health and life skills.

At the baseline, only 45% of all students (13,500) had knowledge of sexual and reproductive health as well as life skills. However, the project set a target to increase this percentage to 75% for both girls and boys in targeted schools by the end of the project in March 2023. Encouragingly, the endline data demonstrates that the project surpassed the target, with a total of 72.45% (392) of students acquiring knowledge on sexual reproductive health and life skills. This includes 62.26% (106) of boys and 68.71% (286) of girls.

Another important indicator assessed the percentage of girls in the targeted schools with access to sanitary pads, disaggregated by age group and location. The baseline data indicated that 69%

(10,350) of girls had access to sanitary pads. The project aimed to increase this percentage to 90% by the end of the project in March 2023. The end-line evaluation shows significant progress, with 86.1% (286) of girls having access to sanitary pads, although it slightly fell short of the 90% target.

2.3.2. Increased ability (and opportunities) of girls in the targeted schools to participate and raise their voices on issues that impact their lives and their education.

Regarding the ability of girls to participate and raise their voices on issues affecting their lives and education, the baseline data revealed that only 30.5% (4,575) of girls were able to identify and discuss challenges related to their school experience. The project set a challenging target of having 50% (7,500) of girls in targeted schools capable of identifying and discussing these challenges by the end of the project in March 2023. The End-line data shows an overall achievement of 61.43% (9,156), indicating a significant improvement in the ability of girls to identify and discuss challenges. This suggests that the project has been successful in empowering girls and providing them with the necessary skills to actively participate in decision-making processes that impact their education.

2.3.3. Improved educational and future aspirations among girls in the targeted schools

This outcome measures the number of girls in the interventions schools who feel confident to make important decisions about their future. Overall, the GRTI project has achieved significant progress in improving the educational and future aspirations of girls in the targeted schools. The increase in girls' confidence in making important decisions signifies their enhanced agency and autonomy. The baseline data revealed that only 33.9% (5,085) of girls in the targeted schools felt confident in making important decisions about their lives. Recognizing the importance of empowering girls in shaping their own futures, the project set a target of reaching 60% (9,000) of girls who would be confident in making important decisions about their future by the end of the project March 2023. This target aimed to enhance the girls' self-belief, autonomy, and aspirations. The end-line evaluation data indicates an overall achievement of 70.63% (10,595), demonstrating a significant improvement in girls' confidence in making important decisions. This increase signifies the positive impact of the project in fostering girls' agency and empowering them to take charge of their educational and future pathways.

2.3.4. Immediate Outcome 2.1: Citizens and school communities in the targeted districts have improved awareness and attitudes regarding girls' rights, specifically the right to and the importance of education

This outcome measures parent's attitudes in relation to girls' rights. At the baseline, approximately 88% (26,400) of targeted parents demonstrated positive attitudes towards girls' education and girls' rights. With the goal of furthering this progress, the project aimed to reach 90% (27,000) of targeted parents with positive attitudes by the end of 2022. The end-line data showcases

remarkable advancements, as the overall positive attitude rate increased to 91.52%. This positive shift was observed among both males (92.95%) and females (90.08%), indicating a growing acceptance and recognition of the significance of girls' education.

2.3.5. Immediate Outcome 2.2: Increased ability (and opportunities) of Citizens and school communities in the targeted districts to participate in the delivery of quality education for girls

This outcome measures the following three indicators: The first indicator is the number of commitments made during community dialogues and the subsequent actions taken by citizens and school management. The target was for 67 promises to be acted upon, and in the current year 3 reporting period, a total of 58 (87%) commitments have been successfully implemented. These commitments include initiatives such as improving relationships between teachers and parents, increasing parental contributions to the learning environment, and providing counselling services to students in need.

The second indicator focused on how the commitments made during community dialogues translated into tangible improvements in the quality of education for girls. Prior programme interventions, there were no commitments in place. In this reporting period, it was reported that parents from 32 schools have taken proactive steps to enhance the learning environment for girls. Their efforts include constructing dedicated facilities such as girls' toilets and changing rooms and ensuring the availability of essential resources like water supplies in schools.

The final indicator assessed the percentage of school matrons in targeted schools who possess the necessary knowledge and capacity to support the psychological and emotional needs of girls. The baseline data indicated that 40% of school matrons/patrons had this knowledge, and the target was for 80% to possess it by the end of 2022. In the previous reporting period, 54 matrons/patrons received training, and in the third year (the current reporting period), an additional 67 matrons/patrons were trained, resulting in a cumulative total of 134 (124%) individuals. The target of 80% has been fully achieved, and progress has been made in providing mentoring and support to all matrons and patrons from the 67 schools on their role in nurturing the psychological well-being of students.

2.3.6. Increased ability of parents/guardians of girls in the targeted schools to financially support their daughters' educational advancement.

The goal of the GRTI intervention was to enhance the ability of parents and guardians to financially support their daughters' educational advancement. According to the baseline assessment, 93.7% of parents in targeted communities were capable of meeting their girls' basic education needs. The target set was 95% of parents capable of supporting education needs for girls by the end of 2022, with a focus on disaggregating the data by sex, age group, and location (rural/urban).

In the previous reporting period, the actual data showed that 14,250 (how many male and female parents) parents were capable of supporting the educational needs of girls. In the current reporting period, the target remained at 28,500 parents, but the actual data indicated that only 8,167 parents were able to provide financial support for their daughters' education. The cumulative data shows that 18,864 parents are currently capable of supporting the education needs of girls.

The end-line evaluation provides valuable insights into the progress made in terms of financial support from parents. It reveals that 98.9% of all respondents stated that their parents provided them with school uniforms, indicating a high level of support in this aspect. Additionally, 84.0% acknowledged the provision of textbooks, highlighting another area of support from parents. Moreover, 87.9% identified school contributions, indicating that parents were actively contributing to their daughters' education. Moreover, among all girls involved in the baseline study, 33.1% stated that their parents provided them with menstrual sanitary pads. This percentage increased to 54.9% among female secondary school students and 12.4% among female primary school pupils. These findings indicate positive changes in addressing the specific needs of girls and ensuring their comfort and dignity throughout their educational journey.

2.3.7. Improved awareness of Ministers, MPs and LGAs in the targeted Districts on policy and budget gaps for girls' education.

This outcome measures the number of girls' education policy and budget gaps identified and shared with MPs and the level of engagement of MP's and LGAs in contributing on girls' education during parliamentary sessions. Since the beginning of the project implementation, the following key policy issues have been shared:

a. A revision of capitation grant calculations to ensure they are inclusive and account for the different needs of girls, such as the provision of sanitary products and special changing rooms.
b. Approval of the Re-entry policy to allow adolescent mothers to return to school after giving birth.
c. Improvements to infrastructure to enhance girls' retention and transition.
d. Re-entry Guidelines implementation gaps.
e. Pre-budget statement to facilitate implementation of re-entry guidelines.
f. Enhancing quality assurance in schools.

The GRTI project has also been successful in engaging MPs and government officials in addressing key policy issues related to girls' education through number of strategic workshops. These issues include the revision of capitation grant calculations, the approval of the Re-entry policy, improvements to infrastructure, addressing implementation gaps in re-entry guidelines, facilitating the implementation of re-entry guidelines through a pre-budget statement, and enhancing quality assurance in schools. Three MPs have actively contributed during parliamentary sessions, demanding changes to the Education Act to include a section on re-entry. Additionally, 15 government officials have been engaged in discussions on girls' education, particularly focusing

on the challenges of re-entry guidelines. The government has shown a commitment to revising the guidelines after learning from implementation challenges.

2.3.8. Improved understanding of the local government and duty bearers Within the targeted districts on their roles and responsibilities in policy implementation, transparency and accountability.

This outcome measures the extent to which the LGA officials reached through the project have knowledge on their roles in addressing girls' education challenges. The GRTI project has made significant progress in improving the understanding of local government officials and duty bearers within the targeted districts regarding their roles and responsibilities in policy implementation, transparency, and accountability in the education sector.

The baseline evaluation findings showed that only 20% (24) of LGA officials had knowledge of their roles in addressing education challenges. Equally important, through the implementation of the GRTI project, this percentage increased to 60% (72) of LGA officials by the end of 2022. Although specific data disaggregated by sex and location (rural/urban) is not available for the current reporting period, the overall increase in knowledge among LGA officials indicates the positive impact of the GRTI project in enhancing their understanding of their responsibilities.

The training provided to 124 LGAs from 12 district councils on gender responsive budgeting, challenges affecting girls, and their roles in addressing these challenges and ensuring gender-sensitive budgeting has played a crucial role in improving their understanding and capacity. By equipping LGAs with the necessary knowledge and skills, the GRTI project has empowered them to make informed decisions and take appropriate actions to address education challenges, promote transparency, and ensure accountability. LGAs have also become responsive by allocating a total of Tzs 4.9 billion towards improving girls' education. This funding has been utilized for critical infrastructure projects such as the construction of pit latrines, hostels, and water supply systems. Additionally, the provision of sanitary pads has been prioritized, ensuring that girls have the necessary hygiene support to attend school regularly and comfortably.

03

Changes to Theory of Change, the Logic Model and Performance Measurement Framework

There was no any change to Theory of Change, the logic model and performance framework.

04 Reach

The table below, outlines the project reach to date for both intermediaries and beneficiaries.

Stakeholder / Beneficiary Group	Number reached	Female	Male
MP's	30	27	3
Ministers	3	3	0
LGA Officials	343	149	194
Matrons / Patrons	134	67	67
Friends of Education (inc. SFFFs)	72	33	39
School Heads	67	-	-
Parents	7,898	3,266	4,632
Children	36,705	30,148	6,557

05

Lessons Learned and Actions Taken, Recommendations and Next Steps

Through successful implementation of the GRTI project; HakiElimu and other strategic stakeholders have benefited with numerous of invaluable lessons which inform future initiatives and contribute into advancement of girls' education and gender equality in Tanzania. The following are four key lessons learned from the implementation of the project:

5.1. The engagement of political leaders enhanced GRTI implementation.

HakiElimu engaged Regional and District Commissioners at different levels of GRTI project cycle from inception, implementation and sharing of results during bi-annual reflection sessions. Involving them have been very useful in obtaining support for undertaking the intervention smoothly in all programme districts. The project didn't encounter resistance, doubts and misinterpretations among stakeholders because it was fully supported by the mandated leaders. HakiElimu will maintain these collaborations in the implementation of GRTI sustainability plan.

5.2. Collaboration between the Government and CSOs accelerated the intended policy changes.

Policy influencing requires strong partnerships with the Government, NGOs, and CSOs to fast-track policy changes or guidelines reviews. This was evidenced during the review of guidelines for establishing in and out-of-school child protection desks which were delayed due to competing priorities and shortage of government resources until NGOs intervened with finding and technical expertise to ensure the timely accomplishment of the review, authorization and application of the guidelines.

5.3. Community Engagement and Ownership.

The success of GRTI implementation was mainly influenced by community engagement by involving community members in decision-making processes, establishing clear channels of communication, and creating opportunities for active involvement in project activities. Engaging parents, community leaders, and influential members not only increased support for the project but also ensured that the interventions were culturally appropriate, contextually relevant, and aligned with the community's values and aspirations especially during WASH related project in schools. This created a sense of shared responsibility in mobilizing resources and supervision of projects.

5.4. Monitoring and Evaluation.

Big project such as GRTI requires a clear performance monitoring framework (PMF) linking up activities, output and outcomes at different levels. HakiElimu established a robust data collection system which fed into the PMF of GRTI. This was helpful in monitoring the implementation and tracking the achievements of the results (output and outcomes).

06

Outputs and Activities

Output 1.1.1. Gender networks and gender clubs established/ strengthened.

During GRTI implementation, gender networks were established in 12 GRTI project districts where 24 Senior Female Focal Friends (SFFF) of Education were engaged to provide leadership in gender networks and supervision of all interventions at school and community level. A total of 67 gender clubs comprised of 1340 (1,005 female 335 male) were established in all GRTI schools. To strengthen the functionality of gender clubs at school level, a total of 134 teachers (50% female) were engaged.

Output 1.1.2. Training and resources on girls' rights, sexual reproductive health and life skills provided to girls and boys.

Girls and boys participated in and led life skills' sessions.

Through the lifetime of GRTI, Senior Female Focal Friends and teachers (matrons and patrons) continued to facilitate bi-weekly sessions with gender and VAC club members on girls' rights, Sexual and Reproductive Health (SRH) and life skills. A total of 1,340 (335 boys and 1,005 girls) reached with direct training on girls' rights, sexual and reproductive health rights, and life skills. Gender club members also conducted peer to peer sessions on girls' rights, Sexual and Reproductive Health (SRH) and life skills with other students (assembly presentations, when going home afterschool sessions, school debates etc.). For the period of 3 years, the project reached a total of 86,779 students (52,067 girls and 34,712 boys) with peer to peer messages on girls' rights, sexual reproductive health and life skills.



Photo: Gender Expert Facilitating by weekly sessions on Gender Club Members in Geita

Output 1.1.3. Training and materials provided to gender clubs on small scale production of reusable sanitary pads.

Gender Clubs produced, distributed and sold re-usable sanitary pads.

Gender Clubs produced and distributed re-usable sanitary pads to girls who didn't have access to disposable sanitary pad. Up to the end of the project period, a total of 29,859 students (8,884 boys and 20,975 girls) have been provided with direct training on small scale production of re-usable sanitary pads. Club members of GRTI have made a total of 49,691 which were distributed to 27,628 girls who had no access to sanitary Pad. These girls were able to attends learning sessions otherwise they would have missed their learning sessions for 3 to 5 days in a month.



Photo: Gender Club members making re-usable sanitary pads at Halla Primary School, Babati



Photo: Gender Club members making re-usable sanitary pads at Ng'iresi Secondary School, Arusha.

Output 1.1.4. Girls at risk of 'dropout' are identified and supported to stay in school.

Gender Clubs produced, distributed and sold re-usable sanitary pads.
Gender Clubs produced and distributed re-usable sanitary pads to girls who didn't have access to disposable sanitary pad. Up to the end of the project period, a total of 29,859 students (8,884 boys and 20,975 girls) have been provided with direct training on small scale production of re-usable sanitary pads. Club members of GRTI have made a total of 49,691 which were distributed to 27,628 girls who had no access to sanitary Pad. These girls were able to attends learning sessions otherwise they would have missed their learning sessions for 3 to 5 days in a month.

The SFFFs, matrons and patrons played a crucial role in monitoring girls' school attendance to identify those at risk of dropout. During the entire period of the project, a total of 3,412 girls were rescued from dropping out of school. These girls were absent for more than 15 days due to attending farming activities and lack of school amenities. After being identified they were supported to return to school through counselling and provision school amenities such as exercise books, pens, and re-usable sanitary pads. Of those rescued, 2,457completed grade seven and form four while 955 girls are still in school. However, 49 girls from 67 schools of GRTI dropped out of schools due to truancy and pregnancy.

Output 1.2.1. Gender clubs have collected evidence on the gender responsiveness of their school.

Training to Friends of Education and Gender Clubs on Evidence Based Advocacy.
43 Senior Female Focal Friends from 12 GRTI districts were trained on Evidence Based Advocacy who in turn have trained 1,340 Champions school clubs' members on the use of local radio in advocating for girls' education. The aim was to give girls opportunities to raise their own voices on the issues which affects their learning journey and propose the possible ways to enable them to learn effectively. Gender Club members attended radio talk shows in community radio of their respective district. Gender Club members ran 6 series of radio campaign on girl's education, child protection and sexual reproductive and health rights.

Gender clubs developed and implemented their own gender-friendly assessment tools.
Friends of Education worked with members of the Gender and VAC Clubs to develop a simple one pager assessment tool to implement in their schools. The tool assessed the gender equality and equity in school's environment and infrastructures, parents, teachers and friends of education around their locality. The tools also were used to assess child protection aspects in terms of relationship between students. 67 gender clubs developed and implemented own gender friendly assessment tools in their schools. Key notable challenges emerged from the assessment findings included challenges of changing rooms, lack of sanitary pad to most girls from poor family, lack of guidance and counselling services at some schools. Friends of education and

champions organized dialogues with school management and parents to discuss the challenges and deliberated on how to address them in all 67 schools.

Output 1.2.2. Community campaigns designed and delivered by gender clubs on the challenges of girls' education.

Mentoring Gender and VAC clubs in the delivery of community campaigns .

SFFF, Matron and Patrons facilitated mentorship of Gender and VAC Clubs to deliver community campaigns on girls' education. In three years of GRTI, a total of 990 girls and 330 boys were trained on community campaigns and actively participating in the delivery of community campaigns on girls' education. 67 schools Gender and VAC Clubs organized and delivered Theatre for Development (TfD) events at school level. These performances were done at school gathering, Day of African Child, International Day of The Girl Child and during Standard Seven and Form Four graduation celebration. TfD events addressed nine advocacy issues identified in GRTI program schools. The issues communicated were poor parenting, life hardships, early marriages, globalization, undervalued education, harmful customs and traditions, early pregnancies, poor learning environment and economic activities. 67 schools of GRTI delivered a campaign during the International Day of the Girls Child (IDGC) at the School Level engaging 13,420 students—clubs designed materials which were used during the IDGC to campaign for girls' education.



Photo: Gender and VAC club members performing a drama during awareness campaign in Kiliwa District.



Photo: Gender club members displaying a poster during an awareness campaign held in Tabora District.

friendly assessment tools in their schools. Key notable challenges emerged from the assessment findings included challenges of changing rooms, lack of sanitary pad to most girls from poor family, lack of guidance and counselling services at some schools. Friends of education and champions organized dialogues with school management and parents to discuss the challenges and deliberated on how to address them in all 67 schools.

Output 1.2.3. Schools have developed platforms for girls and boys to report rights violations including Violence Against Children (VAC).

SAUTI YANGU 'my voice' report and response boxes.

Gender Club facilitated sensitization on the usage of Report and Responses boxes (My voice) to peer students to report on violence. A total of 3,184 of VAC cases were reported in all 67 schools which involved cases of body harm, neglect, sodomy, corporal punishment, domestic work and bullying. Most of these VAC cases were addressed in schools. However, 11 major cases were referred to the District Social Welfare Office and the Police Gender Desk for further action. One of the entries of the Sauti Yangu boxes reported a case of a girl who was raped and was suffering psychological damage and was not attending school regularly. Her parents tried to solve the case traditionally using local leaders but ended in vain and the girl could not escape psychological torture and continue life and school as before. HakiElimu and Friends of Education responded to the case with 360-degree support, which includes psychosocial and medical support to help her education and well-being. She was taken to hospital for check-up and treatment and transferred to a boarding school to proceed with her studies. The girl is now doing well in her new school and feels comfortable to collaborate with students unlike in the former school where she felt uncomfortable to interact with her peers who knew what had happened to her. She is expected to complete lower secondary in November 2023.

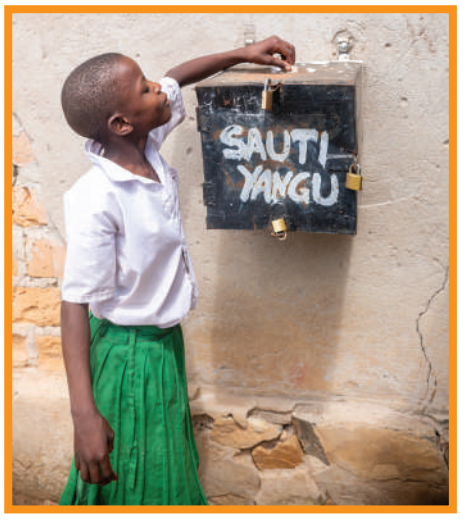


Photo: A pupil using Sauti Yangu Box at Simbaguji Primary School in Geita



Photo: Students, SFFF and Teachers analyzing collected voices from Sauti Yangu Boxes at Mwatulole Secondary School, Geita.

Output 1.3.1. Training and mentorship provided to girls on planning for the future (careers, entrepreneurship and financial management).

During the GRTI project, a total of 1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 boys (160 aged 10-14 years and 175 aged 15-19 years) received training and mentorship on planning for the future (careers, entrepreneurship and financial management). These girls and boys developed an 'I can' ('Naweza) vision for their future with action plans. Matron and Patron will continue to support them to implement their future action plan even after the end of GRTI project.



Photo: P-VAC Club champions in mentorship sessions on I can (Naweza) in Arusha



Photo: P-VAC Club champions in mentorship sessions on I can (Naweza) in Bariadi

Output 1.3.2. I can (Naweza) careers fairs convened on employment and entrepreneurship with standard 7 girls

A total of 24 career fair forums were conducted in 12 districts which involved a total of 2,040 girls, 1,321 girls from 67 Gender and VAC clubs and 719 girls non-club members. 36 inspirational women from the community, including women LGAs leaders, women councillors and social development workers for example, were engaged to speak at the events and mould and nurture girls' aspirations for their futures.





Photo: Dr. Minza Samson from Tabora General Hospital sharing her career experience with gender club members during career Fair in Tabora District.

Output 1.3.3. Innovative social enterprise challenge facilitated between gender clubs.

SFFF and Patrons/Matrons provided mentorship to 1,180 Gender Club members (885 girls and 295 boys) and this resulted to the establishment of 59 social enterprises during the project period. Up to the end of project, a total of 55 social enterprises have been established and are functional of which most of them are focusing on vegetable gardening, maize and banana farm, poultry, soap making, shop to sell school amenities. Some of these enterprises are doing well and have accumulated a good capital for running business while others are still at the organizing stage with little business. The 36 enterprise are generating income, which is mainly used to support female students in need of learning materials and uniforms. The social enterprises have also continued to create opportunities for the gender champions to put the skills they have learned through club sessions into action and contribute to building self-esteem.



Photo: Banana Farm planted by Gender Club at Nangara Secondary School in Babati District.



Photo: Gender Club Members at Halla Primary School,Babati Watering their Garden

Output 1.3.4. Standard 7 (last year of primary) girls, provided with training, mentorship, and school supplies to support transition to secondary school.

Summer skills camps to support adolescent girls to transition to secondary education.
In an effort to ensure girls transition to secondary education, the Friends of Education worked with the primary schools to monitor Standard 7 girls' performance and identify those likely to achieve pass rates, but at risk of not transitioning to secondary school. The Friends of Education and school leadership organized meetings with parents of the identified 'at risk' girls, to promote transition and recruit the girls to a summer camp scheme. The summer camp ran for the three months between October-December in 2021 to 2022. A total of 1,700 standard 7 girls who were likely to pass Primary School Leaving Examination (PSLE) but at risk of not transitioning to lower secondary schools were identified and kept in summer camp for three months. During the summer camp, girls were taught different skills on entrepreneurship, soap making, domestic science, tailoring, financial management and vocational skills. The summer camps kept girls in their community and were able to collect their results and go on to secondary school, while also strengthened their skills and future ambitions.



Photo: Standard seven girls participating in Summer Camp at Bupu Primary School in Mkuranga District.



Photo: Standard seven girls carrying soaps they had made during The Summer Camp session at Ibulyu Primary School in Bariadi District.

Provision of school supplies for standards 7 girls to support their transition to secondary school and tracking their progression.

In order to facilitate girls transition from primary to secondary schools, the GRTI had planned to support 11% (315 girls) of summer camp graduates especially those from poorest families. At the end of the project, a total of 560 girls were provided with uniforms and learning supplies which ensured their transition. The Friends of Education tracked the performance and provided remote mentorship (guidance and counselling and parent's meetings) to the more marginalised girls for at least their first two years of secondary education.



Photo: Head of Development Cooperation (Helen Fytche), HakiElimu Executive Director and Mkuranga Government Officials in photo with 32 students during the launch of the national distribution of uniforms and scholastic matries to the students from poorest families in Mkuranga district in February 2023

[2] 286=N which is the sample used in the Endline Evaluation.



Photo: Students from Kitunguruma secondary school, Serengeti District with their school facilities provided by HakiElimu to enable them join secondary schools

Output 2.1.1. Project launch/sensitisation meetings and project review meetings convened with citizens and school communities.

Introducing GRTI to Stakeholders.

Before the implementation of GRTI interventions at District levels, HakiElimu conducted orientation sessions with 108 stakeholders across the 12 districts of operation. The orientation focused on the key elements of GRTI, the success obtained during the pilot phase, coordination of the initiative at all levels, and roles and responsibilities of LGA officials in the implementation. LGA officials across all 12 programme districts were enthusiastic about the project and welcomed the initiative.

HakiElimu also introduced the GRTI project to 22 Government Officials from three Ministries namely Ministry of Education, Science and Technology (MoEST), Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) and the President's Office-Regional Administrative and Local Government (PO-RALG). Government officials from the Ministry of Health (Community Development Department) were highly interested in GRTI project because the project activities, especially those conducted by the Gender and VAC clubs at the school level are contributing to implementation of the National Plan of Action to End Violence Against Women and Children. The Government demonstrated its recognition and support of GRTI by organizing a National Launch of Gender and VAC clubs in Ngalawani school (one of the HakiElimu Programme schools) in Mkuranga District .

[3]12 District Executive Directors (DEDs), 12 District Education Officers (DEOs) Secondary, 12 DEOs Primary, 12 DEOs Academic Secondary, 12 DEOs Academic Primary, 12 District Gender Desk Officers, 12 District Community Development Officers, 12 District Social Welfare Officers and 12 representatives from district committees to prevent violence against women and children.



Photo: The Permanent Secretary, Ministry of Health, Community Development, Gender, Elderly and Children Dr John Jingu witnesing Gender Club activity during the official launch of a Gender and P-VAC Clubs at Ngalawani Primary School in Mkuranga.

Annual Project Review Meeting.

RTI HakiElimu facilitated 3 GRTI annual reviews for all 12 GRTI Districts to reflect on achievements, challenges and sustainability of initiatives in 67 schools. The GRTI annual reflections were attended by 942 (367male 576 female) Stakeholders (DEOs, DCDOs, DSWOs, Heads of schools, school committee and board chairs, guardians, and Friends of Education). The last annual reflection meeting held in February 2023 was an opportunity for stakeholders to share successes, challenges and propose sustainability measures of the project. Some key deliberations for sustainability o are listed below:

- Retain Champion Clubs initiative in schools. Continue to mentor them with different skills through the use of patrons and matrons, head teachers will make follow up on this and SFFFs as well volunteered to continue this work.
- Each District Authority to allocate budget to support Social Development Workers, Community Development Officers, Gender Desk Officers and Health workers to visit schools often and support the children as required.
- Schools to set proper timetable, protect, manage and supervise the use of sewing machines in making reusable sanitary pads, and train them on how to use the sewing machines.
- Continue creating awareness programs to parents on the importance of education to their children due to its positive impact from the schools. Properly maintain the projects supported by HakiElimu including toilets, hostels, etc. In case of any repair, schools agreed to use the capitation fund for maintenance. Each GRTI School to start self-reliance projects, learning even from what the champions are doing to be able to generate income that can

be used in maintaining and sustaining the infrastructure projects. This includes mobilizing resources from the community members.

- Engaging more champions in establishing and strengthening their entrepreneurship projects under the self-reliance approach. Councils expertise will be required and actually the promised to continue working with the schools and the champions to expand their projects.
- Mobilize parents to provide food for their children in schools. Schools were encouraged to start self-reliance projects especially those with ample land to produce food stuff to support feeding program in schools.
- Strengthen reporting system of GRTI activities between schools, ward and district level and HakiElimu as well especially after the closure of the project.
- Strengthen GRTI Champions clubs and scale it up to other schools if possible.

Output 2.1.2 National media campaign on girls' education conducted to citizens (especially pupils, parents, teachers, local leaders and government).

HakiElimu produced and aired TV and Radio spots on girls' education.

During the project period, HakiElimu carried 3 media campaigns on girls' education. The first campaign was dubbed #OndoaVikwazoAsome on re-entry for teen mothers and reduction of barriers to girls' education. HakiElimu prepared TV and Radio spots which were broadcasted on 2 National TV stations and 12 community radios. A total of 1,260 minutes of TV and Radio spots were aired. HakiElimu has also prepared and broadcasted a 15 minutes TV Documentary on Girls education in 1 National TV. A total of 12,700 wall and 3,000 table Calendars, with comic messages for girls' education, were printed and disseminated in project districts to parents, teachers and students' champions. SMS with six different themes to promote child protection, girls' education, child rights, sexual and reproductive health rights were sent to 4,800 parents who have children in GRTI schools. In social media, HakiElimu amplified girls' education campaign with 551 posts on twitter, Instagram and Facebook which reached 2,637,354 stakeholders and attracted 551,107 engagements/discussions.

The second campaign was on the awareness to avoid stigma for teen mothers who return to schools and also prevention of Violence Against Children. The campaign was dubbed #Mjomba and depicted how close relatives can be perpetrators of sexual and gender-based violence in a home setting. The campaign was communicated through TV and radio spots where a total of 216 minutes was aired on two TV stations and two Radio stations. On our social media platforms, the Mjomba campaign attracted 407,841 views, 4,656 likes, 220 shares, and 295 comments. This campaign had mixed reactions from the fans, however most agreed that the majority of violent actions against school girls happen at home and relatives are the main perpetrators.

Another public media campaign through TV and Radio spots called for government, parents and teachers to prepare a friendly and enabling environment to prevent stigma teen mothers when returning to school. In this campaign, The TV and Radio spots were aired on 2 TV stations and 6 radio stations where by a total of 475 minutes aired during the entire campaign of 2 month. HakiElimu also amplified the campaign in social media which attracted 203,401 views, 2116 likes, 114 shares, and 193 comments.

Design and deliver mobile (SMS / IVR) campaign on girls' education

In May 2022, HakiElimu set up an Interactive Voice Response System (IVR) where parents can call in and get information to enhance their knowledge and understanding of gender-based violence, child protection, and child protection rights. HakiElimu conducted a mobile campaign targeting parents who do not necessarily have internet access but have mobile phones. Using its Interactive Voice Response System (IVR), which allows parents to make free calls and listen to recorded information, about **15,914** parents and citizens in the GRTI districts accessed the messages designed by HakiElimu, which aimed to influence their decisions in participating in matters related to the provision of education to the school girls.

HakiElimu also conducted several digital campaigns to influence national dialogues and stakeholder decisions that will improve access and provision of quality education to Tanzania school girls. Using its digital channels (Facebook, Twitter, Instagram and YouTube), HakiElimu shared **125** messages to the public using photos, comics, video and texts, reaching **614 200** people with internet access. About **14,360** people who received these messages engaged in girls' education campaigns through liking, sharing, commenting and saving the posts shared.





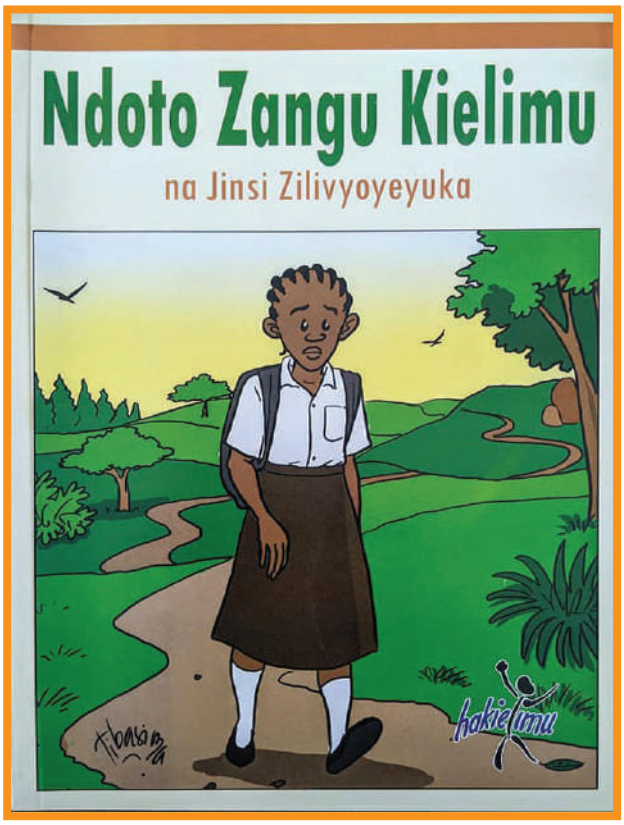
Photo: #Ondoa Vikwazo Asome Campaign

[4] 1Interactive Voice Response (IVR) is an automated phone system technology that allows incoming callers to access information via a voice response system of pre-recorded messages without having to speak to an agent, as well as to utilise menu options via touch tone keypad selection or speech recognition to have their call routed to specific departments or specialists.

[5] To access HakiElimu toll free IVR number Dial: **0800750244**

HakiElimu produced and distributed popular publications (comics) and posters on girls' education.

HakiElimu raised awareness on Girls Education through popular publications with comic stories. HakiElimu produced and distributed two- story books titled My Dream in Education. One story book narrates a story of a girl whose dream to realize her potential was dissolved due to pregnancy. The second story book narrates a story on how the community should support teen mothers to return to school to foster their learning. 3,320 copies of story books have been distributed to 1,340 members of PVAC clubs in 67 schools. Also 1,740 copies have been distributed to parents and other stakeholders of the GRTI program schools.



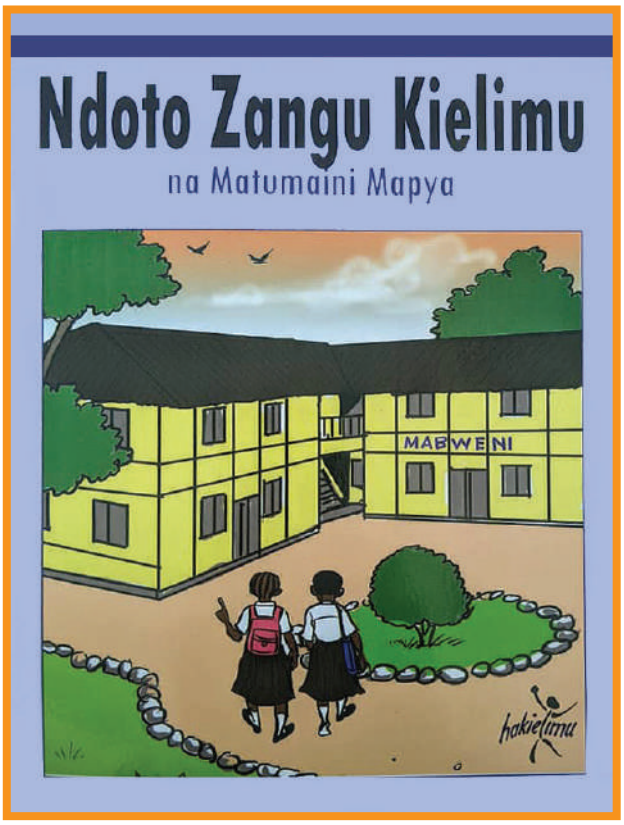


Photo: Story Books to promote Girls Education.

Output 2.1.3. Dialogue meetings and trainings on gender, girls' rights and VAC conducted with key stakeholders in girls' education and protection (parents, teachers, child protection committees etc.)

To amplify the campaign at the community level and challenge unequal power relations, systemic discrimination, as well as harmful norms and practices, GRTI promoted dialogue among stakeholders including mothers, fathers, school leadership and teachers, girls and boys, and child protection committees, on gender, girls' rights and VAC. HakiElimu supported SFFF to organize mother and daughter dialogues and also fathers and sons dialogues where a total of 134 dialogues were held and 1,022 mothers and 1,094 girls, participated in mother and daughter dialogue

meetings on gender, girls' rights and VAC. Also 748 fathers and 614 boys participated in father and son dialogue meetings on gender, girls' rights and VAC. Through these dialogues, mothers/fathers and their sons/daughters to discussed and share incidences of gender and VAC in their community and deliberate on how to mitigate them within their communities to support girls' education. Through these dialogues GRTI strengthened relationships between girls and their mothers, break down barriers around gender, VAC and SRHR and strengthen mother's guidance and counselling skills.



Photo: Parents Dialogue meetings and Trainings on Gender, Child Rights and VAC in Bariadi.

Output 2.2.2 Gender sensitive Social Accountability Monitoring (SAM) and Public Expenditure Tracking Surveys (PETS) conducted by citizens and school communities.

The GRTI implementation supported the Friends of Education movement to monitor education performance and the financial terrain against funding spent on the planned activities. Between 2021-2022, HakiElimu facilitated Friends of Education at the district level to engage in Public Expenditure Tracking Surveys (PETS). A total of 117 Friends of Education (44 females and 73 males) in 12 districts were involved to track 88 construction projects (toilets, classrooms, and hostels) worth Tzs 2.7 billion in 160 schools (120 primary and 40 secondary schools). PETS discovered that only five projects were completed on time, whilst 75 projects worth Tzs 2.51 billion still needed to be completed as the government disbursed only 50% of the funds required for the completion of projects. To advocate for the completion of the 75 projects, Friends of Education organised 13 dialogues to share PETS findings where a total of 1,276 stakeholders (349 LGA leaders (135 females and 214 males), 558 teachers (225 females and 333 males), 256 school committee and board members (104 females and 152 males), and 117 Friends of Education (44 females and 73 males) participated in the district dialogues. Through the dialogues, LGAs committed to complete the remaining projects after receiving funds from the central government, and up to March 2023, a total of 37 projects were completed. Friends of Education will continue to follow up with Local Government Authorities (LGAs) on the remaining uncompleted 38 projects in 2023 and subsequent year.



Photo: Friends of education inspecting a construction project during School Performance Monitoring and Public Expenditure Tracking Survey at Mingumbi Secondary School in Kiliwa District.



Photo: Friends of Education in a planning session for the PETS exercise in Arusha District.

Output 2.2.3. School infrastructure (SWASH facilities or dormitories) are constructed / refurbished in schools by the community for girls

HakiElimu collaborated with communities to improve learning and teaching environment for girls in GRTI schools. A total of 25 community initiatives / infrastructure projects targeting to improve girls' education in program schools. During the project period, 21 schools were supported to construct 252 pit latrines and 21 special changing rooms for girls. Moreover, 4 schools were supported to connect water supply through boreholes. GRTI project successfully improved learning environment for girls especially through reduction of pit latrine ratio.

Table 1: Schools supported construction of Pit latrines with improved Pit Latrine ratio

School	Available Pit Latrines before GRTI	Pit Latrines Constructed	Number of Girls	PLR before GRTI	PLR After GRTI Support
Kipalang'anda sec-Mkulanga	10	9	392	1:39	1:21
Tuwemacho primary-Tunduru	5	12	234	1:47	1:14
Mwatulole primary-Geita	8	12	2,300	1:288	1:115
Nansole primary-Ukerewe	4	15	435	1:109	1:23
Isdore shirima sec-Masasi	5	12	220	1:44	1:13
Nkilizya primary school	4	9	757	1:189	1:58
Buzegwe primary	6	9	419	1:70	1:28
Nyakabindi secondary school	2	9	276	1:138	1:25
Mahaha primary school	5	9	726	1:145	1:52
Umoja primary school	6	9	223	1:37	1:15
Tamkeri primary school	4	9	330	1:83	1:25
Dundani secondary school	10	9	473	1:47	1:25



Photo: Girls' toilet in Tamkeri School before HakiElimu interventions.



Photo: Girls' toilet in Tamkeri School after HakiElimu interventions.



Photo: Girls' toilet in Nkilizya School before HakiElimu interventions.



Photo: Girls' toilet in Nkilizya School after HakiElimu interventions.



Photo: Girls' toilet in Dundani School before HakiElimu interventions.



Photo: Girls' toilet in Dundani School after HakiElimu interventions.

Output 2.3.1. Training provided on economic empowerment to mothers and female guardians of 'at risk' (of school dropout) girls.

GRTI project worked with mothers or female guardians of girls who are at risk of school drop out because of family poverty, in order to increase their ability to support their daughters' educational advancement financially. Friends of Education identified mothers and female guardians of 'at risk' girls and support them to form 67 women's groups with formal structures. HakiElimu prepared a Training Toolkit on economic empowerment and trained 24 SFFF on how to use the manual in training women. Friends of Education identified and conducted training to 760 women / mothers of girls at risk of drop out on economic empowerment skills. Some key issues covered include formation of groups to access Community Development Funds or mobilize resources through group saving model, establishment of business based on opportunities available in their localities. Up to the end of the project a total of 48 women groups were established.

HakiElimu also worked with Community Development Officers to facilitate fresh up training for 48 women Groups where a total of 705 women were trained on different skills depending on their capacity gaps related to their income generating activity they operate. Before the training, Community Development Officer (DCO) identified gaps for each group and prepared a tailored training to respond on the required skills in order to support development and sustainability of their income generating activities. DCO also supported the Women Group to understand process of formal registration of their group and so far, 34 Women groups have logged application for formal registration. Other 14 groups are still compiling documents and they will also log in their application.



Photo: Women Groups during their weekly meetings in Serengeti Districts.



Photo: Women Groups during their weekly meetings in Geita Districts

Output 2.3.1. Training provided on economic empowerment to mothers and female guardians of 'at risk' (of school dropout) girls

As part of advocating for gender responsive budgeting, HakiElimu conducted a budget analysis at national level to identify gaps for girls' education, and published a pre-budget statement. The pre-budget statement was shared to 20 MPs who are members of Education Champions which was established by HakiElimu in March 2021. The sharing of the pre-budget statement aimed to inform the MPs and support their engagement and advocacy during the parliamentary budget discussion of the education sector to address challenges of girls' education. HakiElimu also published the pre-budget statement in newspapers and uploaded it to HakiElimu's website. We also used HakiElimu's social media platform to amplify recommendations of the pre-budget statement including some key girls' education issues, which featured. The recommendations in the pre-budget statements that relate specifically to girl's education include:

- Government to come up with a clear plan in fiscal year 2021/2022 to address the challenge of adolescent pregnancy by constructing more hostels and boarding schools and allocate budget to employ and train teachers to be able to provide children with knowledge on life skills including SRHR.
- Government to allocate special budget to provide capitation grants to girls to procure sanitary pad to mitigate the challenge of girls missing 3 to 4 days monthly during the menstruation.

- Address infrastructure challenges in primary and secondary schools, especially the construction of classrooms for schools in lower secondary to accommodate the huge increase of enrollment in lower secondary in 2021/2022. This increase in enrolment is the result of fee-free education and we expect an increase of 1.8 million students in lower secondary between 2021-2024.

HakiElimu's budget advocacy has contributed to government budgetary decisions to strengthen girls' education. The President Office-Regional Administration and Local Government (PO-RALG), in its priorities of 2021/2021, announced before Parliament its plan to support girl's education by constructing 26 Girls Boarding schools in 26 regions which will accommodate between 26,000-31,200 girls. In 2021/2022, the government has allocated Tsh 40 billion to start with the construction of 10 boarding schools. The government also allocated Tsh 200 billion to construct 300 lower secondary schools which will enrol 300,000 students from academic year 2024. Between fiscal year 2021/2022 and 2022/2023 the government has constructed a total of 23,000 classrooms which have facilitated access for almost 1,000,000 students in lower secondary.

HakiElimu continued to engage with the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) to follow up on the Plan of Action for the implementation of the VACiS research recommendations which was jointly developed by HakiElimu and the MoHCDGEC in March 2021. HakiElimu supported the Ministry of Community Development, Gender, Women, and Special Groups (MoCDGWSG) and the line ministries responsible for education in reviewing the guidelines for establishing a child protection desk for children in and out of school. The support included technical experience in establishing the P-VAC desks in school, piloting the guidelines by establishing 15 P-VAC desks in the Dodoma region, and producing 10,000 copies of the guidelines. The Guidelines were officially launched by the Minister of CDGWSG during the Day of the African Child commemoration on 16 June 2022. HakiElimu is also part of the National Facilitators (one of the only two non-governmental organisations) responsible for building the capacity of LGAs, teachers, and stakeholders in P-VAC at various levels, from village to national. Effective implementation of these guidelines will ensure each school has a child protection desk as a platform to report, monitor and address cases of violence in and out of school.



Photo: 2: MoCDGWSG officials and HakiElimu staff during the review of child protection guidelines.

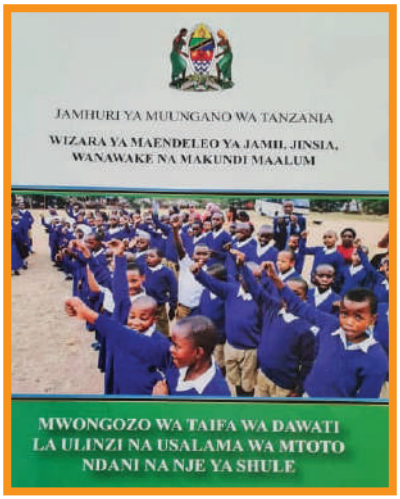


Photo: 3: Reviewed Child Protection Desk Guidelines.

Output 3.1.2. Research and surveys on girls' education including assessment on how SRHR curriculum is implemented.

GRTI also contributed to evidence generation as part of HakiElimu advocacy work in advancing girls education. During the period, HakiElimu conducted the research on Sexual Reproductive and Health Rights. The launching of the report was officiated by the MoEST Permanent Secretary Prof Sedoyeka and was attended by 120 stakeholders



Photo: Permanent Secretary-Ministry of Education Science and Technology Prof Eliamani Sedoyeka officiating the launch of SRHR report in May 2022.

Key recommendations of the SRHR are:

- Increased availability of SRHR materials for reading .
- Increased engagement of parents.
- Deliver SRHR as a standalone subject to ensure all relevant content is covered.
- Establish friendly environments for students to disclose their SRHR challenges.
- Strengthening capacity building to teachers to deliver SRHR content.
- Support healthcare workers to conduct mobile outreach services to adolescents at school.
- Provide free STI prevention and treatment to adolescents in public facilities.
- Train girls and local tailors to making sanitary pads as the supply is not always reliable or affordable.

Findings of the SRHR study were also disseminated through HakiElimu Social Media Platform (tweeter) which has 149,000 followers.

Output 3.1.3. Policy advice on girls' education provided to Ministers and MP.

Through GRTI, HakiElimu intensified its advocacy on re-entry by forming a coalition of 20 NGO's who are members of TENMET for collaborative advocacy and government engagement on re-entry. The coalition developed a position paper on re-entry which contained recommendations and key issues to be addressed for successful implementation of re-entry. The position paper was later shared with a caucus of 20 women MPs with key focus on orienting MPs on the 2009 draft Re-Entry Guideline on how to enable pregnant girls to continue with their studies and instigate debate in parliament. As a result of this engagement, MPs took re-entry as an agenda in the

November 2021 Parliamentary sessions. In the end, government removed the ban for re-entry for teen mother by issuing circular no 2 of 2021.

HakiElimu continued to lead National Girls' Education CSO Caucus to follow up on the implementation of the guideline to ensure teen mothers and their parents take the advantage of the policy and return to school without any discrimination. The Caucus reviewed the re-entry guidelines and identified key gaps potentially hindering the re-entry of teen mothers into formal education. HakiElimu convened an inter-ministerial technical committee (IMTC) meeting, a special women's parliamentarian group, and the MPs who are the members of the education group to share the review findings. The meeting was attended by five representatives from the Ministry of Community Development, Gender, Women and Special Groups (4 females and 1male); four from PO-RALG (2 females and 3 males) and three from the Ministry of Education, Science and Technology (1 female and 2 males).

Output 3.2.1. Training provided to MPs, Ministers and LGAs on gender sensitive budgeting and planning.

During the project period a total of 60 councillors (21 female, 39 male) from 12 GRTI Districts were trained on Gender Sensitive Budgeting. After the training, each council group prepared Action Plan practice gender sensitive budgeting in their respective councils.

To capture success of the trainings and action plan implementation on gender budgeting, 60 Councillors and 60 Local Government officials were facilitated to hold a joint reflection to share experiences on success and lessons on implementing Action Plans to address gender issue in education. LGAs have also become responsive by allocating a total of Tzs 4.9 billion towards improving girls' education. This funding has been utilized for critical infrastructure projects such as the construction of pit latrines, hostels, and water supply systems. Additionally, the provision of sanitary pads has been prioritized, ensuring that girls have the necessary hygiene support to attend school regularly and comfortably.



Photo: Councillors from 3 Districts of Tunduru, Ukerewe and Serengeti who attended Training on Gender Sensitive April 2021 Budgeting..



Photo: 120 LGA officials and councillors of 12 District of GRTI reflecting of Action Plans to address gender issues in Budgeting April 2022.



Photo: Members of Social Service Parliamentary Committee following up presentation made by HakE staff on gender budgeting March 2022.

07 Operations

7.1. Changes to the Project Implementation Plan

The plan remained the same during the project period. All activities were implemented as plan.

7.2. Changes to Project Governance.

Project governance remained the same to report.

7.3. Changes to Risks and Analysis.

The PIP outlined the mains risk for GRTI to be political, relating to shrinking civic space, repressive laws and discriminatory policies in the first year of its implementation. However, the changing of political leadership from March 2021 led to the positive shift towards more democratic society, as discussed above. During the project period, HakiElimu continued to ensure compliance to laws and policies that were in place. HakiElimu also continued to be flexible and adaptable in the advocacy strategies used to engage the government, particularly on topics which have been more sensitive in the past, including the issue of re-entry.

08 Annexes

Annex 1: Outcome Outputs and Activities Reporting Worksheet.

Attached in Excel, see sheet 1 for Annual output and activity reporting.

Annex 2: Progress on Construction.

#	School Name	District	Construction Project	Progress	LGA completed Environmental Risk Assessment
1	Ngalawani Primary	Mkuranga	Toilets and Changing Facilities for Girls	This project is completed and functional	Before the construction of the toilet, the district engineer was consulted and visited the site and approved the construction as per the district council construction and environmental standards
2	Miteja Primary	Kilwa	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
3	Ikoma Secondary	Serengeti	Water Supply	This project is completed and functional	As above

4	Kambarage Primary	Serengeti	Water supply	This project is completed and functional	As above
5	Kiparang'anda Secondary	Mkuranga	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
6	Tuwemacho Primary	Tunduru	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
7	Namasakata Secondary	Tunduru	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
8	Frank Weston Secondary	Tunduru	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
9	Halla Primary	Babati	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
10	Mwatulole primary	Geita	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
11	Kasamwa Secondary	Geita	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
12	Ng'iresi Secondary	Arusha	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
13	Nansole Primary	Ukerewe	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
14	Mpindimbi Primary	Masasi	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
15	Isdore Shirima Secondary	Masasi	Toilets and Changing Facilities for Girls	This project is completed and functional	As above

16	Nkilizya primary	Ukerewe	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
17	Buzegwe primary	Ukerewe	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
18	Nyakabindi secondary	Bariadi	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
19	Mahaha primary	Bariadi	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
20	Umoja primary	Arusha	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
21	Tamkeri primary	Serengeti	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
22	Dundani secondary	Mkuranga	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
23	Engorika Primary	Arusha	Toilets and Changing Facilities for Girls	This project is completed and functional	As above
24	Umoja Primary	Arusha	Borehole-Water supply	This project is completed and functional	As above
25	Mwatulole Primary	Geita	Borehole-Water supply	This project is completed and functional	As above

Annex 3: Year Three Implementation Plan

		Year 3(2022/2023)	Annual Targets
Ultimate Outcome:	Improved gender equality in school retention, transition and educational attainment in the targeted GRTI schools		
Intermediate Outcome 1:	Enhanced empowerment of primary and secondary school girls in the targeted schools		
Immediate Outcome 1.1	Strengthened knowledge and capacities among girls and boys in the targeted schools on girls' rights, sexual reproductive health and life skills		
Output 1.1.1	Gender networks and gender clubs established/strengthened		Achieved
Activity 1.1.1.1	Recruit 24 Female Friends of Education (FoEs) to focus on GRTI and gender issues (recruited based on their ability to engage positively and connect with young people - preference will be made for young women)		Achieved
Activity 1.1.1.2	Identify 134 teachers (50% female) (matrons and patrons) to take on role of gender club facilitators		Achieved
Activity 1.1.1.3	Strengthen and print 1 gender club facilitation manual to include gender, girls' rights, VAC, guidance and counselling		Achieved
Activity 1.1.1.4	Deliver training to 24 Friends of Education on gender club facilitation include gender, girls' rights, VAC, guidance and counselling)		Achieved
Activity 1.1.1.5	Friends of Education to deliver training to 134 teachers (matrons and patrons) on gender club facilitation (inc. include gender, girls' rights, VAC, guidance and counselling)		Achieved
Activity 1.1.1.6	Recruit 1,005 girls and 335 boys across 67 schools as Gender and VAC club members / Junior Friends of Education		Achieved
Activity 1.1.1.7	Conduct introduction meetings with 67 gender clubs		Achieved

Activity 1.1.1.8	Provide 24 Friends of Education with activity allowance	X	Ongoing
Output 1.1.2	Training and resources on girls' rights, sexual reproductive health and life skills provided to girls and boys		1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 (160 aged 10-14 years and 175 aged 15-19 years) of boys provided with direct training and resources on girls' rights, sexual reproductive health and life skills
			15,000 of girls (7,164 aged 10-14 years and 7,836 aged 15-19 years) and 5,000 boys (2,388 aged 10-14 years and 2,612 aged 15-19 years) provided with indirect (peer to peer) training and resources on girls' rights, sexual reproductive health and life skills
Activity 1.1.2.1	Develop/strengthen and print 3 training manuals on girls' rights, Sexual and Reproductive Health (SRH) and life skills	X	Achieved
Activity 1.1.2.2	Conduct training of trainers to 24 FoEs and 134 teachers (50% female) on girls' rights, Sexual and Reproductive Health (SRH) and life skills	X	Achieved
Activity 1.1.2.3	Friends of Education and teachers conduct bi-weekly training sessions to gender club members (1,005 girls and 335 boys) on girls' rights, Sexual and Reproductive Health (SRH) and life skills	X	Achieved
Activity 1.1.2.4	Gender club members conduct peer-to-peer sessions on girls' rights, Sexual and Reproductive Health (SRH) and life skills with other students (assembly presentations, afterschool drop-in sessions, school debates etc.)	X	Achieved

Activity 1.1.2.5	Identify and organise meetings with partner CSOs at national and district level, who have resources on girls' rights, Sexual and Reproductive Health (SRH) and life skills	X	Achieved
Activity 1.1.2.6	Produce resource materials on girls' rights, Sexual and Reproductive Health (SRH) and life skills to fill current gaps	X	
Activity 1.1.2.7	Distribute resources on girls' rights, Sexual and Reproductive Health (SRH) and life skills to gender clubs	X	
Output 1.1.3	Training and materials provided to gender clubs on small scale production of reusable sanitary pads		1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 (160 aged 10-14 years and 175 aged 15-19 years) of boys provided with direct training and materials on small scale production of reusable sanitary pads
Activity 1.1.3.1	Conduct training to 24 Friends of Education on reusable sanitary pad making	X	Achieved
Activity 1.1.3.2	Friends of Education conduct training to gender club members (1,005 girls and 335 boys), and selected parents and teachers on reusable sanitary pad making	X	Achieved
Activity 1.1.3.3	Procure 67 sewing machines and start-up materials for gender clubs	X	Achieved
Activity 1.1.3.4	Gender club members sell reusable sanitary pads to peers at affordable cost (generated capital used to fund their clubs' activities)	X	Achieved
Output 1.1.4	Girls at risk of 'drop out' are identified and supported to stay in school		223 girls (107 aged 10-14 years and 116 aged 15-19 years) identified as at risk of drop out 50% of girls identified remain in school
Activity 1.1.4.1	Identify and mentor 670 girls at risk of drop out	X	Achieved

Immediate Outcome 1.2	Increased ability (and opportunities) of girls in the targeted schools to participate and raise their voices on issues that impact their lives and their education		
Output 1.2.1	Gender clubs have collected evidence on the gender responsiveness of their school		1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 (160 aged 10-14 years and 175 aged 15-19 years) boys provided with training on evidence based advocacy 67 gender clubs developed and implemented own gender friendly assessment tools in their schools 67 school dialogues to present gender assessment findings 134 girls (64 aged 10-14 years and 70 aged 15-19 years) delivering presentations through dialogue meetings 1,340 participants reached through school dialogue meetings (disaggregated by gender and role/position)
Activity 1.2.1.1	Conduct Training to 24 FoEs on evidence-based advocacy	X	Achieved
Activity 1.2.1.2	FoEs provide training to gender clubs (1,005 girls and 335 boys) on evidence-based advocacy	X	Achieved
Activity 1.2.1.3	Gender clubs develop and implement their own gender-friendly assessment tools to assess how gender-inclusive their school is	X	Achieved
Activity 1.2.1.4	Gender clubs organise dialogues with school leadership, parents and local government to present their schools gender challenges and recommendations	X	Achieved
Output 1.2.2	Community campaigns designed and delivered by gender clubs on the challenges of girls' education		67 community campaigns designed and delivered by gender clubs on the challenges of girls' education 1,005 girls and 335 boys trained on community campaigns and actively participating in the delivery of community campaigns on girls' education

Activity 1.2.2.1	Conduct training to 24 FoEs on facilitating community campaigns		Achieved
Activity 1.2.2.2	FoEs conduct training to gender club members (1,005 girls and 335 boys) on community campaigns	X	Achieved
Activity 1.2.2.3	FoEs provide mentorship to 67 gender clubs to design and implement their community campaigns	X	Achieved
Activity 1.2.2.4	67 gender clubs produce and distribute materials (posters, T-shirts) with campaign messages	X	Achieved
Activity 1.2.2.5	Selected gender club members produce and broadcast local/district radio shows to promote girls' education campaign messages	X	Achieved
Activity 1.2.2.6	Gender clubs deliver 12 (at least 1 per district) campaign event days (linked to national/ international events such as Menstrual Hygiene Day and Day of the Girl Child) to raise awareness and engage leaders/decision makers	X	Achieved
Activity 1.2.2.7	Gender club members (1,005 girls and 335 boys) organise 67 Theatre for Development events on girls' education	X	Achieved
Activity 1.2.2.8	Conduct award ceremonies to acknowledge gender clubs' successes in implementing community campaigns on girls' education	X	This activity changed, we procured T-shirt with message remove the barriers for girl's education. The T-shirt were distributed to 1,340 champions and 134 Matron and Patrons
Output 1.2.3	Schools have developed platforms for girls and boys to report rights violations including Violence Against Children (VAC)		67 schools have developed platforms for girls and boys to report rights violations including Violence Against Children (VAC)
Activity 1.2.3.1	Provide 67 schools with Report and Response Boxes (RRB's)		Achieved

Activity 1.2.3.2	67 schools conduct bi-weekly meetings with FoEs, gender champions and school leadership to review RRB entries and agree actions / report on progress of agreed actions	X	Achieved
Activity 1.2.3.3	Schools promote FoEs and nominated teacher/matron at each school as contact person for girls to report emergency rights violations	X	Achieved
Activity 1.2.3.4	Provide 67 child protection committees with technical assistance to establish by laws and systems to monitor and intervene on cases of VAC	X	Achieved
Immediate Outcome 1.3	Improved educational and future aspirations among girls in the targeted schools		
Output 1.3.1	Training and mentorship provided to girls on planning for the future (careers, entrepreneurship and financial management)		1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 (160 aged 10-14 years and 175 aged 15-19 years) (gender club members) received training and mentorship on planning for the future (careers, entrepreneurship and financial management) 1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 (160 aged 10-14 years and 175 aged 15-19 years) boys have developed an 'I can' ('Naweza) vision for their future with action plans
Activity 1.3.1.1	Develop 1 training manual on planning for the future (careers, entrepreneurship and financial management)	X	Achieved
Activity 1.3.1.2	Conduct training of trainers to 24 FoEs and 134 teachers on planning for the future (careers, entrepreneurship and financial management)	X	Achieved
Activity 1.3.1.3	FoEs and teachers conduct training sessions to gender club members (1,005 girls and 335 boys) on planning for the future	X	Achieved

Activity 1.3.1.4	FoEs and teachers provide mentorship to gender club members to develop individual 'I can' ('Naweza) vision for their future with action plans	X	Achieved
Activity 1.3.1.5	FoEs and teachers provide mentorship to gender club members (1,005 girls and 335 boys) to help them take steps towards achieving their future vision action plans	X	Achieved
Output 1.3.2	I can (Naweza) careers fairs convened on employment and entrepreneurship with Standard 7 girls		12 (1 per district) 'I can' (Naweza) careers fairs convened 1,878 standard 7 girls participate in 'I can' (Naweza) careers fairs
Activity 1.3.2.1	36 (3 per district/1 per year) 'I can' ('Naweza') careers fairs targeting 2,816 girls with employment and entrepreneurship information from local companies and organisations as well as inspirational speeches from successful women and men from their communities and beyond	X	Achieved
Output 1.3.3	Innovative social enterprise challenge facilitated between gender clubs		1,005 girls (480 aged 10-14 years and 525 aged 15-19 years) and 335 (160 aged 10-14 years and 175 aged 15-19 years) boys (gender club members) participate in innovative social enterprise challenge
Activity 1.3.3.1	24 FoEs and 134 teachers provide mentorship to the gender clubs (1,005 girls and 335 boys) to support them in the development of a business plan that responds to a challenge faced by girls in education	X	Achieved 88% (59 of 67 programs school established social enterprises
Activity 1.3.3.2	67 gender clubs implement their social enterprise	X	

Activity 1.3.3.3	12 district level awards ceremonies conducted to recognise the most innovative and successful enterprise ideas	X	This activity related to 1.2.2. 8.. This activity changed, we procured T-shirt with message remove the barriers for girl's education. The T-shirt were distributed to 1,340 champions and 134 Matron and Patrons
Output 1.3.4	Standard 7 (last year of primary) girls, provided with training, mentorship, and school supplies to support transition to secondary school mentorship.		1,876 parents (for girls aged 10-14 years) meetings with standard 7 girls 1,876 girls (Aged 10-14 years) participate in skills development summer camps 210 girls (aged 15-19 years) receive secondary school supplies
Activity 1.3.4.1	FoEs and teachers track Standard 7 (final year of primary) girls' performance and identify those likely to achieve pass rates, but at risk of not transitioning to secondary school	X	Achieved
Activity 1.3.4.2	FoEs and teachers conduct meetings with parents of 2,816 girls at risk of failing to transition to secondary school, to promote transition	X	Achieved
Activity 1.3.4.3	Identify and conduct meetings with partners and local entrepreneurs with vocational expertise to provide vocational skills to girls during summer camps	X	Achieved
Activity 1.3.4.4	Summer camp training scheme provided to 2,816 'high performing, high risk' female primary school leavers, in the months between primary and secondary (SRHR, life skills, careers, entrepreneurship, financial management and vocational skills)	X	Achieved
Activity 1.3.4.5	Provide 315 vulnerable girls, with school supplies to support their transition to secondary school	X	Achieved

Activity 1.3.4.6	Friends of Education track and provide remote support to 315 girls (for 2 years) who have been supported with school supplies, as they transition to secondary school (support could include guidance and counselling, parents' meetings etc.)	X	Achieved
Intermediate Outcome 2:	Strengthened movement of citizen's in the targeted districts challenging gender norms and acting to build a supportive environment for girls' education		
Immediate Outcome 2.1	Citizens and school communities in the targeted districts have improved awareness and attitudes regarding girls' rights, specifically the right to and the importance of education		
Output 2.1.1	Project launch/sensitisation meetings and project review meetings convened with citizens and school communities		12 Project launch/sensitisation meetings take place 44 project review meetings convened 1,200 (50% female) stakeholders reached
Activity 2.1.1.1	Conduct 12 project launch and sensitization meeting with 1,200 stakeholders at district level		Achieved
Activity 2.1.1.2	Conduct 12 (Y2 and Y3 only) annual project review meeting with 1,100 stakeholders at community level to share successes and challenges and agree way forward	X	Achieved
Output 2.1.2	National media campaign on girls' education conducted to citizens (especially pupils, parents, teachers, local leaders and government)		1 documentary or short film produced and aired 2 TV / Radio spots produced and aired 8 district level Theatre for Development events delivered
Activity 2.1.2.1	Produce and air 2 Tafakari Time documentaries on girls' education	X	Achieved
Activity 2.1.2.2	Produce and air 6 TV/radio spots on girls' education	X	Achieved
Activity 2.1.2.3	Design and deliver mobile (SMS / IVR) campaign on girls' education	X	Achieved
Activity 2.1.2.4	Produce and distribute popular publications (comics) and posters on girls' education	X	Achieved

Activity 2.1.2.5	Deliver 12 district level Theatre for Development events on girls' education	X	Achieved
Output 2.1.3	Dialogue meetings and trainings on gender, girls' rights and VAC conducted with key stakeholders in girls' education and protection (parents, teachers, child protection committees etc.)		6,700 parents (3200 for girls aged 10-14 years and 3500 for girls aged 15-19 years) (50% female) trained on gender, girls rights and VAC 1,340 teachers/school committee members participate in training on gender, girls rights and VAC (disaggregated by sex) 1,005 mothers and 1,005 girls, participate in mother and daughter dialogue meetings on gender, girls rights and VAC 1,005 fathers and 1,005 boys participate in father and son dialogue meetings on gender, girls rights and VAC 670 child protection committee members participate in training on gender, girls rights and VAC (disaggregated by sex)
Activity 2.1.3.1	FoEs conduct 134 trainings (2 per school) to 6,700 parents (50 per training) (50% mothers and 50% fathers) on gender, girls' rights and Violence Against Children (VAC)	X	Achieved
Activity 2.1.3.2	FoEs conduct 67 trainings (1 per school) to 1,340 teachers and school committee members on gender, girls' rights and Violence Against Children (VAC)	X	Achieved
Activity 2.1.3.3	FoEs conduct 134 dialogue meetings (2 per school) with 2,010 mothers (15 per meeting) and 2,010 daughters/ gender club members (15 per meeting) on gender, girls' rights and Violence Against Children (VAC)	X	Achieved

Activity 2.1.3.4	FoEs conduct 134 dialogue meetings (2 per school) with 2,010 fathers (15 per meeting) and 2,010 sons/boys (15 per meeting) on gender, girls' rights and Violence Against Children (VAC)	X	Achieved
Activity 2.1.3.5	Identify / form 67 child protection committees with 670 community members (50% female)	X	Achieved
Activity 2.1.3.6	Conduct training to 67 child protection committees on gender, girls' rights and Violence Against Children (VAC)	X	Achieved
Immediate Outcome 2.2	Increased ability (and opportunities) of citizens and school communities in the targeted districts to participate in the delivery of quality education for girls		
Output 2.2.1	Gender sensitive School Performance Monitoring (SPM) conducted by citizens and school communities		67 gender sensitive School Performance Monitoring (SPM) activities conducted 2,233 stakeholders (50% female) engaged in SPM
Activity 2.2.1.1	Conduct training to 24 FoEs on SPM		Achieved
Activity 2.2.1.2	24 FoEs (with engagement of gender clubs) conduct 201 SPM exercises (1 per year, per school)	X	Achieved
Activity 2.2.1.3	24 FoEs (with engagement of gender clubs) conduct 201 SPM community dialogues with 6,700 stakeholders (Local Government Authorities (LGAs), school leadership, teachers, parents and other citizens) to present SPM findings and agree actions	X	Achieved
Output 2.2.2	Gender sensitive Social Accountability Monitoring (SAM) and Public Expenditure Tracking Surveys (PETS) conducted by citizens and school communities		12 (1 per district) gender sensitive Social Accountability Monitoring (SAM) and Public Expenditure Tracking Surveys (PETS) conducted 2,233 stakeholders (50% female) engaged in PETS and SAM
Activity 2.2.2.1	Conduct training to 120 FoEs (10 per district) on SAM and PETS		Achieved

Activity 2.2.2.3	FoEs implement (with engagement of gender clubs) SAM and PETS in 12 districts (annually)	X	Achieved
Activity 2.2.2.4	FoEs (with engagement of gender clubs) conduct 36 (1 per district per year) district level dialogues, reaching 6,700 stakeholders (Local Government Authorities (LGAs), school leadership, teachers, parents and other citizens) to present SAM and PETS findings, make recommendations and promote community-led solutions/action	X	Achieved
Activity 2.2.2.5	FoEs monitor and track progress on commitments made by stakeholders	X	ongoing.
Output 2.2.3	School infrastructure (SWASH facilities or dormitories) are constructed /refurbished in schools by the community for girls		15 schools construct/ refurbish SWASH facilities or dormitories the purpose of improved learning environment for girls
Activity 2.2.3.1	FoEs conduct parents and LGA meetings in 67 schools to clarify the fee free education policy and responsibilities and mechanism through which parents can contribute to education	X	Achieved
Activity 2.2.3.2	Provide 34 school communities with matched funding for school infrastructure development projects for girls	X	Achieved by 74% (Only 25 projects supported out of 34 targets
Immediate Outcome 2.3	Increased ability of parents/guardians of girls in the targeted schools to financially support their daughters' educational advancement		
Output 2.3.1	Training provided on economic empowerment to mothers and female guardians of 'at risk' (of school dropout) girls		1,340 mothers or female guardians of 'at risk' (of school dropout) girls trained on economic empowerment (640 for girls aged 10-14 years and 700 for girls aged 15-19 years) 67 women's groups formed
Activity 2.3.1.1	Develop 1 economic empowerment training toolkit	X	Achieved
Activity 2.3.1.2	Conduct training of trainers on economic empowerment to 24 FoEs	X	Achieved

Activity 2.3.1.3	FoEs identify 1,340 mothers and female guardians of school girls at risk of drop out due to poverty	X	Achieved
Activity 2.3.1.4	FoEs provide support to mothers/female guardians to form 67 women's groups (each with 20 members) with formal structures	X	Achieved
Activity 2.3.1.5	FoEs conduct training on economic empowerment to 67 women's groups	X	Achieved
Activity 2.3.1.6	FoEs provide technical assistance to 67 women's groups to support them to start savings schemes	X	Achieved
Output 2.3.2	Women's groups are connected to seed funding opportunities		67 women's groups connected to seed funding opportunities
Activity 2.3.2.1	FoEs link women's groups to local government funds for women	X	Achieved
Activity 2.3.2.2	Women's groups are linked to corporate companies and other CSOs supporting women's entrepreneurship	X	Achieved
Intermediate Outcome 3:	Strengthened policy environment, where government develop evidence-based policies that promote gender equality in Tanzania's education system and are accountable and transparent in policy implementation within the target districts		
Immediate Outcome 3.1	Improved awareness of Ministers, MP's and LGA's in the targeted districts on policy and budget gaps for girls' education		
Output 3.1.1	Gender-sensitive education budget and policy / strategy analysis conducted at national and district level		36 (1 per year in each 12 districts) gender sensitive education budget analysis conducted at district level 6 (2 per year - pre and post budget sessions) gender sensitive education budget analysis conducted at the national level 2 policies reviewed and analysed and recommendations formed
Activity 3.1.1.1	Conduct 36 gender-sensitive education budget analysis in 12 districts (1 per year per district)	X	Achieved

Activity 3.1.1.2	Conduct 3 gender-sensitive education budget analysis at national level to identify budget gaps for girls' education	X	Achieved
Activity 3.1.1.3	Conduct gender-sensitive education policy and strategy analysis and reviews (on at least 2 policies) to identify policy gaps for girls' education	X	Achieved
Output 3.1.2	Research and surveys on girls' education (including assessment on how SRHR curriculum is implemented) undertaken		1 research / survey on girl's education undertaken
Activity 3.1.2.1	Conduct 1 research on girls' education	X	Achieved
Output 3.1.3	Policy advice on girls' education provided to Ministers and MPs		3 Ministers and 60 MP's provided with policy advice on girl's education (disaggregated by sex) 30 MP's engaged in girl's education through Caucus
Activity 3.1.3.1	Develop evidence-based policy and budget recommendations for girls' education	X	Achieved
Activity 3.1.3.2	Conduct 6 bi-annual workshops with 20 partner CSOs working on girls' education to validate and prioritize girls' education policy and budget recommendations and identify opportunities for joint advocacy	X	Achieved
Activity 3.1.3.3	Develop and engage Caucus of 30 MPs to champion girls' education	X	Achieved
Activity 3.1.3.4	Conduct strategic engagements with 75 MPs and 3 Ministers to promote budget recommendations for girls' education	X	Achieved
Activity 3.1.3.5	Produce and disseminate policy briefs and fact sheets on girls' education to 60 MPs and 4 Ministers	X	Achieved

Activity 3.1.3.6	Conduct 36 (1 per district, per year) strategic meetings with 120 LGA officials and 12 district MPs to share district level gender-sensitive education budget analysis findings and gaps relating to girls' education	X	Achieved
Immediate Outcome 3.2	Improved understanding of the local government and duty bearers within the targeted districts on their roles and responsibilities in policy implementation, transparency and accountability		
Output 3.2.1	LGA officials are trained on education policy statements and guidelines relating to girls' education, their roles and responsibilities to implement such policies and accountability and transparency		120 LGA officials (disaggregated by sex), 24 FoE's (at least 50% female), and 134 school heads/deputy's (disaggregated by sex) trained on education policy statements and guidelines relating to girl's education, their roles and responsibilities to implement such policies and accountability and transparency
Activity 3.2.1.1	Conduct district level trainings to 120 (10 per district) LGA officials, 24 FoEs, 134 school heads/deputies, each year on education policy statements and guidelines relating to girls' education and their roles and responsibilities to implement such policies	X	Achieved
Output 3.2.2	Training provided to MPs, Ministers and LGAs on gender-sensitive budgeting and planning		120 LGA members and 12 district MP's trained on gender sensitive budgeting (disaggregated by sex and location) 60 MP's and 3 Ministers trained on gender sensitive budgeting and planning (disaggregated by sex)
Activity 3.2.2.1	Conduct training to 120 LGA officials and 12 district level MPs on gender-sensitive budgeting	X	Achieved
Activity 3.2.2.2	Conduct training to 60 MPs and 3 Ministers on gender-sensitive budgeting and planning	X	Achieved

“An Open, Just and democratic Tanzania where all people enjoy the right to education that promote equity, creativity and critical thinking”.

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