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Transforming Education for Girls in Nigeria and Tanzania (TEGINT): Mid-Term Review

ActionAid International

Final Report

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Acknowledgements

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Abbreviations

General	
ASRG	Annual Strategy and Review Group
CD	Country Director (ActionAid)
CDC	Community Development Circle
CO	Country Office
ED	Executive Director
EfC	Education for Change
FGM	Female Genital Mutilation (female circumcision)
ILG	International Learning Group
IOE	Institute of Education, University of London
IPAT	International Project Accountability Group
JSS	Junior Secondary School
NGO	Non-governmental organisation
OVC	Orphans and Vulnerable Children
PO	Programme Officer
S(B)MC	School (Based) Management Committee
TTC	Teacher Training College
VCT	Voluntary Counselling and Testing
Nigeria	
AAN	ActionAid Nigeria
CAPP	Community Action for Popular Participation
CSACEFA	Civil Society Action Coalition on Education For All
FME	Federal Ministry of Education
GJSS	Government Junior Secondary School
IDR	Institute of Development Research
JOGE	Journalists on Girls Education
LF	Local Facilitator
NTI	National Teachers' Institute
NCCE	National Commission for Colleges of Education
NERDC	Nigerian Educational Research and Development Council
SBMC	School-based Management Committee
SUBEB	State Universal Basic Education Board
UDFUU	Usman Dan Fodiyo University
Tanzania	
AATZ	ActionAid Tanzania
BERE	Bureau Educational Research, University of Dar es Salaam
CDF	Community Development Facilitator
DEO	District Education Officer
ETP	Education and Training Policy (1995)
MEO	Municipal Education Officer
MOEVT	Ministry of Education and Vocational Training
TBC	Tanzania Broadcasting Corporation
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TIE	Tanzania Institute of Education
TTU	Tanzania Teachers Union

1 Executive Summary

1.1 Introduction

Transforming Education for Girls in Nigeria and Tanzania (TEGINT) is a five-year £4 million Comic Relief funded project coordinated by ActionAid. TEGINT aims to achieve a transformation in girls' education, enabling girls to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation and increase their vulnerability to HIV/AIDS. A Mid-Term Review of the project was conducted during September – November 2010 to determine if the project is bringing about the anticipated change and to examine critical change factors. The MTR is underpinned by two key questions: (i) What difference has the project made? (ii) How has it made that difference?

To respond to these questions, the MTR included:

- Project document and literature review;
- Field visits to five schools in each of Tanzania and Nigeria;
- Consultations with project partners (ActionAid, implementing partners, and research partners);
- Consultations with school stakeholders (teachers, school management committees, community members, girls and boys) and school-based review (school / lesson observations and data collection);

1.2 Summary of TEGINT achievements to date

1.2.1 Objectives 1-5

- **Girls' enrolment and retention has increased** by an average of 3.5% in Tanzania and 7.7% in Nigeria in visited project schools, with drop-outs declining; TEGINT community-based awareness-raising, capacity building and support for girls, parents and teachers contributed to both increases;
- **Girls clubs are encouraging girls' attendance** at school, performance in class, confidence, improving relationships between boys and girls and increasing girls' knowledge on HIV/AIDS and life skills;
- **Violence against girls in and around schools is being more openly discussed** in some schools and communities as a result of TEGINT raising the issue;
- **Matron and patrons** (selected teachers) who have been trained by TEGINT on HIV/AIDS, gender and participatory methodologies use their skills to improve engagement with girls and boys;
- **SMC training** has contributed to strengthening management processes (budgets and planning) and community activities including out-of-school children mapping and subsequent household visits and parental support for enrolment and attendance;
- **Joint action** of communities, newly created Community Development Facilitators/Local Facilitators and SMC show enhanced community-level collaboration and cohesion on issues affecting girls' education;
- **Maarifa and CAPP's** human and financial resources have more than doubled since project inception, geographical coverage has expanded and staff report more confidence and skills in gender, education and HIV/AIDS as a result of training, new organisational policies and involvement in research.

1.2.2 Partnerships

- **Good and improving relationships** in general between AA and implementing partners has contributed to positive results and ongoing commitment to TEGINT;

- **Completed baseline studies** and school profiles strongly evidence the need for, and relevance of, TEGINT and support tailored implementation activities;
- **Reporting** processes are well monitored at multiple levels and embedded in project procedures;
- **Value for money** is supported by competitive procurement procedures, quarterly oversight of budgets and expenditure and increasingly realistic activity planning.

1.2.3 Theory and methodologies

- TEGINT has grounded itself in a **participatory and dialogic approach** and most partners show willingness and practical efforts to engage with each other, with beneficiaries and stakeholders on the basis of mutual respect and reciprocity;
- **TEGINT Toolkit** participatory tools facilitate a level of conversation by community members on girls' education issues beyond previous practices;
- **Education** is a good base from which to address gender discrimination and girls' rights; the education foundation has contributed to opening up spaces for dialogue on violence against girls and HIV/AIDS.

1.3 Non-achievements and challenges

1.3.1 Objectives 1-5

- **A systemic shift** in knowledge and attitudes on gender equality among school stakeholders is not extensive. Increased access of girls to school has not consistently transformed school attitudes to girls' education and gender.
- **Confidential, joined-up reporting systems are not sufficiently in place** to deal with the increased dialogue and openness on violence against girls;
- **Mapping out-of-school children has taken longer** in some communities than anticipated and delayed outreach work and the establishment of support structures to encourage marginalised girls to enrol and attend;
- **Pre-service teacher training interventions have mostly failed to materialise** due to lack of authorisation of modules, delayed instigation of efforts and lack of awareness of already-existing similar activities;
- **Female representation on SMCs is poor.** Women are fewer in number with less confidence and capacity than men;
- **Regulations** and policies supporting girls' education at school level are not well evidenced;
- **Lack of strategic approach to advocacy** and minimal engagement of girls with policy-makers affects a lack of clarity about project purpose and focus on advocacy;
- **Poor monitoring and evaluation by the implementing partners** at school and state level including a lack of institutionalisation and understanding of the purpose of M&E and insufficient tools for documenting lessons learned negatively affects lesson learning and understanding change;

1.3.2 Partnerships

- **Diversity and disagreement** in approach, practice, epistemology and aspiration by partners (especially on research) has troubled partnership working;
- **Few external partnerships** with other NGOs, agencies or networks working on similar issues has limited opportunities for project promotion, scaling up and sharing learning on best practices;
- **Relatively low financial management skills at country level** compounded by new systems delayed reporting and contributed to bottlenecks and under-spend.

1.3.3 Theory and methodologies

- **Gender discrimination is not always explicit.** Community activism for TEGINT is not consistently open about the reasons, nature and extent of gender discrimination in communities;

- **Lack of strategic engagement** with women's rights, HIV/AIDS and other groups locally, nationally and internationally that would support policy development aims;
- The project is **not yet generating systemic change** because it is not engaging fully with all levels of the education and legal systems.

Overall, the MTR finds that TEGINT falls short of the expected level of attainment at mid-way point due to a range of challenges and unforeseen obstacles across all five objectives, partnerships and practices.

1.4 Recommendations

To move forward efficiently and effectively on the five project objectives, the MTR recommends that the project partners work together to prioritise and act upon the following:

1. Strengthen support to communities to effectively tackle violence against girls
2. Develop a clearer strategy and rationale for interventions at junior secondary school
3. Sustain the central focus of TEGINT on girls and gender
4. Invigorate and scale up work with local government and colleges on teacher training
5. Focus on capacity-building and resource mobilisation of SMCs as a cost-effective and valuable mechanism for change
6. Engage with national, state/district and school policies more consistently with a clear focus
7. Mapping national NGOs expertise and activities in education, gender and HIV/AIDS for collaboration, scaling up and sustainability
8. Strengthen implementing partners' monitoring and evaluation capacity

In addition to the eight recommendations above, which emerge for the outcomes review, the MTR proposes the following in addition, as a result of other findings:

- Increase the incentives for core staff at all levels to remain on the project through trainings, conference or networking time allowances, accreditation (e.g. for education courses) or contributions to other needs that individual staff value
- Comic Relief could consider whether its experience in communications, fundraising or advocacy would benefit implementing partners and if so establish sharing and learning mechanisms.
- Ensure that practice does not differ from agreements on paper by strong, regular collaboration across all levels of the partnership and reiterations of agreed processes;
- Consider further value for money analysis and how this could best be articulated, in particular to ensure this is a component of the end evaluation.
- Map out further collaborations at international, national and local levels, especially around key future milestones such as launching the cross-country baseline research reports or advocacy activities. Collaborations should include those beyond education to organisations and activists with diverse expertise and interests.

2 Background

2.1 Overview of TEGINT

2.1.1 Background

Transforming Education for Girls in Nigeria and Tanzania (TEGINT) is a five-year, £4 million project, funded by Comic Relief and the Tubney Charitable Trust. It is a 'Special Initiative' that aims at systemic change in which Comic Relief plays an active role in defining strategic direction and partnerships. The project runs from June 2007 to June 2012. Two national NGOs, Maarifa ni Ufunguo ('Maarifa') in Tanzania and Community Action for Popular Participation ('CAPP') in Nigeria, implement activities in 72 schools in northern Nigeria and 60 schools in northern Tanzania. ActionAid country offices support Maarifa and CAPP. National research institutes (Usman Dan Fodiyo University in Nigeria and the Bureau for Educational Research (BERE) at the University of Dar es Salaam, Tanzania) are contracted for baseline studies and longitudinal research. An international research institute, the Institute of Education (IOE) in London, supports the work of the national research partners.

2.1.2 Goal and Objectives

TEGINT intends to "achieve a transformation in the education of girls in Tanzania and Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to HIV/AIDS". The project has five objectives:

1. To build the capacity of girls (and boys) in the project area to challenge gender discrimination
2. To promote participatory modules on gender and HIV/AIDS in national pre service and in service teacher training in Tanzania and Nigeria
3. To facilitate capacity building and ongoing support to school management committees and wider community addressing girls' rights in education and HIV/AIDS.
4. To facilitate the development of legal and policy frameworks, and good practice, that will enhance and protect girls' rights in school.
5. To build the capacity of CAPP and Maarifa Ni Ufunguo as leading national organisations in education, gender and HIV/AIDS.

2.2 Purpose of the Mid-term Review

The mid-term review (MTR) aims to "determine if project activities are bringing about the change anticipated and examine critical change factors.²" The MTR considers two key interlinked questions: (i) What difference has the project made? (ii) How has it made that difference?

A review at the mid-point of a project is an opportune moment for critical reflection by all partners, staff and stakeholders at national, organisational and community levels. It is an occasion to learn from experience and review assumptions, targets and practices. The MTR provides evidence of good practices, achievements and progress towards project outcomes, and in critical areas of partnerships, progress, theory and methodology. It draws attention to challenges and ongoing issues, critically those that affect the achievement of the project objectives and overall goal. Recommendations for moving forward are made.

2.3 Methodology

² Terms of Reference Mid-Term Review, ActionAid International, 2010

The MTR team of Education *for* Change comprised Louise Wetheridge (lead consultant and co-evaluator Tanzania); Ejiro Otive-Igbuzor (evaluator Nigeria); Daudi Anyigulile (evaluator Tanzania) and Laetitia Antonowicz (adviser and quality assurance). It was articulated around three phases: (i) desk review and methodology development; (ii) field work; (iii) analysis, reporting, dissemination.

The evaluation reviewed project documentation, including application, grant and donor reports, annual narrative and quarterly reports, partnership documents, TEGINT Toolkit, papers presented at conferences and relevant national policies. School and district/state educational data was collected and analysed where possible. Different sources of documentation inform specific elements of the MTR report (Annex 9).

In the development of the MTR tools, ActionAid and implementing partners had the opportunity to feedback prior to and during the fieldwork through a collaborative and iterative process. The **review tools** (Annex 1 and 2) include:

- An evaluation framework to underpin the review and the development of interview schedules for different respondents: AAI, AA Nigeria and AA Tanzania project staff, implementing partners, research partners, other stakeholders and beneficiaries
- School sampling criteria: to ensure coverage of a range of schools selected by implementing partners to maximise lesson learning and best practices;
- Interview schedules: for in-depth group and individual interviews (not annexed);
- School and lesson observation checklist: for analysis of school processes.

Qualitative data was collected through five school visits in each country. In Nigeria the project engages with 36 primary and 36 secondary schools, while in Tanzania there are 50 primary and 10 secondary schools. For proportionality, three primary and two secondary schools were visited in Nigeria and four primary and one secondary school in Tanzania. The schools covered five out of six districts in which TEGINT operates in Tanzania and three out of six states in Nigeria (Annex 3).

Debriefing and validation workshops took place in both countries after fieldwork, as part of the consultative process, with preliminary findings shared through interactive PowerPoint presentations. This process was central to the validation of findings and triangulation of data.

2.3.1 Working with children and communities

Evaluators adhered to EfC's Children and Vulnerable Adults protection policy and ActionAid International's Child Protection policy. To facilitate children and adults' engagement with the evaluators, the team worked with the Programme Officers (POs) to select familiar spaces (classroom, play ground) in which to consult. Methodologies were adapted according to age, gender, status from the TEGINT Toolkit to use with different stakeholder groups. Core learning questions underpinned consultations (Annex 3).

2.3.2 Limitations

Overall

- Time: the MTR timeline comprised an ambitious programme of work: two weeks' desk review and methodology development; 12 days' fieldwork; presentation to project workshop in Abuja; two weeks' report writing. The relatively short timing hastened consultations, reflection and analysis.
- Sample size: considered inadequate by some project partners. Purposive sampling of five schools intended to illustrate best practices, challenges and lessons learned to support the documentation and review of the whole project.
- School contexts: many things are happening around schools at any one time, with schools merging and new ones being built. These external factors have an impact on the project data and progress.

- No documented peer review took place in 2010 between Maarifa and CAPP.
- Evaluators: each reviewer brings his/her own assumptions / characteristics to the review. The MTR team mitigated this by working with national consultants who spoke a common language with the respondents and were familiar with the local contexts.
- Attribution versus contribution: project processes, progress and outcomes are not achieved in isolation from government, NGO and community interventions during the project period. Owing to the number of players, particularly in locations that have historically received NGO support (including from the implementing partners pre-TEGINT), it is difficult to establish direct causal links between a project activity and outcome. For this reason, the report highlights credible *contributions* to outcomes by the project. Where attribution is feasible, it is made.

Data gathering

- Evidence gathering: much evidence underpinning this review is qualitative and anecdotal. On pregnancy, violence and HIV/AIDS, a lack of systematic monitoring and reporting by the project, schools and local government creates a lack of data so reviewers focus on perception and stories, backed up with available records and data.
- Logistics: distance from partner office to schools in both countries was significant (over 100km). Time in communities was additionally shortened by protocol visits to government officials.
- Interpretation: in Tanzania, the national consultant acted as interpreter to the lead consultant as most consultations were conducted in Kiswahili. This extended interview time and added complexity to the interpretation of responses.
- Knowledge tests: children were not tested on their knowledge of HIV/AIDS, children's rights and gender. Through participatory methodologies, understanding and practice were interpreted in relation to expected outcomes.
- No children were consulted in Sere Ufundi primary school, Hai district, Tanzania: due to over-ambitious schedule and early delays.

2.4 Introductory Note

TEGINT is an ambitious project because it aims at *transformation* in girls' education in local contexts where there are deep-rooted traditions and cultures that have generally historically operated against girls' education and gender equality. The MTR recognises this and intends to highlight some of the significant change processes that have been initiated by the project.

The MTR reports on achievements, non-achievements and challenges to date according to what was planned for the period. Plan and targets are available in TEGINT Nigeria and Tanzania Monitoring and Evaluation frameworks. The MTR reports common findings to underline lessons learned, best practices and country-specific issues. Factors helping / hindering progress are discussed under the outcomes review by objective with data and evidence and an overall progress score is given by objective, summarised graphically in Section 4. Progress scores are characterised as:

- 1 = Very few activities initiated with very minimal progress towards targets.
- 2 = Structures in place and activities initiated to meet targets in most communities.
- 3 = Structures and activities in place in all communities and frequency of activities and improvements is gradual and fair.
- 4 = Targets and indicators look likely to be achieved and there are emerging signs of sustainability, effectiveness and results towards the outcome area.
- 5 = All targets met in the timeframe and progress towards the outcome is positive; sustainability, effectiveness and replication are strong.

3 Outcomes review

3.1 Objective 1: Capacity building of girls (and boys) to challenge gender discrimination

3.1.1 Progress

Country	Significant achievements	Significant non-achievements	Progress score (1 – 5)
Nigeria	<ul style="list-style-type: none"> ✓ Enrolment and retention ✓ Economic empowerment activities ✓ Girls' basic knowledge of HIV/AIDS ✓ JSS girls' enrolment 	<ul style="list-style-type: none"> - Completion and exam pass rates - Gender equality behavioural change - Single-case responses to VAGs - Non-distinct JSS activities 	3
Tanzania	<ul style="list-style-type: none"> ✓ Enrolment and retention ✓ Decrease in early pregnancies ✓ Girls clubs established ✓ Girls' basic knowledge of HIV/AIDS 	<ul style="list-style-type: none"> - Completion and exam pass rates - Girls expelled when pregnant - Non-distinct JSS activities 	3.5

3.1.2 Enrolment, completion, performance

Achievements

Girls' enrolment and pass rates have increased overall in project schools between 2007 and 2010 (Annex 5). The average increase in enrolment in MTR visited schools is 3.5% in Tanzania and 7.7% in Nigeria; girls' pass rates have increased by 4.9% in Tanzania to 65.9% overall.

Evidence points towards a decline in girls' drop out. At one urban primary school in Tanzania, for example, six girls had pregnancies in 2009 of whom two dropped out of school and four sat for their final exam; whereas in 2010 two girls were pregnant, one dropped out and the other sat the exam (Annex 5, Table 7). After TEGINT awareness-raising activities in some JSS's in Nigeria, head teachers have agreed that schools must allow young mothers to remain in school for as long as possible.

Positive attitudinal change among parents and community members about the importance of girls' education is reported. Beliefs, for example that girls' role is to support the mother at home until marriage after puberty, have been challenged through training and awareness-raising workshops and events with the result that many community members commit to sending girls to school and supporting transition to JSS. In Tanzania some community members have passed by-laws that mandate all children going to primary school (e.g. Endagile; Oria). In Daraja II primary school, one parent's comments revealed the change in the community for girls' education: *"before the project it was easy to find and keep a house girl; now it is very difficult!"* In Nigeria, communities report increases in girls' performance (e.g. LEA primary Domo, where girls' completion rates have trebled from 30% to 90% in 2007-2010) that they attribute to new efforts by the School-Based Management Committee (SBMC) and support of the village head (see 3.3).

Non-achievements

The picture for girls' completion and exam pass rates across primary and junior secondary schools is varied and includes declines in completion (-3.4%) and pass rates (-11.5%) average in visited TEGINT Tanzania schools and in pass rates in Nigeria (e.g. -10.2% LEA primary Domo). However, in many cases this is linked to increasing numbers of girls sitting for exams (especially in Nigeria), and the consequent increased burden placed on resources and teaching, which affects the quality of education. External factors also account for some of these reductions including drought, new schools opening and school mergers (Tanzania), conflict, food shortages and early marriage

(Nigeria). This shows that efforts to increase enrolment without concurrent efforts towards improving retention and quality fail to transform girls' educational outcomes.

3.1.3 Girls' clubs

Achievements

91% of the target number of girls' clubs addressing gender equality are established in Tanzania³, and 44% are present in Nigeria⁴. In Tanzania, each club has 40 girls and 20 boys and overall membership is 77% of the target for girls and 80% for boys. In Nigeria girls' club members number 30 to 60 girls and additional school clubs include boys and girls often doing joint activities with the girls' club; overall membership is 141% for girls and 49% for boys. Social and economic empowerment activities, including HIV education, children's rights and life skills, using methodologies including drama, song, poetry, debate, and household visits are positively contributing to increasing girls' confidence and performance in and outside school (Annex 5, Table 2). For example, cookery classes in JSS's in Nigeria have contributed to girls' ability to pay their own registration fees and stationery to stay in school.

Community members linked club activities to improvements in girls' attendance and performance and to the improvement in relationships between boys and girls. Boys' engagement in clubs and interest in project activities is high, a surprise result for some parents and teachers. One JSS girl in Tanzania said *"we used to study together sometimes, but now there is more cooperation."* School staff reported that chores, such as sweeping, cleaning and cooking are now shared equally.

Club children in the majority of visited schools expressed understanding to identify and support vulnerable children in their community (orphans, children affected by HIV and out-of-school children). Children in both countries explained how they conducted household visits to confront parents on why children are not in school (e.g. Daura and Shinkafi in Nigeria), sometimes engaging facilitators or other adults to offer practical or motivational support (books, pencils, food) such as in Mbuyuni, Tanzania.

Non-achievements

Girls are attending girls clubs but their confidence and capacity varies significantly. A widespread change in attitudes on gender equality among children and adults is not extensive. In Nigeria, increased access of girls to school has not always altered girls' views on gender roles. Reasons proposed by girls and teachers for supporting girls' education were linked to traditional roles: *"to enable [girls] to take care of their children properly," "to organise the home well", "women are not strong"*. There are some indications in both countries that clubs' emphasis tends to be on academic definitions of gender rather than on practical application to everyday lives, which may be limiting take up of new ideas into practice outside of clubs.

The link between club activities and girls acquiring more diverse life options is ambitious. Clubs are contributing towards increasing girls' confidence and knowledge but whether girls in clubs will experience different life trajectories, to achieve more of what they value, than non-participating girls requires more attention to gendered processes across multiple social structures than is currently being practised. In one community in Nigeria a strong case was made by community members for strengthening the vocational skills component of the girls' club to ensure that girls acquire aptitudes, in addition to basic formal education, that could facilitate the attainment of an independent, sustainable livelihood.

³ 60 out of target 72 clubs in Tanzania. M&E framework, October 2010.

⁴ 63 out of target 144 clubs in Nigeria: Final narrative report 2009, March 2010.

The number of out-of-school children is not insignificant in project areas. Up to 4% of children are out of school in districts in Tanzania (a few hundred per district) many of whom are girls; in Nigeria, all communities acknowledged the presence of out-of-school orphans. Mapping of out-of-school children in project communities has taken longer than anticipated and delayed systematic outreach and establishing support structures. The consistency, depth and nature of engagement with out-of-school girls, is generally inadequate, relying on extended familial support with traces of stigma.

3.1.4 HIV/AIDS, gender and violence against girls

Achievements

Many adult respondents said that stigma attached to HIV/AIDS has decreased in their communities and that known HIV+ pupils are treated equally to other children. Community members contribute to reducing HIV+ children's vulnerabilities by providing them with food. Girls in clubs generally demonstrated good basic understanding of HIV/AIDS transmission and protection, and their teachers and SMCs in Tanzania stated that children talk more openly now and educate their peers about HIV/AIDS. For example, girls in one primary school spoke about collecting a friend's drugs from the health clinic when she was too ill to go.

Girls are purportedly more confident reporting violence and reports are held up by some TEGINT mechanisms and PO support. SMCs and community circles highlighted incidents of violence against girls being legally pursued - a change to traditional silences or making amicable arrangements between families. Some girls report violence to CAPP that has consequently begun to map strategies to tackle these reports.

Non-achievements

Efforts to eliminate violence against girls have mixed experiences and results. In Nigeria, reports were low in part because violence is hidden. Public services to handle cases are not easy to access, streamlined or embedded in practice and girls can be further victimised for speaking out. In all visited schools, forced early marriage is common for girls; the draft baseline report highlights that it is one of the top three of girls' obstacles to education⁵. In Tanzania, community respondents and DEOs readily recalled cases of violence including sexual assault on the journey to school and forced early marriage (Annex 5). Cases taken to local courts were emerging but are few. It is widely assumed that many cases are not reported. All visited schools in Tanzania excluded pregnant girls: *"the girl disappears"* (Deputy HT). Some girls spoke of the 'shame' of pregnancy. Schools follow the ETP's re-entry policy (1995, currently under Ministerial review) which supports the expulsion of pregnant schoolgirls despite a more receptive interim circulation letter from government (not disseminated to all schools) encouraging schools to allow pregnant girls to sit their exams.

Assessing the results of the project on tackling and reducing violence against girls is complex, not least because in many cases narratives are not fully explained or interpreted. Drop out may be recorded but not explained; early marriage may nominally conceal a pregnancy resulting from violence. This is a challenge for TEGINT's monitoring and evaluation and suggests a need to revisit data collection and communications standards, and project indicators against this target.

3.1.5 Interventions at Junior Secondary School

Achievements

All visited JSS reported improved enrolment and performance of girls. In the visited schools in Tanzania, six girls did not sit for their Form IV national examination in 2009 due to pregnancy. Yet of the 19 highest pass scores, nine were girls and of the five fails, one was a girl. In Nigeria, the head

⁵ Draft report of the TEGIN qualitative baseline in Nigeria, September 2010.

teacher of one JSS said that “before TEGINT, no girl came first in any class. In the last exam, girls came first in primary 3 and 4” (Annex 5, performance data).

Non-achievements

TEGINT has not clearly differentiated interventions between primary and JSS; activities and approaches are much the same as at primary. TEGINT has fewer sites at JSS but POs working with JSS indicated the need for strategic and well considered interventions that are distinct in approach and methods. This is partly because girls are at high risk of drop out after JSS Year 2 whereas if they complete JSS their potential life skills are proportionally much greater.

3.1.6 Challenges

Diversity: Implementing partners have to engage with and respond to highly diverse local contexts while maintaining the pace and breadth of activities to achieve the project outcomes. Poverty, food shortages, conflict, poor health services and attitudes that are contrary to the project goal are key contextual challenges.

Public services: Poor access and quality of health, social and education services somewhat impedes the project’s ‘soft’ approach. For example, the long distance from communities to VCT centres hinders access and reliable data on HIV/AIDS prevalence and change over time.

Data: In many schools longitudinal education data is not available, especially in Nigerian schools. Data inconsistencies are common, including between the school and local government. Enrolment and drop out change term to term, yet records are mostly kept annually. Quantitative data collected for this review is therefore inconclusive on a number of outcome areas for Objective 1. Attributing outcomes to TEGINT is also complex in communities where implementing partners have worked for years before TEGINT and where there has therefore been a longer period for change.

Parental attitudes: Teachers and children repeatedly suggest that illiterate parents are less appreciative of education because its benefits are not immediate (especially economically). In four out of five visited communities in Nigeria, the requirement for girls to contribute to household income by hawking was the most important factor militating against girls’ education: “*once these girls are late, they often stay away from school for fear of being punished by the school authorities*”.

3.1.7 Recommendations

1. Strengthen support to communities to effectively tackle violence against girls

- Implementing partners should comprehensively map existing policies and legislation to better understand and plan an advocacy strategy for policy development and/or enforcement. Reported cases should be communicated to law enforcement agencies, government officers, health, judicial and social services, the school inspectorate and other identified stakeholder groups.
- Implementing partners should take steps to ensure the systematic establishment of confidential reporting mechanisms for girls and boys at local (to SMCs, Head teachers, village head etc) and district/state (LGEA etc) levels. This mechanism should link education to health, social and judicial services.
- For violence to be addressed effectively in schools, school rules with concomitant sanctions should be developed in a participatory way, led by children, especially girls. This should build on girls’ learning and personal development that is supported by girls’ clubs. Club facilitators could oversee this activity and ensure that it is consistent with national policies. These school rules should also address corporal punishment, as this is currently a widespread practice insufficiently challenged by TEGINT.

2. Develop a clearer strategy and rationale for interventions at junior secondary school

- Issues have arisen at JSS level that are distinct from those girls face at primary school, such as increased pressure to marry after puberty, engage in economic activities and drop out of school. Interventions need to be mindful of this distinctive context, focussed and relevant to maximise impact. TEGINT should review, for example, what the most appropriate support for girls' economic empowerment might be.

3. Sustain the central focus of TEGINT on girls and gender

- Girls are at the heart of TEGINT and its theory of change. Yet they are sometimes lost in the myriad of project activities and relationships including awareness-raising and campaigns. This can be detrimental to the intended goal to transform girls' education – a goal for which girls need to be in the foreground of every activity, approach and strategy. Inclusion and outreach is needed to all girls especially those marginalised by extreme poverty, age, disability, ethnicity or religion.

3.2 Objective 2: To promote participatory modules on HIV/AIDS and gender in pre-service and in-service teacher training

3.2.1 Progress

Country	Significant achievements	Significant non-achievements	Progress score (1 – 5)
Nigeria	✓ Teachers use of participatory methodologies	- No increase in female teachers - No pre-service teacher training - No pre-service training modules	2
Tanzania	✓ Teachers knowledge of HIV/AIDS	- No increase in female teachers - Very little pre-service training - No pre-service training modules	1.5

3.2.2 Female teachers

Achievements

The proportion of female teachers in TEGINT schools is stable since the baseline study in 2008. In visited schools in Tanzania, 65% teachers and 40% head teachers are female; in Nigeria 38% teachers and 60% head teachers are female. Some schools identify the problems that prevent women staying in schools and have, for example, raised funds to build accommodation near the school but these are independent efforts.

Non-achievements

There has been no increase in the number of female teachers in TEGINT schools, except four cases in Nigeria of female teacher deployment to schools formerly without any female teachers. The poor conditions, facilities and cultural barriers are significant barriers to women's retention in rural schools in both countries. Work with local education authorities has not addressed these militating factors.

3.2.3 In-service and pre-service teacher training

Achievements

Female head teachers had a better overall interpretation of gender than male counterparts, conscious of complexities of social relationships, religion and culture and traditional roles and responsibilities. Matron and patron teachers who have been trained on HIV/AIDS, gender and

participatory methodologies showed adequate understanding of these terms and issues. In Nigeria progress in in-service teacher training is fair. A 'road map' for teacher training has been agreed with the National Teachers' Institute (NTI), materials gathered, and 'master trainer' training occurred with 25 teachers. Trickle-down training has happened in 62 schools. In Tanzania, teachers' confidence teaching HIV/AIDS is reportedly enhanced by TEGINT awareness-raising and training activities.

Girls and boys are well mixed in classrooms visited (with religious exceptions). In Nigeria, TEGINT trained teachers effectively used participatory methods in class including group work, role play, illustration; pupils could describe some participatory methods used by teachers. One female teacher said: *"I used to be very shy. TEGINT has really helped me. Now I can express myself in public"*. Another said *"TEGINT has invested in my life as a person."* In many schools in both countries, girls and boys expressed confidence in being able to talk to their teacher about issues affecting them.

Non-achievements

Teachers' responses to in-service training delivered through TEGINT are positive and many teachers have taken part. However, there is a low level of peer sharing of learning, and the gap between the knowledge, skills and confidence of non-club teachers and club teachers may widen.

Lesson observations did not explicitly showcase teachers' understanding of HIV/AIDS or gender. Teachers are generally not habituated to using participatory, gender sensitive approaches (especially in Tanzania) although there are marked difference according to teachers' level of formal and TEGINT training. Sending children home to fetch books, water or parents affect schooling.

3.2.4 Participatory gender and HIV modules

Non-achievements

In both countries the project planned to work in colleges of education to support pre-service teacher training through tutor training and producing supplementary materials on participatory methodologies, gender and HIV/AIDS. The intention was that trained tutors would cascade this knowledge and skills to pre-service teachers. Neither MOEVT in Tanzania nor the National Commission for Colleges of Education (NCCE) in Nigeria, has authorised the coordination of pre-service teacher training or gender and HIV/AIDS modules, although the targeted colleges and TTUs have consented and the NCCE agrees in principle.

In Tanzania the non-achievement has emerged in part due to a lack of initial mapping - it emerged in 2009 that the Aga Khan Foundation was already working with the Institute for Curriculum Development, MOEVT and Patandi Teachers' College (northern Tanzania) on HIV/AIDS modules. Maarifa is deciding whether inputs could be usefully provided or a relationship developed to support the modules, and how gender modules could be integrated but this work is extremely slow.

3.2.5 Challenges

Unforeseen external and internal factors: Non-participatory teaching practice demands transformation of pre and in-service training and curriculum, requiring strong partnerships and cross-sectoral work with attention to class size, school resources, public services, teacher deployment and training and networking with likeminded institutions. TEGINT's intended activities have been largely unsuccessful due to slow development of relationships, bureaucracy, other priorities of the teacher training colleges, and lack of attention to similar efforts.

Religion/beliefs: in Nigeria beliefs affect teaching on HIV/AIDS as teachers refuse to advise condom use for safe sex; in both countries, governments have suggested integrating sex education into the national curriculum but there is resistance from influential Roman Catholic and Islamic groups.

Teacher deployment: in both countries, the number of female teachers is lower in the most rural schools and at JSS level. Teacher turnover is high, especially in JSS, which results in few teachers remaining in schools for long periods of time and the demand on resources to repeat training.

3.2.6 Recommendations

4. Invigorate and scale up work with local government and colleges on teacher training

- Implementing partners should focus and sustain effort on relationships with NCCE Nigeria and TIE Tanzania to develop inputs to pre-service modules, especially on gender, and tutor training. For example, find out when institutions are reviewing their strategic plans and capitalise on those through strong, well planned advocacy. If agreements to input into pre-service teacher training are not secured by July 2011, consider redistributing funds elsewhere.
- Female teacher deployment and in-service training on gender and participatory methodologies has strong potential for transforming girls' education and is an area for further engagement with local education authorities. Developing structures for teacher peer education would reduce the burden on resources and capacity of repeated training. Trained club facilitators in particular need to be supported on how to cascade training to their peers. Sessions could be included into training on methods and best practice for doing this to support whole school improvements and teaching practice change.

3.3 Objective 3: Capacity building and ongoing support to SMCs and community addressing girls' rights in education and HIV/AIDS

3.3.1 Progress

Country	Achievements	Non-achievements	Progress score (1 – 5)
Nigeria	<ul style="list-style-type: none"> ✓ SMCs trained in all schools ✓ Links with school inspectors ✓ Most schools have SDP 	<ul style="list-style-type: none"> - Low female representation - Little school monitoring - Poor capacity - Commitment of CDFs/LFs - Lack of girls' voices 	2.5
Tanzania	<ul style="list-style-type: none"> ✓ SMCs trained in all schools ✓ Good PO support to SMCs ✓ Efforts to engage with school needs via fundraising / advocacy 	<ul style="list-style-type: none"> - Low female representation - Little school monitoring - Poor capacity - Commitment of CDFs/LFs - Lack of girls' voices 	2.5

3.3.2 SMC mobilisation to support girls' education

Achievements

National policy in Nigeria and Tanzania supports SMCs and where TEGINT operates it has facilitated and developed their capacities significantly. TEGINT training workshops facilitated by POs are highly regarded by SMC members. One workshop has been delivered as planned in Tanzania with 35/65 female/male participants; 13 have occurred in Nigeria with 78/134 female/male. The workshops include planning and budgeting and identify and create solutions to school challenges using participatory methodologies. In Nigeria, school inspectors have been trained with SBMCs, which has usefully broadened understanding of their comparative roles for girls' education and encouraged them to work with each other.

SMCs meet at least once per term. They report outreach to disadvantaged children; many who attended training have undertaken collaborative mapping with teachers and community circles of out-of-school children. In Nigeria TEGINT-supported SMCs are required to produce a school

development plan (SDP) and match-funding in order to receive a seed grant (100,000 Naira / 450 GBP) to support priority needs. All schools visited had a school development plan and some had received and used the grant, for example, GGSS Daura completed plans to purchase chairs. There is evidence that schools with strong, capable SMCs have better girls' attendance and performance (e.g. LEA Domoso, Nigeria).

Non-achievements

Men outnumber women in SMC training by over one third. Both countries have made less than 10% progress towards the target number of trainings for 2011. Women's participation on SMCs varied across communities but tend to be fewer in number and less vocal than men. Despite TEGINT's focus on supporting women's leadership, change is slow. Very few SMCs report formal monitoring of teacher attendance, teacher performance, and children's performance, showing that the SMC's role is not yet fully embraced or embedded.

SMCs struggle with low capacity to support girls' education and a lack of training on gender, budgeting, fundraising, and quality monitoring. In Nigeria, some SBMC members volunteered as teachers because resources are poor. SMCs' and teachers' concern with infrastructure is often to the detriment of consideration for children's other needs and rights for quality basic education. In Tanzania this affected perceptions on girls' education: some SMCs stated that it is girls who have to be educated about pregnancy and violence and how to stop it, because girls are responsible, whereas the SMC should be concerned with repairs. Some change comes at a price, with awareness-raising on child rights sometimes creating a backlash or deliberate concealment of violations to make them invisible and harmful (Annex 6, Box 2).

3.3.3 Community participation

Achievements

Community Development Facilitators (Tanzania) and Local Facilitators (Nigeria) have been recruited by TEGINT to coordinate community activities day-to-day. There are powerful anecdotes of CDFs/LFs mobilising communities and taking issues such as violence and alcoholism to local courts or government committees, utilising by-laws and local policies. One DEO in Tanzania said: *'before the project traditional cultures and norms prevented parents and community members from taking up cases of violence against girls and pregnancy. Now, if a girl becomes pregnant during schooling the boy is taken to the Ward court'*.

Community circles, inspired by TEGINT and facilitated by the CDFs/LFs, meet usually once or twice a week and conduct awareness-raising activities including household visits, marches and higher profile events with local leaders and government officials on marked international days of celebration. The activities are often well documented by implementing partners through film, photographs and participant testimonies.

The inclusion of traditional leaders and elders in community circles has been instrumental in bringing a step change in communities' attitudes and was not assumed at project inception. Some leaders' commitment and adoption of TEGINT goal and approaches has supported attitudinal and behavioural change in communities at a relatively fast pace in some instances. Two examples (Annex 6, Box 3) highlight the catalysing effect of traditional leaders and elders supporting TEGINT.

Non-achievements

CDFs/LFs do not have targets monitored by TEGINT's M&E framework, which makes an assessment of their impact difficult. In Nigeria, two out of five community circles (the wider group of community members around the LFs) were on the ground in visited communities. Cascade training is inconsistent and CDFs/LFs do not regularly share learning with community circle members.

Some CDFs/LFs are club facilitators and head teachers – a triple role and burden in the community the effectiveness of which is debatable.

3.3.4 School facilities

Achievements

Through SMC and community capacity building the project supports communities to identify and remedy problems to girls' education, which may include latrines and classroom facilities, through their own endeavours including fundraising and advocacy. In most visited schools there were separate latrines for boys, girls and teachers with cleaning rotas. Children share benches and desks on a ratio commensurate with national minimum standards, around 1:4 (bench:child); fewer in JSS. Schools were aware of inadequacies of their facilities and many reported community activism and practical support to improve school structures and hardware.

Non-achievements

Child:latrine ratios are high at between 50:1 and 150:1; many do not have closing doors for privacy nor water and soap (in some schools due to a lack of water supply). In Nigeria, some visited primary and JSS children sat on the floor in classrooms (this issue featured on the relevant schools' school development plan showing awareness of the problem). All primary school children were sharing textbooks at ratios between 1:4 and 1:14; no child had his/her own textbook. The voice of girls in community decision-making and fundraising is largely absent.

3.3.5 Challenges

Expectations: Communities, especially in rural areas, have high expectations of TEGINT, including for direct hardware inputs especially materials and school feeding. These expectations are linked to the level of financial resources available to schools, which varies dramatically. Fees and levies are an obstacle for girls' education. School feeding has become a major issue in Maasai communities since the 2009 drought.

Distance: The geographical spread of communities, especially in Nigeria, problematises POs' capacity to give regular support and monitor schools' work. Ethnic and socio-economic diversity within and between communities means that a holistic approach focusing on capacity building is, in reality, difficult to manage and implement. CDFs/LFs are volunteers selected by the community. They are trained and some are also club facilitators, but turnover is high. Repeat training is a drain on resources but CDFs/LFs have little other incentive for their role. For example, reporting cases to local courts of justice may be a major endeavour when the court is more than 20km away. Working through CDFs has seen positive results, as has working with traditional leaders, but this is a gradual long-term process.

3.3.6 Recommendations

5. Focus on capacity-building and resource mobilisation of SMCs as a cost-effective and valuable mechanism for change

- SMCs told the MTR team they lack of capacity, skills and experience. SMCs gave advice for increasing their effectiveness, which should be considered. These include: i) exchange visits between SMCs in neighbouring schools or districts, or SMS-based exchanges; ii) peer mentoring for female SMC members to increase confidence, share experiences and improve SMCs' girl-responsiveness.
- Good practice examples of SMCs' work shows that they have significant potential for transforming schools and communities in support of girls' education and that focussing on SMCs may be highly cost effective for the project. Where SMCs have mobilised communities to

fundraise it has often improved facilities that meet the practical needs of girls, such as water for hand washing near latrines.

- SMC capacity building efforts should be linked to the school inspectorate. Positive results and lessons learned should be systematically documented and shared with local education officials as part of broader advocacy for increased school oversight and valuing of SMCs.

3.4 Objective 4: Facilitate the development of legal and policy frameworks

3.4.1 Progress

Country	Significant achievements	Significant non-achievements	Progress score (1 – 5)
Nigeria	<ul style="list-style-type: none"> ✓ National coalition relationships ✓ Sensitisation on girls' education 	<ul style="list-style-type: none"> - Poor school policies - No federal or state policy change 	1
Tanzania	<ul style="list-style-type: none"> ✓ National coalition relationships ✓ Awareness-raising on pregnancy 	<ul style="list-style-type: none"> - Poor school policies - No national policy changes 	1

3.4.2 School policies and women's involvement

Achievements

In Tanzania there was an average of 47% women on visited schools' SMCs; in Nigeria, 50%; in general women comprise a minority of SMC members. TEGINT supports SMCs scrutiny of school funds and SMCs work with Head teachers to plan how to use funds and share plans with some community members. However, it was not possible to assess school plans due to lack of available documents on the day the MTR visited schools. Positive anecdotes of SMCs supporting the passage of girls' club ideas and issues to CDFs and upwards to local government are well evidenced (2.3.1). Through such actions some local education officials are motivated and convinced by TEGINT and committed to their own role in supporting the project and remedying issues arising.

Non-achievements

Regulations at school level, on violence, corporal punishment, general school rules, are generally not in evidence (in very few cases where they exist, they are posted inside the head teacher's office, not visible to pupils). No visited schools had available school plans and there was a very low level of consideration for girls' and boys' practical needs in school. Gender-sensitive budgeting seems a very ambitious target for schools – in part in Tanzania because government determination of Capitation Grant spend leaves little room for manoeuvre to allocate funds to meet girls' needs. In addition, it is unclear what skills and experience POs have for supporting the development of gender-sensitive budgets at school level.

3.4.3 Policy influencing and working in coalitions

Achievements

TEGINT Nigeria's focus has been to advocate for the states in which it works to implement the federal UBE law and Child Rights Act (2003), which addresses child labour, marriage (set at 18) and child trafficking. CAPP works with the national education coalition CSACEFA for advocacy (e.g. on the Single Sex Bill in Bauchi state) and with state chapters of CSACEFA to carry out campaigns including during Global Action Week. CAPP conducts assessments of its networks and partnerships during quarterly planning meetings.

TEGINT Tanzania's major policy influencing to date is for the re-entry policy (3.1.2). Maarifa submitted a collaborative response to Government advocating for pregnant girls to stay in school and return after childbirth. Awareness has been stirred locally but the policy remains under review.

The Tanzanian education coalition TEN/MET was co-founded by Maarifa, who maintain strong working relations for national campaigns and advocacy.

Non-achievements

No major policy change achievements to date, despite obvious effort. There is a hindering lack of strategic approach to advocacy and no written national advocacy strategies. Partners have not articulated which institutions TEGINT should engage with, at what levels, why and how.

Girls' exposure to policy makers is infrequent, usually focussed solely on local celebrations of international events. There is little evidence of children directly lobbying local education officials, being trained in lobbying and campaigning, or being consulted on policy. Policy interventions, campaigns and advocacy are mediated mostly through adults (implementing partner staff, Pos, community leaders).

Participation in education coalitions is intermittent and the results are not well monitored or documented. Partners do not engage systematically with health or women's rights bodies.

3.4.4 Challenges

Ambiguity of objective: Objective 4 is described by many partners as 'ambiguous'. There is a general lack of clarity on what the objective aims for and whether the indicators are right. The uncertainty stems from quite poor and slow engagement with policy makers, partly from a lack of internal capacity and experience of advocacy (especially Maarifa). Bottlenecks at government levels have also slowed progress.

Female representation: Women's low level of participation in SMCs reflects a broader struggle to achieve female engagement with education and reflects sometimes the lower proportion of women who are literate. Although TEGINT looks beyond enrolment and access, poor interventions in pre-service teacher training, curriculum, policy change, and project staff turnover has affected progress towards women's participation.

3.4.5 Recommendations

6. Engage with national, state/district and school policies more consistently with a clear focus

- Partners need to urgently prioritise the development of national advocacy strategies to support campaigns and policy change efforts for the last 2 years of the project. Implementing partners should do a desk study to map current policies and legal frameworks linked to timescales and procedures for review. Efforts also need to go into understanding better the systems and procedures of policy-making and policy influencing at national level, through expert training to implementing partner staff.

3.5 Objective 5: Capacity building of Maarifa ni Ufunguo and CAPP

3.5.1 Progress

Country	Significant achievements	Significant non-achievements	Progress score (1 – 5)
Nigeria	<ul style="list-style-type: none"> ✓ CAPP human resource and member expansion ✓ Gender and HIV/AIDS policies 	<ul style="list-style-type: none"> - Staff turnover - Poor M&E - Low level monitoring of POs 	2
Tanzania	<ul style="list-style-type: none"> ✓ Maarifa human resource & geographical expansion ✓ Gender and HIV/AIDS policies ✓ Communications (girls' stories) 	<ul style="list-style-type: none"> - Poor M&E - Low level monitoring of POs 	3

3.5.2 Capacity building of implementing partner

Achievements

Implementing partners have doubled their human resource capacity since project inception. Staff numbers at Maarifa have increased from seven to 18, adding many new roles including an M&E Coordinator, while the Board has grown from four to eight members (50% female). Maarifa's geographical coverage has expanded from three to six districts in northern Tanzania.

CAPP staff have increased from five to 25 (14 male, 11 female) between 2007 and 2010. Its membership has increased over the same period from 13,000 to over 15,000 (30% female). Two new branches have opened in northern Nigeria, and the appointment of a female acting Executive Director represents a commitment to women's leadership. CAPP is well-grounded in communities and accountability through its membership has helped to shore-up the organisation.

Both partners' organisational structures are enhanced and defined, including the establishment of Programme Officers based locally, M&E staff, monthly planning meetings. The organisations want to learn and develop, a process to which TEGINT has contributed. National and regional respondents report that they know more about Maarifa and CAPP's work in education now and workshops (e.g. for disseminating the baselines study) led by CAPP / Maarifa have high attendance by a wide range of stakeholders.

Individual staff has improved understanding on girls' education, gender and HIV/AIDS according to their own reports. Training on all these issues has been conducted by ActionAid or external experts. Maarifa and CAPP have developed and are signing-off organisational policies on gender, HIV/AIDS and child protection, with the involvement of staff and Board members. CAPP has also produced a policy for working with the media.

Non-achievements

It has taken time for the implementing partners to develop sufficient capacity (human, financial, knowledge and skills) to implement TEGINT activities. Recruitment, restructuring, new policies and procedures and staff turnover delay implementation. Staff changes negatively affect progress because there are few procedures for documenting lessons learned as institutional knowledge. POs remain unfamiliar with financial processes and fund management. Monitoring and evaluation practices have only recently been institutionalised, with new M&E Coordinators. Both organisations are in the process of developing and testing new M&E systems and procedures, developing data collection tools and methods for tracking indicators and outcomes (often confused with outputs). None of this is yet embedded in working practices.

3.5.3 Communications infrastructure

Achievements

Maarifa Executive Director has made presentations on TEGINT at two high profile international workshops (UNGEI in Senegal and WAAD in Nigeria). Girls' Stories are collected monthly as part of ActionAid UK Schools and Youth work for GCE that highlights girls' experiences of education for a global audience.⁶ These are valued and interesting components of TEGINT that enhance the reach of the project to an international audience. Positive national results of this work should start to emerge in 2011 with publicity and support for advocacy.

As a direct result of Maarifa radio jingles and leaflets, organisations, including World Education, have expressed their support for Maarifa. CAPP has ongoing relationships and projects with other

⁶ AAUK Schools and Youth team receive a proportion of TEGINT funds to carry out filming and communications work to produce GCE materials, working with Maarifa's Communications Officer and African film teams.

organisations (e.g. Oxfam) which concurrently and cumulatively build their capacities and capabilities.

Non-achievements

Neither CAPP nor Maarifa has an organisational communications policy, which would help to guide and focus communications work.

The dispersal of POs to states/districts, not foreseen at project inception, has not been smooth. The need to be closer to the communities is clear, but resource constraints and bureaucracy have impeded this process, especially in Tanzania. POs lack motorcycle training, and female POs state that they would not drive motorcycles to schools because of the dangers of the road, distances and time. POs are not given allowances for accommodation, food and transport for these journeys (some 'hardship allowances of 10% salary are available in Tanzania). They can often not access internet from local areas, and the potential of using mobile phones and SMS as a way to report their work could be better harnessed.

3.5.4 Monitoring and evaluation

Achievements

The MTR fieldwork has evidence of project outcomes that are not reported within the monitoring framework; some good practices and results are not being captured. For example, some community circles and CDFs/LFs are doing positive work to engage parents, teachers and elders on girls' education yet there are no indicators for this work, how it could be scaled up or support other outcomes such as policy change.

M&E Coordinators have been in post for one year at CAPP and three months in Maarifa.

Non-achievements

The organisations have little experience of supporting M&E processes and reporting. This has slowed the compilation of a solid evidence base for the project. There is no monitoring of good practice in non-TEGINT schools in the same districts/states or in neighbouring areas, which could, if practiced systematically, share and inform learning and possible scaling-up/replication of TEGINT. There is also very little systemic monitoring of POs work, including no weekly reports; POs report and retire funds quarterly, meaning that issues can remain unresolved for months.

3.5.5 Replication and scale-up

Achievements

TEGINT is intended to have a multiplier effect through cascading training and learning to others. The overall knowledge and awareness among a variety of stakeholders at all levels of the purpose of TEGINT and its activities is good. This is partly a result of Maarifa and CAPP actively seeking to include a wide range of stakeholders in events, trainings and meetings.

In Nigeria, requests for replication of SBMCs in other communities have been made by communities and state education officials. In Tanzania, three DEOs talked about replicating TEGINT, and the MEO Arusha confirmed, "*Maarifa always want the Municipal Education Office to think about what strategies they can use to raise awareness of girls education*". These are positive steps although it is unclear which activities/ structures would be reproduced, when or how. Sustainability papers are being drafted at country level by Maarifa and CAPP due for completion in January 2011 to address this question.

Non-achievements

The process and strategy for Maarifa and CAPP to become '*leading national* organisations in education, gender and HIV/AIDS' is not well articulated. Staff and members have not had the

opportunity to reflect in depth on the implications of being 'leaders'. Current levels of networking with similar organisations, especially at national level, also fall short of achieving this goal. There are very significant opportunities to affect positive policy change in the project period (to SUBEB in Nigeria and to MOEVT in Tanzania for the ETP) which will be missed if the advocacy strategy is not laid down.

3.5.6 Challenges

Scale and scope: It has not been a smooth ride to adopt and own TEGINT. The scale of the project posed serious issues for Maarifa and there has been a lengthy transition and inception period including organisational restructuring, growth and recruitment, policy development and putting community-level structures in place. Internal strife at CAPP and staff resignations have negatively affected the number of staff, gender ratio, security and confidence. Project targets are also high.

Lack of a finished baseline: Project implementation began before the baseline studies were completed. Activities were planned and implemented without the context of understanding fully the schools and areas of work. It took all of Year 1 (2008-09) to establish relationships with communities, schools and officials and put structures in place.

3.5.7 Recommendations

7. Mapping national NGOs expertise and activities in education, gender and HIV/AIDS for collaboration, scaling up and sustainability

- Implementing partners need to map exactly what other organisations are doing in relevant subjects in the same districts/states and communicate with them to share approaches, best practice, lessons learned and interventions to avoid duplication and improve efficiencies. Mapping subjects should include: i) HIV/AIDS ; ii) girls and women's rights; iii) policy engagements in the social sector
- Networking efforts of Maarifa and CAPP need to be scaled up further, especially in those areas listed above, focussing on raising local good practices and case studies to national level, strengthening information flows from local to national level policy and improving upon collaborative advocacy efforts.

8. Strengthen implementing partners' monitoring and evaluation capacity

- All partner staff requires additional capacity building on M&E, including data collection and triangulation, records, analysis and documentation. Partners need to own and understand data collection. This requires regular support aimed at M&E Coordinators, with peer support for those staff between the two national organisations through, for example, exchange visits or regular phone/email discussions.
- Partners' work could be supported by SUBEB and DEOs through stronger engagement with these official bodies for education data collection and verification. This would also support the disaggregation of all school data by gender as a long-term goal. Improved monitoring would also support partners to advise and work with local government on replication and scaling up of project activities in coming years.

4 Project Progress

4.1 Progress summary

The monitoring frameworks that articulate project outcomes, indicators, targets and means of verification have been reviewed by implementing partners annually. Outcomes are often a considerable step up from associated indicators, so that while targets may be on track, meeting the outcome may be challenging. By virtue of TEGINT's capacity building and skills development approach, sustainability mechanisms are well embedded into the project. Interventions have generally been rooted into existing or mandated community and school structures which are more likely to remain after the project than new structures.

4.2 Progress charts

The charts below graphically present the scores given under each objective in Section 2.

Figure 1: Nigeria progress against objectives

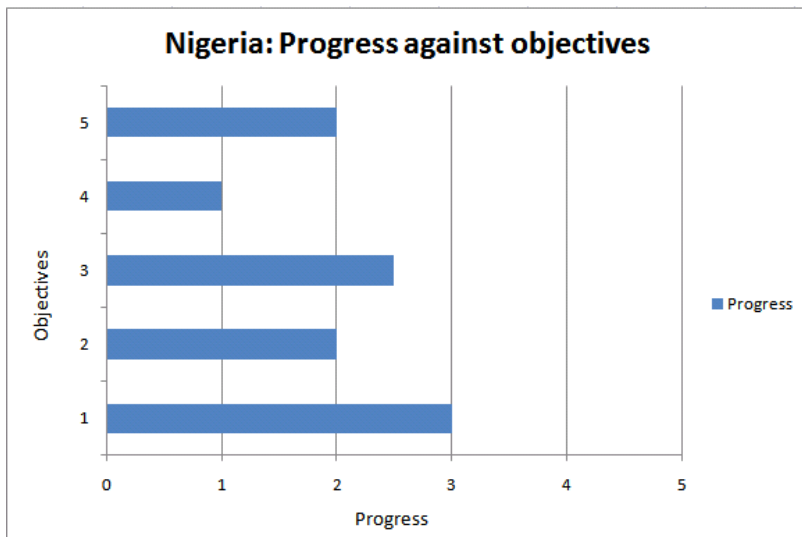
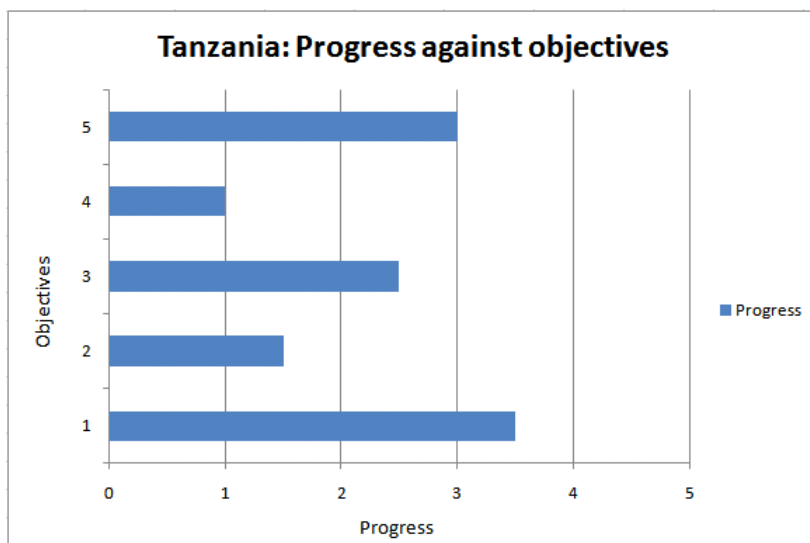


Figure 2: Tanzania progress against objectives



5 Partnerships review

5.1 Overview

TEGINT comprises multiple partnerships between different sized national and international NGOs, research institutions and an international donor, which intends to bring a complementary range of skills and expertise to the project. Over time different mechanisms (Memorandums of Understanding, steering committees, accountability teams) have attempted to mitigate the complexity of the partnership structure. Yet, practice has often differed from agreements made on paper. The encouragement of non-mediated relationships meant that any partner can communicate with another. This has the value of putting partners in touch with each other, sharing skills and exchanging information informally and on time.

Project management and partnership working have improved over time, particularly during 2010. This includes relationships between the different organisations in TEGINT and within individual organisations. Understandings of what partnership working means for TEGINT have become stronger. ActionAid's oversight and support is strengthened by increased understanding of partners' distinct roles and responsibilities. The following section provides an overview of partnership findings and recommendations.

5.2 Project management

TEGINT management structure includes two National Steering Groups (NSG), International Learning Group (ILG), Annual Strategy and Review Group (ASRG) and International Project Accountability Group (IPAT)⁷ (Annex 5). Membership varies with some overlaps of personnel and responsibility (e.g. dispute resolution, strategic guidance). Several contortions of the management structure have occurred as ActionAid and Comic Relief worked through the TEGINT approach. While the role of the IPAT has strengthened, there are problems of decision-making follow-up from the IPAT to country level, with occasional communications gap between IPAT and ActionAid country staff.

Implementing partner staff is not represented on the IPAT, enabling critical reflection, objectivity and partnership appraisal. The IPAT has been valuable in mediating and overseeing challenges, for example with inter-research institutes disputes. An International Project Manager at AAI adds value in terms of technical support and programme trouble-shooting, financial oversight, and monitoring and evaluation. National Project Coordinators coordinate TEGINT in-country, supporting implementing partners with day-to-day capacity building and technical support. There has been some concern about the role and management function of the IPC compared to the NPCs. NPCs have a major role to play especially with their knowledge of context. When relationships have been strong between implementing partners and NPCs it has facilitated enthusiasm, commitment and positive problem solving. . In general this relationship has improved in the last 12 months with more transparency, accountability mechanisms and more embedded processes and channels of communication.

Significant staff changes and stretched capacity across all core staff (IPC, NPC, POs) have negatively affected project progress. Delays and disagreements have occurred in decision-making and communications; responsibilities have sometimes been unclear. NPCs have not communicated with IPC or implementing partner staff as regularly or effectively as anticipated. Communications

⁷ Final management document, May 2010

and understanding between AACOs and implementing partners were not strong for the first years of TEGINT but have improved significantly.

AAI requests quarterly reports from implementing partners, which have been described as 'burdensome' because implementing partners do not only manage TEGINT project but also funds and activities through other international and national organisations. Partner staff is unclear how quarterly reports are used and appreciated by AA, although for AA they are a minimum for effective management. Some partner staff suggested reducing and standardising reporting to bi-annual to increase capacities, help partners attain a programmatic approach to their work and take less time away from POs for community activities. While it is unlikely that this preference will be taken up, this recommendation highlights implementing partners need to build reporting capacity and efficiency, at the very least. Reporting needs to be a worthwhile exercise for all partners involved, not solely a management exercise whose value is not understood by partners.

5.3 Donor relationship

The 'hands on' approach of Comic Relief to TEGINT has contributed to the fluidity and informality of relationships and attempts to break down hierarchies. Special Initiative grants were new to Comic Relief in 2007, which contributed to the 'bumpy ride' reported at inception. During 2007-2008, Comic Relief and ActionAid worked together to co-create the approaches and structures of TEGINT, based on the 'systemic change' focus of the grant model. The evolution of thinking led to some confusion and misinterpretation of ideas and practices. In addition, Comic Relief's 'hands-on' approach compounded uncertainties in AA about the level of donor engagement, partner management and decision-making. This lack of clarity was a factor in the breakdown of relationship with national research partners in 2008-09, as it was unclear who was responsible for handling problems and leading communications. However, AAI and Comic Relief have committed to building the capacity of Maarifa and CAPP through regular visits and contact⁸. Feedback from Comic Relief to TEGINT annual reports have been informative for AAI, helping to focus on areas of concern and gain clarity on project objectives. After initial disagreement, decision-making responsibilities are now delegated to AAI.

Comic Relief has not drawn on or shared many organisational assets such as media engagement, NGO and individual networks, advocacy, fundraising and fund management expertise, during the project, which some respondents feel could have had a value-added, in particular to the implementing partners. However, partners hope that the learning visit by TENI (Tackling Education Needs Inclusively, a Comic Relief funded VSO Ghana project) to TEGINT Nigeria in November 2010, will be fruitful and a learning experience.

5.4 Implementation partnerships

Much effort has gone into developing strong and effective partnerships for TEGINT, despite the complexity of structures, diverse working practices and aspirations. The strength of AA's partnerships with Maarifa and CAPP has improved with good capacity building and sharing ideas and information. AAI has supported Maarifa and CAPP's management and accountability processes. Maarifa and CAPP have enhanced the knowledge and understanding of AA to the contexts in which TEGINT works and to their own strengths and skills. The two cross-country learning visits in 2009 and 2010 facilitated the development of inter-country learning and sharing of best practices and common challenges.

⁸ For example, the Head of International Grants visited Maarifa and TEGINT schools in Tanzania in 2010.

MOUs have been important and a significant achievement of TEGINT. Maarifa and CAPP have mostly met expectations and problems have been resolved to date, although at the time led to operational delays (e.g. delayed receipt of funds to implementing partners). The maintenance of the improved relationship between Maarifa and AAT is now dependent on fostering a strong relationship with the new NPC recruited in November 2010. Relations between AAN and CAPP have been strained over time, heightened by an internal breakdown within CAPP in 2009. CAPP is improving its internal systems and staffing levels.

5.5 Research partnerships

Research baseline studies were completed in 2010, marking a significant achievement. The multi-partner studies give quantitative and qualitative assessments of findings for education, gender and HIV/AIDS in project areas. Implementing partners view them as a valuable tool for marketing the project and providing evidence to government, and education stakeholders. School profiles, which compile key school indicators, in particular have added operational value to help tailor interventions and monitor progress. Baseline dissemination workshops are in progress and report positive responses from participants and interest by government and NGOs. These baseline studies, the findings of the MTR, and project results to date will inform the selection of key themes for further in-depth study in 2011.

Relationships between IOE and AAI remain good. However, the initial expectations on research partnerships have not been met. National researchers have been consistently behind schedule and below quality on outputs. Baseline study delays hindered the start-up of activities, partly responsible for slow progress in 2008-09. This was heightened by the addition, on the request of implementing partners, of more qualitative data collection in 2009, which put pressure of time and skills on research partners. Senior researchers in Nigeria admitted that they were over-stretched and could not do quality research.

Communication flows have been strained between IOE and national research institutes due to misunderstanding and lack of clarity of roles. The national institutions are renowned with strong networks and have argued against IOE's capacity building and quality assurance role on the basis of their own expertise. As equal partners IOE has lacked 'teeth' to advise or make requests from national researchers. These are complex issues of power and epistemological difference. A conflict resolution workshop in London in 2009 to address disputes had success in terms of clarity of management and responsibilities (and subsequent agreed changes to MOUs). Yet, in Tanzania the research partnership is now undergoing a review. BERE's determined commitment to working with and for Maarifa (not IOE or AA) has created challenges and it is likely that a new partner will be sought for future research.

5.6 Financial management

Comic Relief releases an annual budget to AAI on finalisation of an annual donor report (every March /April); AAI disburses funds quarterly to AA COs (on the basis of approved reports from implementing partners), which are passed on to the implementing partners. Partners' record expenditure quarterly by objective and activity, records which are consolidated into national and international financial narratives. Budgets are revised annually by implementing partners with AA COs in light of a review of the previous year, activities' roll-over and plans. Processes require implementing partners' accountants to communicate regularly and intensively with AA CO finance staff. AA CO staff feed information up to the International Accountant who oversees the administration of finances and budgets and scales up concerns at quarterly periods to IPAT. This structure supports periodic monitoring and reconciliation.

A number of features support effective financial management at implementing partner level:

- New accounting system (SUN) installed and trained on in implementing partners' offices in 2009;
- POs informed on how to use procurement and retirement forms for expenses;
- Finance Officers supported by Executive Directors and hold regular meetings, demonstrating commitment to effective and transparent financial management;
- Competitive procurement processes.

It is widely acknowledged that POs lack training and capacity on financial management, including procurement and retiring funds, which creates bottlenecks. POs could benefit from further training to improve working relationships and efficiencies. Finance staff would also benefit from repeated training on the SUN system, and from linking up across countries to share learning and best practices. The current running of two parallel accounting systems remains problematic for Maarifa.

Expenditure was down overall against the project budget from inception in May-December 2007, by over £175,000 due to cost savings (intended and unintended) and over-ambitious planning. This trend has continued as plans and expectations are not fully met. During 2007-2008 it was realised that a prioritisation of activities (e.g. baseline studies have to start before certain implementation activities can begin) meant that some targets in that period would not be met. In 2008 and 2009 the average overall spend against the budget was low (Annex 8, Table 1), with particularly low and uneven expenditure in Nigeria (exacerbated by the devaluation of the Naira). All partners successfully increased expenditure between the two years by an average of 8% (Annex 8, Table 2).

Budget adjustments made in 2009 in response to low expenditure and financial management problems, in particular in Nigeria, have ameliorated the picture as AAI has exercised stronger oversight and control of fund management at national levels. Funds disbursement to Nigeria was reduced to monthly in 2009.

Under-spend has been explained in donor reports and to the MTR as due to:

- Delays in the baseline study hindered start-up of other activities;
- Staff recruitment and staff changes affected implementation activities;
- Merging separate activities (e.g. trainings);
- Longer time taken than anticipated for school-level mobilisation.

As a result of budget adjustments, 2010 figures state that cumulative spend was £2,092,415 out of a total £2,297,654 (91%), with a roughly even overall spread of expenditure across AAI (92%), AAN and CAPP (95%) and AATZ and Maarifa (85%).

In reviewing financial management procedures, practices and effects for the MTR, there were remnants of a culture of blame voiced between AA COs and implementing partners regarding timeliness of support, responsiveness of staff and reporting format changes. Monies from AA COs have not always been disseminated timely due to disagreements or issues on reports and plans, especially in the first quarters of previous years. Delays in approval by Comic Relief of project activity changes have also sometimes meant that partners cannot move forward⁹ (both issues have reportedly improved over 2009-2010).

5.7 Value for money

TEGINT recognises the importance of striving for value for money (VFM) and is concerned with balancing economy of processes and activities, efficiency of resource usage and effectiveness. VFM monitoring is done at all levels up to the IPAT, particularly during quarterly reporting and

⁹ TEGINT Final Narrative report 2009 (March 2010)

budgeting. As partners have become more realistic about their implementation plans and budget forecasts and more rigorous in procurement and expenditure, economies and efficiencies have improved. The installation of the SUN system was a significant investment (around £8000 per country plus annual licence fees) that is likely to constitute VFM in the future but currently the skill of implementing partner staff to effectively use and manipulate the system is low to average. Mentoring and ongoing support is required for the system to ease the burden of financial management and maximise project efficiency and effectiveness.

41.2% total project expenditure in this period was spent on ActionAid (AAI, AAN and AAT) project management, a significant cost (Table 3, Annex 8). CAPP and Maarifa spent respectively 50.43% and 52.0% of total expenditure on Objective 5, management and staff costs (Table 4 and 5, Annex 8). However management costs of AA cover partners' capacity building and technical support on approaches, tools and quality assurance of project outcomes.

Human resources are maximised by Maarifa and CAPP. POs work hard to implement planned activities and communicate achievements and challenges at planning meetings. The outcomes review shows areas in which the project has had positive results that, coupled with steady and well-planned expenditure, highlight specific areas of effectiveness, including:

- The formation and ongoing activities of girls clubs (including training to club facilitators, monitoring and awareness-raising activities) – positive outcomes for enrolment, retention and basic knowledge of gender and HIV/AIDS;
- Training and engagement with traditional or religious leaders – outcomes for school infrastructure, girls enrolment and retention community support for girls' education;
- SMC development and training – emerging outcomes for outreach to out-of-school children and fundraising;
- Sensitisation and advocacy to education officials at district/state level;
- Implementing partner staff training on participatory methodologies, gender and HIV/AIDS, computing skills and M&E.

The evaluators did not collect information on indicators used by partners to assess VFM on a day-to-day basis, nor did they conduct a functional review. At quarterly intervals, partners reflect on budget to outputs, expenditure by objective and institutional expenditure (salaries etc) allowing a space for issues to be corrected. Some inaccurate forecasting is evident in donor reports often under 'management/project support' costs and software interventions (e.g. training) where partners inaccurately predict volume or need. It is difficult to follow through an input-outcome analysis of, for example, training as the outcome is in the long term. An investigation and assessment of financial inputs to outputs/outcomes should be incorporated into the final evaluation.

Data gaps negatively affect the project's ability to assess VFM. If the project intends to more systematically embed VFM analysis into its assessment, it should look at filling some or all of the following gaps:

- No reports disaggregate costs by stakeholder group (e.g. partner staff, girls, boys, teachers etc). This would enable a cost-benefit analysis by group.
- There is no knowledge about how much it costs to work in each district, ward or school¹⁰. A unit cost analysis by Maarifa and CAPP for inclusion into annual reports would help to inform scale-up plans, exit strategies and identify salient external factors (e.g. distance to the school; school population). This analysis would facilitate a response to the question could we have done more with less?

¹⁰ International Visit Report, 2010 Richard Graham

- There is a lack of contextual analysis to weigh up the value of investing in areas impacting on project achievements not within the objectives e.g. vocational skills training for girls' club members in Nigeria.

5.8 Networking and collaboration

At international level, there are few partnerships with other NGOs, agencies or networks working on similar issues (two exceptions are ActionAid's 'Stop Violence Against Girls in Schools' project and the VSO TENI project). Adhoc connections are made with organisations and initiatives such as DFID's ESSPIN in Nigeria. More opportunities could be taken to learn from similar initiatives and collaborate to form strong evidence bases for global advocacy, publications and data dissemination. At national levels, there has been similar low take up by the project of possible collaborations, especially outside of education. The importance of working in partnerships across different sectors is seminal to TEGINT as it touches upon many areas of health and social policy, including livelihoods, food security, sanitation and health. For advocacy purposes, to avoid duplication of effort and to solve practical needs of communities for food, livelihoods, sanitation and water especially food / school feeding, TEGINT partners should strongly consider linking across sectors, beyond education and 'outside the box' to organisations and activists with diverse expertise and interests.

6 Project theory and methodology review

6.1 Overview

The TEGINT Theory of Change states:

We can truly transform the education of girls by working with diverse individuals and organisations on a sustained and systematic basis in a strategic, combined, way at multiple levels, using participatory and dialogic methods and explicitly addressing gender discrimination.

This hypothesis is supported by a definition of terms that underscores what is meant by ‘combined’, ‘sustained’, ‘participatory methods’, ‘multiple levels’ and ‘explicitly addressing gender discrimination’¹¹. This hypothesis was developed collaboratively by ActionAid, Maarifa, CAPP, the Institute of Education and Comic Relief. It provides the rationale for the project and ways of working.

The following thematic analysis of the Theory of Change picks up on the keywords and analyses the hypothesis through selected component parts, highlighting areas where the MTR findings positively support the hypothesis and approach, and areas of weakness or challenge.

6.2 Participation and dialogue

The outcomes review shows that the project has grounded itself in a participatory and dialogic approach from the outset. For project management, interactions between ActionAid offices and implementing partners have been largely cooperative. For project implementation, all partners, on the whole, show willingness and practical efforts to engage with each other, with project beneficiaries at community level, and with district/state level stakeholders (local government and agencies) on the basis of mutual respect and reciprocity.

A participatory approach underpins the methodology for training and capacity building to teachers, SMCs, CDF/LFs and community members. The TEGINT Toolkit, published in English in 2009, provides a basket of participatory tools for POs and facilitators to use with a range of project stakeholders and beneficiaries including girls and boys. At community level, the outcomes review surmises that the use of these methods, including seasonal calendars, out-of-school children mapping, and small group discussions, has facilitated a level of conversation by different community members on girls’ education issues that is higher than, or at least is usefully in addition to, earlier practices. These issue-based discussions most often happen within groups, for example within the SMC, within the community circle, within the girls’ clubs. There is, however, increasing evidence that dialogue is taking place between and across groups as, for example, TEGINT facilitators encourage girls’ club members to pass on resolutions to community circle members, or as teachers are encouraged to discuss school issues with the SMC.

It is the development of dialogue between groups (especially between groups of girls and women) that suggests the greatest potential for achieving a ‘transformation’ in the education of girls at local levels because inter-group exchange offers the opportunity for exchange of diverse ideas for different bases of experience and expertise.

While at community level, dialogue was good and increasing, at district/state and national levels, the outcomes review shows evidence of Maarifa / CAPP-led discussion with individuals but less inter-group dialogue, linked in part to slow progress against Objective 4. Participatory methods are less in evidence with government and civil service stakeholders. These methods intend to encourage the

¹¹ TEGINT MTR Terms of Reference 2010

recognition and prioritisation of issues and the formulation of solutions to problems from individuals own lived experiences. Implementing partners' staff behaviour, attitudes and practices generally enshrined this approach. The MTR found that respondents generally talked openly about key issues in their communities affecting girls' education in a way that inferred that they have discussed those issues together many times before. There was also explicit appreciation of the participatory nature of the activities of TEGINT by the community beneficiaries. Based on this evidence, the MTR can affirm the likely contribution of participatory and dialogic methods to improvements in girls' education (enrolment and completion, attitudes and behaviour) at community level.

6.3 Explicitly addressing gender discrimination

The MTR reports that some discriminatory practices in TEGINT communities seem to have diminished during the project but many remain and many are concealed. In the two countries, and across communities, the way in which gender discrimination is discussed and addressed varies enormously. This variation is affected by key factors including the skills and confidence of POs, the community culture, history of NGO engagement and local government interventions.

In Tanzania, gender issues such as FGM and early marriage were on communities' agendas and raised apparently openly during consultations. In many cases there were implicit complexities, however, and persistent barriers to in-depth analysis and confrontation of the issue, its historical and cultural significance and implications for girls. In Nigeria, religious barriers have particular bearing on the lack of explicit articulation of gender discrimination in many communities.

As these processes are facilitated by TEGINT, it is largely dependent on the community members to what extent such issues are explicitly exposed and critically reflected upon at community level. Even community actions, underpinned by participation, are not yet on the whole succeeding in being explicit about the full reasons for, nature and extent of gender discrimination in communities. With government officials, implementing partners are working to highlight key policy issues such as pregnancy (Tanzania) and hawking (Nigeria) and so making these issues visible and audible. Again, however, the level of critical reflection, analysis and confrontation of the entrenched rationalisations and reasons for discrimination seem to be largely uncovered to date.

It is noticeable given the project's focus on empowering and building the capacity of girls that girls are themselves passive in the Theory of Change, with an external 'we' transforming 'their' education. It is unclear who 'we' are; and it is incongruous that girls should not have an active role to play in the process described in the hypothesis. Indeed, the findings have described that there are insufficient activities and targets across all objectives for engaging girls (and women) into the process of change aimed for by TEGINT (particularly across objectives 2 and 4). For sustainability and within the rights-based approach of ActionAid girls can be brought more into the project as active agents, including in this hypothesis.

6.4 Working at multiple levels

Partner respondents claim that working in the education sector has been conducive to achieving positive results in TEGINT so far because education is less politically contentious and more popularly supported than other areas (such as women's rights). Both countries have signed up to the MDGs and CRC.

Education has been the bedrock for engagement in both countries, working with education officials and school staff. However, the outcomes and partnerships review provides evidence of the lack of consistent and equal engagement across all levels (local, district/state and national) of the sector, and the notably lower level of engagement at national level (section 2.4). The analysis of funds

further supports the fact that TEGINT in both countries has dedicated many fewer resources (money, time and expertise) to national education sector working. To recognise through practice that 'multiple actors are part of sustaining gender discrimination and also transforming it'¹², the activities at country level need to re-address the imbalance of current engagement, and in doing so build on the strengths and successes of work so far at community level.

While TEGINT core activities and outcomes are within the education sector, the MTR notes the lack of strategic engagement across sectors, and especially with women's organisations, HIV/AIDS groups and child rights groups, all of which could support moving forward with work at multiple levels.

6.5 Sustainability and systematisation

Community structures effectively maintain activities in communities when Maarifa/CAPP POs are not present. POs do, however, visit communities quite regularly (monthly on average). This finding of the MTR (section 2.3) suggests that TEGINT activities are being embedded within community structures and procedures and being institutionalised. This enhances the potential for the sustainability of the project's inputs and intended results at community level.

The few discussions on replication heard during the MTR in Tanzania reinforce this potential for sustainability and even for scaling-up (section 2.3 and 2.4). However, it is difficult for the MTR to assess the long-term, extended sustainability of the work because community interventions are relatively recent (at the longest 18 months).

Working on a systematic basis means not only regular strategic engagements but also working at all levels of the system, a facet which encompasses Comic Relief's rationale for this 'Special Initiative' – that it addresses girls education at all levels of the system. As discussed above (5.4) project activities are currently not engaging equally with all levels of the education system. The project is not monitoring whether working systematically (regularly at all levels) is affecting progress towards transforming girls' education.

The hypothesis that working 'on a sustained and systematic basis' will contribute to transforming girls' education therefore is not disputed but there is very little evidence for the MTR to uphold this hypothesis.

6.6 Transformation of girls' education

Positive changes in attitudes and behaviour are widely reported at community level.

'Transformation', however, implies a radical alteration from a harmful or negative situation to a constructive or positive one. It seems to make an assumption about the level of change needed in project communities through external support, which may not adequately account for existing support structures and attitudes that may already foster girls' education.

Transformation is not defined within the hypothesis and the MTR has no evidence of analysis or articulation of the dimensions or stages of 'transformation' envisaged by the project, either generally or by country. As a central thesis, this arguably hinders the delivery of the ToC and any analysis of its validity. This does not mean that the logic for the hypothesis is incorrect, but that this lack of articulation impedes its analysis. What does 'transformation' mean for TEGINT in Nigeria and in Tanzania in the short-term of the project and in the long term? What is the nature of the transformation TEGINT would like to see five years after the project ends? How can TEGINT fully recognise the important factors that bring about change?

¹² Theory of Change, defining terms. MTR TOR 2010.

7 Summary

The eight recommendations are re-stated from the findings of the outcomes review in the order that they appear in Chapter 3. Further details are given under the relevant objective in that section. They are neither prioritised nor grouped by audience because they require collaborative action by multiple partners.

1. Strengthen support to communities to effectively tackle violence against girls
2. Develop a clearer strategy and rationale for interventions at junior secondary school
3. Sustain the central focus of TEGINT on girls and gender
4. Invigorate and scale up work with local government and colleges on teacher training
5. Focus on capacity-building and resource mobilisation of SMCs as a cost-effective and valuable mechanism for change
6. Engage with national, state/district and school policies more consistently with a clear focus
7. Mapping national NGOs expertise and activities in education, gender and HIV/AIDS for collaboration, scaling up and sustainability
8. Strengthen implementing partners' monitoring and evaluation capacity

In addition to the eight recommendations above, the MTR proposes the following short recommendations in addition, as a result of the findings of Chapter 5:

- Increase the incentives for core staff at all levels to remain on the project through trainings, conference or networking time allowances, accreditation (e.g. for education courses) or contributions to other needs that individual staff value
- Comic Relief could consider whether its experience in communications, fundraising or advocacy would benefit implementing partners and if so establish sharing and learning mechanisms.
- Ensure that practice does not differ from agreements on paper by strong, regular collaboration across all levels of the partnership and reiterations of agreed processes;
- Consider further value for money analysis and how this could best be articulated, in particular to ensure this is a component of the end evaluation.
- Map out further collaborations at international, national and local levels, especially around key future milestones such as launching the cross-country baseline research reports or advocacy activities. Collaborations should include those beyond education to organisations and activists with diverse expertise and interests.

Annex 1. Evaluation Framework

Project Objectives	Methodologies & Activities (inputs)	Partnerships	Outputs	Outcomes
Objective 1 Capacity building of girls (and boys) to challenge gender discrimination	Capability approach Rights-based approach Sustainable mechanisms built into programming Girls Clubs Extra-curricular / other clubs Capacity building in clubs FGDs / interviews / classroom observations Creation of an enabling environment Focus on HIV/AIDS Focus on excluded groups	Partnerships with national research institutions: Baseline study Reports and papers Take-up of research at national level Joint understanding on terminologies Joint development of terms and research priorities Resolutions to differences Challenges and successes Sharing and learning Management of collaborative actions Use of research in programming, advocacy etc	# girls enrolled over time # drop outs (girls/boys) # repetition (girls/boys) Gender parity in enrolment, retention, completion and transition # reported cases of harassment/violence in school # latrines/ quality of sanitation for girls # girls in Girls clubs # and frequency of Girls clubs meetings Girls Club manual Other school-based activities (boys/girls participation) # and type of awareness-raising activities # girls accessing community health services Girls stories (Tz)	Girls and boys understand what is gender discrimination Girls and boys can articulate obstacles to girls' education Girls and boys can identify ways of challenging gender discrimination Girls express confidence in challenging gender discrimination among themselves, with other youth, with institutions etc Girls' clubs have agendas and reflection on HIV/AIDS and gender Girls and boys can articulate basic knowledge on HIV/AIDS, safe sex practices and life skills Girls know where to go for HIV services and advice Girls are supporting other marginalized girls in communities Girls supported/empowered to claim their education and other rights?
Objective 2 Promote participatory modules on gender and HIV/AIDS in national pre-service and in-service teacher training	Engagement with TTCs Trainer training / teacher training (INSET and Pre-SET) Module development Participatory approaches Involving female teachers in module development Workshops involving girls in development of modules Promote recruitment, deployment and retention of female teachers in focal schools Incorporation of modules into	Collaboration with TTCs and educational institutions Take up of Pre-SET and INSET modules Take up of approaches Advocacy about/for? Joint understanding on terminologies Challenges and successes Sharing and learning Management of collaborative actions	# teachers trained on HIV/AIDS and gender (INSET or Pre-SET) # modules developed by TTCs # modules piloted / used in schools # trainers trained in participatory approaches # girls receiving information from teachers on girls rights and HIV	Teachers (male and female) have skills and confidence to talk about HIV/AIDS and rights in class Teachers (male and female) challenge gender stereotypes and discrimination in their classes Teacher lesson plans reflect learning on gender & HIV Teachers use gender sensitive/appropriate teaching methodology Teachers aware of personal behaviour and effects Teachers promote girls' education

	curriculum			inside and outside the classroom Sessions on HIV/AIDS and gender issues are central part of school life
<p>Objective 3 Facilitate capacity building and ongoing support to SMCs and community addressing girls rights in education and HIV/AIDS</p>	<p>Sustainability built into programming Capacity building of SMCs through workshops Capacity building of PTAs Training to SMCs and PTAs Community advocacy on gender. Education and HIV/AIDS</p>	<p>Collaboration with CBOs, community groups and leaders Resolution of differences Challenges and successes Sharing and learning Management of collaborative actions</p>	<p># SMCs and % M/F members # workshops for SMC on HIV/AIDS and gender Training manuals inc. HIV/AIDS and gender SMCs report attendance – records clear and regular SMC support maintenance of school infrastructure (latrines etc) % girls with own desk & chair # PTAs and activities with PTAs % girls re-enrolling after childbirth % early/forced marriages # community campaigns Training for traditional leaders</p>	<p>SMCs and communities value boys and girls education equally SMC and communities support teaching on HIV/AIDS, sex and rights SMC and community actively promote girls' education SMC and community proactively support and reach out to disadvantaged girls SMCs feedback learning on HIV/AIDS, gender and education to community SMC take action on violence against girls in schools (e.g. re-entry of young mothers) Success of advocacy can be seen in communities SMC ensure out-of-school girls are enrolled (sensitisation)</p>
<p>Objective 4 Facilitate the development of legal and policy frameworks and good practice that will enhance and protect girls rights in school</p>	<p>Resource development Advocacy for girls and women to be present in education policy and decision-making at school and national level School gender policies Gender-sensitive budgeting School record keeping</p>	<p>Collaboration with DEO and educational institutions Influence of research outputs on national policy and legal frameworks Awareness at national level of research reports Take up and citation of research data and findings Challenges and successes Sharing and learning</p>	<p>State changes to funding for girls' education # gender sensitive school budgets # / % female teachers (school and national) # women in SMCs % active involvement of women in teacher unions % women in leadership positions in TUs and education at local level Consultation of women and girls in education policy matters</p>	<p>User fees are abolished Schools have policies that support pregnant girls and mothers to continue in school Schools have active policies to keep girls in schools HIV/AIDS and gender are mainstreamed in the curriculum for Primary and Secondary schools School planning reflects gender issues Women are actively in leadership positions in SMcs and other institutions School codes of conduct/charters</p>

<p>Objective 5 Capacity building of CAPP and Maarifa ni Ufunguo as leading national organisations</p>	<p>Sustainability built into programming Sharing knowledge and learning Training (workshops etc) Capacity development (mentoring etc)</p> <p>M&E systems established and data collection and feedback Training Fundraising Account auditing Organisational policies Publications and spin-off activities</p>	<p>Partnerships AAI, AAN, AAT and CAPP / Maarifa Selection of national organisation partners Information shared for TEGINT methodology design and programme plan Relevance of capacity building activities Effectiveness of partnerships Efficiency Sustainability Correct partners? Resolution of differences Joint understanding on terminologies Joint development of capacity building needs Challenges and successes Management of collaborative actions</p>	<p># ongoing projects # proposals / requests for funding # organisation staff / members (M/F) Organisational systems established (M&E, reporting, financial etc) % staff with good knowledge on M&E and fundraising # Papers/publications on girls education, HIV/AIDS or gender Organisation websites Participation of staff in national and local forums Participation in international conferences Organisational gender policy</p>	<p>Enhanced financial capacity of partners Enhanced human capacity of partners inc. knowledge on gender and HIV (research etc) Enhanced capacity in programme management Enhanced capacity in fundraising, advocacy and research Increased confidence among staff of sustainability and contribution of organisation at national level to HIV/AIDS, gender and education Organisations recognised as leading development organisations Organisations' profile raised with government and donors Replication of TEGINT in other parts of country / in other countries</p>
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Annex 2. Evaluation tools

School/Community selection Tool

Criteria	School/ Community 1	School/ Community 2	School/ Community 3	School/ Community 4	School/ Community 5
1st set of criteria					
Rate of enrolment, completion and transfer (girls / boys; low, medium, high)					
Gender gap in enrolment, completion and transfer (narrow / wide)					
Quality (number, cleanliness, new/old, accessibility, availability etc) of structures and resources for girls in schools inc. latrines, play area, regulations etc (high / average / low)					
Active (meet according to norms of regularity – i.e. once per week) Girls Club (yes / no)					
Active (meet according to norms of regularity – i.e. once per week) SMC and PTA (yes / no)					
Active (meet according to norms of regularity – i.e. once per week) community groups on HIV / girls rights in education (yes / no)					
Community HIV prevalence rate (high / low)					
Community literacy rates (high / low; men / women)					
One community where AA activities target vulnerable girls (pastoralist/nomadic, disabled, working children, orphans etc)					

One community with established links with education authorities					
One Secondary school					
2nd set of criteria					
Peri-urban / Rural					
Proportion of trained teachers in school (high / low)					
Duration / history of NGO involvement (long / short)					
Community size (population)					
Community socio-economic profile					
Community religious and ethnic profile					
Distance from Local Education Authority (km)					

Lesson Observation Guideline

1. General

- Number of students in the class: Boys Girls
- Any students with physical disabilities in class?
- Any visibly pregnant girls in class?
- Teacher: Male or Female?

2. Class start

- Teacher welcomes all students? Introduction? Help to students with any problems?

3. Teacher and teaching

Content

Note any references to gender, rights or HIV/AIDS during class. What is said, how and why?

Teaching approach

- Using lesson plan?
- Child-centred or teacher-centred?
- Differentiated pedagogy in place?
- Questioning patterns engage students with application, analysis, synthesis and evaluation?
- Respect between the teacher and the students?
- Teacher confident?
- Teacher treats girls and boys equally?
- Teacher challenges any instances of discrimination in class (based on gender, ability, ethnicity, etc)? How? Describe.

Group activities:

- Type? Mixed group or boys and girls separated? Mixed ability groups?
- Ground rules for working in group?
- Groups work well together?

Teachers' activities

- Type? Variation?
- Writing on the board, explaining the lesson, questioning, individual assistance to students, give assistance to groups, quiet time etc.
- Level of participation of students

Teacher encouragement/feedback to children

- Type? Frequency?
- Equal feedback and encouragement to boys and girls?
- Types of praise and feedback (boys and girls)?

Discipline

- Type of discipline used (boys / girls)?
- Evidence of corporal punishment?
- Other type of violence?

4. Students and learning

Student's participation

- Boys and girls have equal opportunities to participate?
- Boys and girls are equally encouraged to engage?

Students' attitude/behaviour

- Type? (Sleep / Arms and head on the table, speak with friends, laugh, play because they are bored, fight, bully classmates, cry, concentrate, listen to the teacher, listen to classmates etc)

- Frequency?
- Respect between students (and gender dynamics)? Between students and the teacher?

Evidence of learning

- Knowledge / Skills / Attitude / Enjoyment / Behaviour?
- Students reading, Work is exercise books, Writing, Presentation, Creating something, Helping others, Researching etc

5. Teaching and learning materials

- Existence and use of teaching aids
- Are teaching aids and TLMS gender sensitive? Age appropriate?

6. Classroom environment

- Light? Clean? Ventilated?
- Seating arrangement: number of students per bench? Boys and girls with own desks and chairs or shared (how many)?
- Posters, slogans? Free of gender and other bias? Promoting rights? About HIV/AIDS? About violence in school / bullying / corporal punishment? Do the posters show boys, girls, teachers, others?
- Student work displayed? Boys and girls work both displayed?

7. Class information board?

- Classroom rules – gender responsive?
- School rules and policies displayed? Gender?
- Teachers code of conduct?
- Disciplinary rules?

Annex 3. Fieldwork information

Schools visited

District / State	School name
Nigeria	
Nassarawa	RCM Primary School, Gudi
	Government Junior Secondary school, Ubbe
Kaduna	LEA Primary school, Domoso
Katsina	Government Girls Junior Day Secondary school, Daura
	Shinkafi Quaranic Model Primary school, Katsina
Tanzania	
Arusha	Daraja Mbili primary school
Babati	Endagile primary school
Monduli	Edward Lowassa secondary school
Hai	Sere Ufundi primary school
Moshi Rural	Oria primary school

Tanzania fieldwork programme

Date and time	Activity	Comment
Friday 15		
8:30 Am-10:30 Am	AA TZ individual and group consultations Country Director Executive Director-MNU, TEGINT project coordinator, Head Of Finance, Programme Manager	
11:00Am-12:00Am 12:00 Am-1:00 Pm 2:30Pm-3:30 Pm 4:00 Pm-5: Pm	Meetings at national level TTU TEN/MET Ministry of Education Tanzania Broadcasting Corporation (Media engagement)	
Saturday 16		
10.00Am 2:00 Pm-3:00 Pm	Evaluation team meeting Refining tools and methods Document and data discussion. Meeting Bureau of Educational Research- BERE	
Sunday 17		
All day	Travel by Air to Arusha	
Monday 18		
8.00	Meeting with Maarifa staff Briefing Programme and logistics Individual and team consultations.	
10.00	Visit Community/School 1 in Arusha Municipal Meeting Arusha Education Municipal Officer Meeting with school Head teacher Focus group with teachers (group meeting) Observation of one class period Meeting with Community Development Circles and other community groups/leaders Meeting with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members	
Tuesday 19		
08.00	Visit Community/School 2 in Babati District Meeting Patandi Teachers College staff Meeting District Education Officer Meeting with school Head teacher	

	<p>Focus group with teachers (group meeting) Observation of one class period Meeting with Community Development Circles and other community groups/leaders Meeting with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Visit Community/School 3 – Babati District Meeting with school Head teacher Focus group with teachers (group meeting) Observation of one class period Meeting with Community Development Circles and other community groups/leaders</p>
Wednesday 20	
8.00	<p>Visit Community/School 4 - Monduli District Meeting with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Meeting Head teachers Meeting Teachers and Matrons and Patrons</p>
18.00	Evaluation team meeting
21 Thursday	
8.00	<p>Update briefing with Maarifa staff Progress to date Issues arising</p>
10.00	<p>Hai District- spend a night in Boma, Moshi Meeting with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Meeting with school Head teacher Focus group with teachers (group meeting) Observation of one class period Meeting with Community Development Circles and other community groups/leaders</p>
Friday 22	
8.00	<p>Visit Community/School 5- Moshi District Meeting with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Meeting with school Head teacher Focus group with teachers (group meeting) Observation of one class period Meeting with Community Development Circles and other community groups/leaders</p>
Saturday 23	
8.30 – 10.00	Meeting Maarifa Board
Monday 25	
9.00	Debriefing session with Maarifa and AATZ
Noon	Travel back to Dar es Salaam
Tuesday 26	
10.00-12:00 Am	<p>Meeting with Tanzania Teachers' Union Meeting with Gender Desk, MOEVT</p>

Nigeria fieldwork programme

Date and time	Activity
Thursday 14 Oct	
14.00	Meeting with AAN TEGINT staff Briefing Evaluation framework and tools Programme and logistics
15.00	AAN individual and group consultations Programme Manager TEGINT project accountant
Friday 15	
9.00	Consultations with AAN Country Director and Programme Coordinator
11.00	Meeting with TEGIN Programme Manager Briefing Programme and logistics Individual and group consultations with CAPP staff Project coordinator, finance, expert staff (advocacy, fundraising, membership etc)
Monday 18	
8.00	Visit RCM, Gudi Meeting with school Head teacher Focus group with teachers Observation of one class period Meeting with Community Development Circles and other community groups/leaders Focus group with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members
Tuesday 19	
8.00	Visit Junior Secondary Science, Ubbe Meeting with school Head teacher Focus group with teachers Observation of one class period Meeting with Community Development Circles and other community groups/leaders Focus group with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members
Wednesday 20	
8.00	Visit LEA Primary School, Domoso Meeting with school Head teacher Focus group with teachers Observation of one class period Meeting with Community Development Circles and other community groups/leaders Focus group with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Meeting with traditional ruler Meeting with LG Education Secretary
Thursday 21	
8.00	Visit GJSS, Daura Meeting with school Head teacher Focus group with teachers Observation of one class period Meeting with Community Development Circles and other community groups/leaders Focus group with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Meeting with traditional ruler
Friday 22	

8.00	Visit Shinkafi Quranic Primary School Meeting with school Head teacher Focus group with teachers Observation of one class period Meeting with Community Development Circles and other community groups/leaders Focus group with SMC and PTA Activities with boys and girls (separately) Activity with Girls' Club members Meeting with traditional ruler
14.00	Meetings with Government
Saturday 23	
Morning	Travel back to Abuja
Monday 25	
11.00	Consultations: CAPP President CAPP Executive Director CAPP Accountant CSACEFA SUBEB Stakeholders Meeting at national level
Tuesday 26	
9.00	Debriefing workshop (2-3 hours) In Abuja. Including Government reps
12.00	Wrap-up field visit with project staff
Tuesday 8 Nov	
All day	Consultations with NTI Consultations with AAN Head of Finance Tel Consultations with CAPP POs, Kaduna and Katsina States

Nigeria – National and State respondents

Name	M/F	Title	Organisation / Office
Thursday 14 October			
Andrew Mamedu	M	Programme Manager	ActionAid Nigeria
Adelokun Okunola	M	TEGIN Accountant	ActionAid Nigeria
Friday 15			
Hussaini Abdu	M	Country Director	ActionAid Nigeria, Abuja
Ifeoma Charles-Monwuba	F	Programme Coordinator	ActionAid Nigeria, Abuja
Ruth Okonya	F	Programme Manager	CAPP
Friday 22			
Sani Abdullahi	M	SBMC Desk Officer	Local Government Education Authority (LGEA)
Rabi Abashe Y.	M	Ag Education Secretary	LGEA
Monday 25			
Kyauta Giwa	F	Executive Director (Ag)	CAPP
Mimido Achakpa	F	FCT Focal Point	Civil Society Action Coalition on Education for All (CSACEFA)
Alhaji Gambo	M	Social Mobilization Officer	SUBEB, FCT
Mr Yakubu Aliyu	M	President	CAPP
Musa Hassan	M	Accountant	CAPP
Tuesday 26 (Stakeholders Meeting)			
Kyauta Giwa	F	Executive Director (Ag)	CAPP
Mimido Achakpa	F	FCT Focal Point	CSACEFA
Alhaji Garba Gambo	M	Social Mobilization Officer	SUBEB, FCT
Mr Yakubu Aliyu	M	President	CAPP

Andrew Mamedu	M	Project Coordinator, TEGIN	AAN
Chioma Osuji	F		CSACEFA
Isa Adam	M	Communications Officer	CAPP
Ruth Okonya	F	Program Manager, TEGIN	CAPP
Musa Abbas	M		SUBEB, FCT

Nigeria - School-level Respondents

School	Group / Title	Number M / F / T	Evaluation methodology	Duration of meeting
Monday				
RCM Primary School, Gudi	SBMC	7 (3M, 4F)	FGD	1 hour
	Press Club	6 (6M)	FGD, Agree/disagree game	40 minutes
	Girls Club	5 F	FGD, Song, Q&A, Agree, disagree Game	40 minutes
	Community Circle	6 M	FGD	1 hour
	Teachers	4 (3 M,1F)	FGD	1 hour
	Head Teacher (Assistant)	1M	In-depth Interview	1 hour
Tuesday				
Junior Secondary Science, Ubbe	Head Teacher	1F	In-depth interview	1 hour
	Community Circle	6 (5M,1F)	FGD	1 hour
	Teachers	1F,5M	FGD, Role Play	1 hour
	Girls Club	7F	Role Play, Agree, Disagree game, Q&A	40 minutes
	Boys	9 M	FGD, Debate, Agree, Disagree game	40 minutes
	SBMC	5M, 1F, T6	FGD, Agree, Disagree	1 hour
Wednesday				
LEA Primary School, Domoso	Head Teacher	1M	Indepth Interview	1 hour
	Girls Club	15 F	Agree, Disagree, FGD	40 minutes
	Boys Club	5 M	Agree, Disagree; Q&A;	40 minutes
	SBMC	10 (8M, 2F)	FGD	1 hour
	Teachers	10 (6M, 2F)	FGD	1 hour
Thursday				
GJSS, Daura	Principal	1F	Indepth Interview	1 hour
	Teachers	13 (9M, 4F)	FGD	1 hour
	SBMC	11 (5M, 6F)	FGD	1 hour
	Girls Club	30	Role Play, Q&A, Agree, Disagree game	40 minutes
Friday				
Shinkafi Quranic Primary School	Head Teacher	1M	Indepth Interview	1 hour
	Girls Club	3 F	Agree, Disagree, Q&A	40 minutes
	SBMC	9 (6M, 3F)	FGD	1 hour
	Teachers	10 (8M, 2F)	FGD	1 hour

Tanzania – National and District respondents

Name	M/F	Title	Organisation / Office
Friday 15			
Yitna Tekaligne	M	Programme Manager	ActionAid Tanzania
Stanley Kachecheba	M	Education Officer	ActionAid Tanzania
Anna Shanalingigwa	F	Head of Finance	ActionAid Tanzania
Dunstan Kishekya	M	Executive Director	Maarifa ni Ufungo
Mr Jemaly	M	Journalist	Tanzania Broadcasting Corporation
	F	Senior Manager	TEN/MET
	M	Project Officer	TEN/MET
Saturday 16			
Dr A. Lwaitama	M	Senior Lecturer and Researcher	BERE
Eugenia Kafanabo	F	Associate Dean and Senior Lecturer	BERE
Monday 18			
Dunstan Kishekya	M	Executive Director	Maarifa
Patricia	F	PO Hai	Maarifa
Augustine	M	PO Arusha	Maarifa
Maranda	F	PO Babati and Gender Focal Person	Maarifa
Charles	M	PO Moshi rural	Maarifa
Sylvester	M	PO Moduli	Maarifa
Pilly Wiketye	F	Monitoring & Evaluation Coordinator	Maarifa
Julieth Maima	F	Communications Officer	Maarifa
Redempta	F	Finance Manager	Maarifa
Baraka Mwambene	M	Programme Manager	Maarifa
Enock Mmari	M	Municipal Academic Officer	Arusha Municipal Council
Omari M. Mkombole	M	City Education Officer	Arusha Municipal Council
Wednesday 20			
Mary C Mokele	F	District Education Officer	Babati district
Deodatus Mitondwa	M	Academic Officer	Babati district
Thursday 21			
R Magoha	M	Principal	Patandi Teachers College
Anita Kway	F	Tutor	Patandi Teachers College
Rose Sandi	F	Academic Officer – Acting DEO	Hai District Council
Friday 22			
Veridiane Njau	F	Academic Officer – Acting DEO	Moshi Rural District Council
Saturday 23			
Dunstan Kishekya	M	Maarifa	Board Secretary
Simon Daffi	M	Casec (NGO)	Maarifa Board member
Johnson Boa	M	Lecturer, Moshi University	Maarifa Board member
Nesserian Mollee	F	World Vision Tanzania	Maarifa Board member
Ruth Malisa	F	Government Regional Office	Maarifa Board member
Dafrosa, D.K	F	Kiwakuki (Women against AIDS)	Maarifa Board member
Josephine Sanga	F	Journalist	Maarifa Board member
Tuesday 27			
Peter Mlimahadala	M	Head of Disability Unit, Department of Gender, Women and Disability	Tanzania Teachers' Union
Imelda Kihaka	F	Desk Officer, Gender Desk	Ministry of Education and Vocational Training

Tanzania - School-level Respondents

School	Group / Title	Number M / F / T	Evaluation methodology	Duration of meeting
Monday				
Daraja Mbili Primary	Deputy Head Teacher	1 Female	Interview	30 minutes
	Teachers	12 (1 male, 11 female)	Focus Group	1 hour
	SMC	2 (1 male, 1 female)	Visualisation, FGD	1 hour
	Parents / CDC	10 (2 male, 8 female)	FGD	1 hour
	Girls	10 (Class IV, V, VI)	Small group discussion	30 minutes
	Boys	10 (Class IV, V, VI)	Small group discussion	30 minutes
Tuesday				
Endagile Primary	Head Teacher	1 Male	Interview	30 minutes
	Teachers	5 (2 male, 3 female)	Focus Group	1 hour
	SMC	6 (3 male, 3 female)	Visualisation, FGD	1 hour
	CDC	10 (5 male, 5 female)	FGD	1 hour
	Girls	10 (Class IV, V, VI)	'Hot potato', Song	30 minutes
	Boys	10 (Class IV, V, VI)	'Hot potato', Agree/Disagree	30 minutes
Wednesday				
Edward Lowassa Secondary	Head Teacher	1 Male	Interview	45 minutes
	Teachers	5 (4 male, 1 female)	Focus Group	1 hour
	SMC	N/A	N/A	N/A
	CDC	15 (8 male, 7 female)	FGD	1 hour
	Girls	5 (Form 1, 3, 4)	'Hot potato', Participatory debate	45 minutes
	Boys	5 (Form 3)	'Hot potato', Small group discussion	45 minutes
Thursday				
Sere Ufundi Primary	Head Teacher	1 Female	Interview	30 minutes
	Teachers	5 (1 male, 4 female)	Focus Group	45 minutes
	SMC	5 (2 male, 3 female)	Visualisation, FGD	1 hour
	CDC / Parents	10 (4 male, 6 female)	FGD	1 hour
	Girls	Not available	-	-
	Boys	Not available	-	-
Friday				
Oria Primary	Head Teacher	1 Male	Interview	30 minutes
	Teachers	6 (6 female)	Focus Group	1 hour
	SMC	6 (2 male, 4 female)	Visualisation, FGD	1 hour
	CDC / Parents	10 (4 male, 6 female)	FGD	1 hour
	Girls	10 (Class IV, V, VI)	Hot potato Agree/Disagree, Drawings	30 minutes
	Boys	10 (Class IV, V, VI)	Songs	30 minutes

Annex 4. Schools basic information

Tanzania

Information	Daraja II Primary	Endagile Primary	Eduard Lowassa Secondary	Sere Ufundi Primary	Oria Primary
Village / Ward	Daraja	Mamire	Makuyuni	Narum	Mabogeni
District	Arusha	Babati	Monduli	Hai	Moshi Rural
Project start date	2007	2007	2009	2007	2007
Total school population 2010 (B/G/T)	1128 / 1149 / 2277		426 / 360 / 786	133 / 144 / 177	
Head Teacher (M/F)	Female	Male	Male	Female	Male
Teachers (M/F/T) % Female	8 / 46 / 54 85% F	4 / 5 / 9 56% F	10 / 3 / 13 23% F	2 / 7 / 9 78% F	2 / 11 / 13 85% F
Teacher qualifications: (M/F)	Cert IIIa: 8 / 43 Diploma: 1 / 2	Cert IIIa: 9	Diploma: 8 / 1 / 9 Degree: 3 ; 1 volunteer	Cert IIIa: 9	Cert IIIa: 8 Cert IIIb: 5
SMC membership (M/F/T) % Female	5 / 8 / 13 62% F	6 / 5 / 11 45% F	N/A	7 / 4 / 11 36% F	6 / 5 / 11 45% F
SMC literacy	All literate	All literate / semi-literate	N/A	All literate / semi-literate	All literate / semi-literate
No. Members Girls/Maarifa club (B/G/T) % girls	20 / 40 / 60 67% girls	20 / 45 / 65 69% girls	20 / 45 / 65 69% girls	20 / 40 / 60 67% girls	20 / 40 / 60 67% girls
Other school clubs	No	Music, Football	Environment, Debating, Sports, FEMA club	Sports	No
Disadvantaged children	Approx. 10 orphans; 4 boys with physical disabilities; est. 5 children HIV+	1 orphan (female) identified in Class VI	No students HIV+; Orphan numbers unavailable but several; few pupils with physical disabilities	44 orphans in 2010 (14% school pop'n);	41 orphans in 2009; 1 HIV+ boy pupil; 1 boy pupil with autism
Other CBOs/NGOs	Christian organisations	World Vision, Farm Africa	World Vision, ARK, FEMA,	UNICEF	
School regulations (pregnancy & re-entry; corporal punishment; HIV/AIDS; other)	Pregnant girls expelled. Caning on hands (girls) and buttocks (boys); permission by HT. Rules not visible/public.	Pregnant girls expelled. Caning minimal only with HT permission. Rules not visible/public.	Pregnant girls expelled. Caning on hands (girls) and buttocks (boys); permission by HT. Rules on school notice board.	No policy on pregnancy. Caning: 2 strokes teachers; 3 strokes HT permission; collaborate on discipline with SMC and parents. Rules not visible.	No policy on pregnancy. School rules in HT office. Discipline through warnings and caning: 2-3 strokes on hands /buttocks.

Nigeria

Information	Roman Catholic Mission Pilot Science Primary School	Government Junior Secondary School, Ubbe	LGEA Primary School, Domoso	Government Girls Junior Secondary School, Daura	Quranic Primary School, Shinkafi
Village	Gudi, Akwanga	Ubbe, N/Eggon	Domoso, Hunkuyi	Daura	Shinkafi
State	Nassarawa	Nassarawa	Kaduna	Katsina	Katsina
Project start date (Length of AA involvement)	3 years	3 years	2.5years	2.5 years	2.5 years
Total enrolled per session	2007-08: 194 boys, 197 girls, 391 total 2009-2010: 163 boys, 145 girls, 308 total	2007-08: 83 boys, 63 girls, 146 total 2009-2010: 92 boys, 72 girls, 164 total	2007-08: 590 boys, 499 girls, 1089 total 2008-09: 765 boys, 742 girls, 1494 total 2009-10: 1009 boys, 1113 girls, 2122 total	2007/08: 1559 (all girls) 2009/10: 2409	2007-08: 217 boys, 124 girls, 341 total 2009-10: 217 boys, 145 girls, 362 total
Head Teacher (M/F)	F	F	M	F	M
Teachers (M/F/T) % Female	23, 6m, 17f 73.9%F	17m, 8f, 25t 32%f	21M, 18F=39 46%F	36M, 16F, 52t 30.7%F	17M, 6F, 23t 26%F
Teacher qualifications: (M/F)	Most NCE holders, Some graduates	Mostly NCE, teachers of Islamic religious not necessarily qualified	At least NCE	At least NCE	At least NCE
SMC membership (M/F/T) % Female	19, 10m, 9f 47%F	11m, 8f, 19t 42%F	13M, 4F=17 23.5%F	11m, 10f, 21T 47.6%F	14M, 4F, 28T 14%F
SMC literacy		9m, 5f	8M, 2F		12M, 1F
No. Members Girls club	30 Girls		56	30	33
Other school clubs	Press Club, HIV/AIDS	Press Club, literary and debating	Debate, Press, Drama & Sports	English Drama, NAFDAC, JETS	
Disadvantaged children	No records	No records	No records	No records	No records
Other CBOs/NGOs				UNICEF	UNICEF
School regulations (pregnancy & re-entry; corporal punishment; HIV/AIDS; other)	No pregnancies			Married girls allowed; Pregnant girls return after delivery. Corporal punishment –kneeling, caning on hand	Corporal punishment – kneeling, caning on back and buttocks for boys and on hand for girls.

Annex 5. Schools data tables

Table 1 % change in primary girls' enrolment (2008 – 2010), completion and exam pass rates (2007-2009)

School, district/state	Enrolment	Completion	Exam pass
Tanzania			
Mbuyuni primary, Monduli	+1.4%	+13.5%	-38.0%
Sere Ufundi primary, Hai	+3.8%	-12.3%	+23%
Oria primary, Moshi Rural	+8.3%	-1.4%	+9.0%
Daraja II primary, Arusha	+0.6%	-3.2%	-40.0%
Nigeria			
RCM primary, Gudi, Nassarawa	-3.3%	No change (100%)	-
Shinkafi Quranic primary, Katsina	+4.4%	-	-2.5% (boys and girls together)
LEA primary, Domoso, Kaduna	+6.6%	+10.2%	-

Table 2 Selected girls' club activities

School	Activity	Purpose
Sere Ufundi primary, Hai, Tanzania	Role play	Sharing knowledge on negotiating and decision-making on safe sex
Endagile primary, Babati, Tanzania	Rap and dance	Proclaiming the reasons why education is important to the school community
RCM primary school, Gudi, Nigeria	Song and drama	Proclaiming the reasons why girl-child education is important to community and affirming the need for hard work Sharing knowledge on contributions of girls to community development
GJSS Ubbe and GJSS Daura, Nigeria	Group discussions	Joint problem-solving of individual girls' actual problems and problems affecting their schools
Shinkafi Quranic Primary School, Nigeria	Cultivation of groundnut farm	Proceeds from the farm used to help poor girls in the community to access education

Table 3 Tanzania: Enrolment by District and School 2007 - 2009

Region / District / School	2007			2008			2009			2010		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mayara (region)*	-	-	-				136623	131348	267971	-	-	-
Babati district	4141	4248	8389	4284	4393	8677	4595	4598	9193	4709	4759	9468
Endagile primary (Class 1 only)	-	-	-	17	10	27	38	35	73	-	-	-
					37%			48%				
Monduli district	-	-	-	-	-	-	-	-	-	-	-	-
Lowassa secondary	-	-	-	-	-	-	-	-	-	426	360	786
Mbuyuni primary	-	-	-	388	396	784	398	405	803	403	434	837
				49.5%	50.5%	100%				48.1%	51.9%	100%
Arusha region*	-	-	-	-	-	-	163838	161317	325155	-	-	-
Arusha district	-	-	-	-	-	-	-	-	-	-	-	-
Daraja Mbili primary	1255	1220	2475	1284	1267	2551	1180	1203	2385	1097	1111	2208
				50.3%	49.7%					49.7%	50.3%	
Kilimanjaro region*	-	-	-	-	-	-	165748	161618	327366	-	-	-
Hai district	-	-	-	-	-	-	-	-	-	-	-	-
Sere primary	150	265	415	156	145	301	134	132	266	133	144	277
				51.8%	48.2%	100%				48.0%	52.0%	
Moshi Rural district	-	-	12605	8202	8454	16656	-	-	-	-	-	-
Oria primary	32	38	70	68	57	125	224	264	488	207	242	449
				54.4%	45.6%					46.1%	53.9%	

- Data triangulated from school records; DEO and Maarifa
- Regional data from MOEVT BEST

Table 4 Primary Standard VII Pass rate by District and School (Data from Maarifa; regional data from MOEVT Basic Education Statistics in Tanzania (BEST) 2005-2009)

Region / District / School	2007 Sat / Passed (S/P) % passed			2008 Sat / Passed (S/P) % passed			2009 Sat / Passed (S/P) % passed			GPI Change
	Boys (S/P)	Girls (S/P)	Total (S/P)	Boys (S/P)	Girls (S/P)	Total (S/P)	Boys (S/P)	Girls (S/P)	Total (S/P)	
Manyara region*	-	-	-	16843 / 10662 63.3%	17205 / 9119 53%	34048 / 19748 58%				
Babati	4030 / 2732	4181 / 2084	8211 / 4816	4184 / 2503 60%	4301 / 2084 48.5%	8485 / 4592 54.1%	4472 / 2488 56%	4515 / 2208 49%	8987 / 4696 52.3%	
Endagile primary	-	-	-	23 / 17 74%	28 / 10 36%	51 / 27 53%	38 / 23 60.5%	35 / 21 60%	73 / 44 60.3%	
Monduli district	-	-	-							
Mbuyuni primary	32 / 32 100%	22 / 22 100%	54 / 54 100%	55 / 40 73%	36 / 28 78%	91 / 68 75%	35 / 20 57%	42 / 26 62%	77 / 46 60%	+0.61
Arusha region*	-	-	-	20476 / 14067 68.7%	20557/13095 63.7%	41033/27082 66%	-	-	-	
Arusha district	-	-	-							
Daraja Mbili primary	112 / 92 82%	122 / 114 93%	235 / 206 88%	249 / 167 67%	277 / 205 74%	526 / 372 71%	194 / 131 68%	185 / 98 53%	379 / 229 60%	-0.49
Kilimanjaro region*	-	-	-	27830 / 15418 55.4%	28748/16933 58.9%	56578/32363 57.2%	-	-	-	
Hai district	-	-	-							
Sere Ufundi primary	24 / 12 50%	28 / 20 71%	52 / 32 61.5%	34 / 30 88%	24 / 24 100%	58 / 54 93%	24 / 24 100%	17 / 16 94%	41 / 40 97.5%	-1.0
Moshi Rural district	5927/ 2365 40%	6210/ 2805 45%	12137/5170 41%	8076 / 4114 51%	8359 / 4678 56%	16435 / 8792 53.5%	-	-	-	
Oria primary	32 / 3 9%	38 / 4 10.5%	70 / 7 10%	68 / 16 23.5%	57 / 19 33%	125 / 35 28%	41 / 22 54%	46 / 9 19.5%	87 / 31 36%	

Table 5 Girls' pass rate and completion rates 2007-2010 Nigeria

School Name, State	2007/2008						2008/2009						2009/2010					
	JSS I		JSS II		JSS III		JSS I		JSS II		JSS III		JSS I		JSS II		JSS III	
	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass	No. pupils	% pass
Govt. Girls Day Secondary School, Daura, Katsina	679	100	767	99.6	466	100	630	99.7	694	98.8	629	100	600	99.7	796	100	670	100
Shinkafi Quaranic model primary school, Katsina	All pupils pass rate 207/341; 60.7%						All pupils pass rate 210/367; 57.2%						All pupils pass rate 213/384; 55.5%					
LEA primary school, Domo, Kaduna	Completion Girls: 50/120; 42%						Completion Girls: 73/158; 46.2%						Completion Girls: 93/178; 52.2%					

Table 6 Girls' enrolment rates: Nigeria

School	2007			2008			2009			2010		
	Boys	Girls	% girls	Boys	Girls	% girls	Boys	Girls	% girls	Boys	Girls	Total
Shinkafi Quaranic model primary school, Katsina	217	124	36.4%	213	154	41.8%	217	167	43.5%	198	170	46.2%

Table 7 Violence against girls reported to the MTR team in Tanzania

Issue	Daraja Mbili primary	Endagile primary	Lowassa secondary	Sere Ufundi primary	Oria primary
Harassment on school journey	Reported	-	Reported	-	Reported
Sugar Daddies	-	-	-	-	Reported
Rape	-	1 in 2009	-	1 in 2009	-
Pregnancy (Standard VII or Form IV)	2 in 2010 (1 dropped); 6 in 2009 (2 dropped)	0 in 2010; 2 in 2009	2 in 2010; 4 in 2009	1 in 2009 (dropped out)	-
Early marriage	Reported	3 in 2005; 1 in 2006; 1 in 2007; 3 in 2008; 2 in 2009	Reported	-	Reported
Female Genital Mutilation	-	-	Reported	Reported	Reported
Physical abuse by family	Reported	Reported	-	Reported	Reported
Petty trading	Reported	-	-	-	-

Annex 6. Stories of Change

Box 1: Adaptation to support girls' productive activities

In communities supported by TEGINT in Nigeria, poverty is a major obstacle to girls' education. Girls assist with family business by hawking wares. Where schools are located in commercial towns the effects are dramatic. In Gudi, a transport corridor connecting the Federal Capital Territory to the North Eastern States, dozens of girls regularly miss or report late to school because of trading. Some rely on proceeds from the trade to buy school items, although mostly monies return to the family. On a busy day, lateness dovetails into absenteeism. Girls sometimes choose to stay away from school for fear of being punished for lateness. TEGINT is intervening to improve the situation: in Daura, Katsina up to 40 girls used to regularly miss school on Wednesdays (market day). Awareness creation, community sensitisation and household visits by SBMCs have reduced absenteeism by 90%. At Shinkafi Quaranic primary, girls are allowed to bring wares to allow them to attend school and sell goods during break times or after school.

Box 2: Female Genital Mutilation: a complex story of change in Tanzania

Female genital mutilation (FGM) has traditional roots in many communities in northern Tanzania. Girls, teachers, SMC and community members referred to it in discussion on obstacles to girls' education and girls report it as a "major concern". Yet powerful stories were told by adults of efforts, in response to TEGINT awareness-raising activities, to eradicate or change the practice to support girls' reproductive and education rights. One community asserted that FGM is now banned by a community by-law; another that an elder woman who used to be a 'cutter' but is now raising awareness against FGM; another leader stated that the ritual continues but girls are only "cut on the leg" for blood to show on the earth. However, other respondents indicated that the practice has simply become less disclosed, more hidden with girls cut as infants or during childbirth to conceal the practice from NGOs and government.

Box 3: Engagement of traditional and religious leaders

Philip, a Maasai leader from Monduli district of Tanzania, has become a champion of girls' education and TEGINT. Before TEGINT, girls' schooling was affected by early marriage, rape and female genital mutilation. Philip has taken up the cause, speaking out for girls' education during the baseline research dissemination workshop in Dar es Salaam in 2009 and encouraging community endeavours to facilitate access to education for all local children. Philip reports gradual attitudinal change among parents and teachers towards supporting children to go to school.

In Domoso, Nigeria, the community head is a member of the SBMC. As the custodian of culture and religion, his word has weight and is well respected. He is well-informed about issues affecting girls' education in his community and environs and his involvement has added credibility to the SBMC. The effectiveness of the SBMC, coupled with visible support by the community head, is directly responsible for the increase in girls' enrolment.

Annex 7. Management and relationships structure



Source: TEGINT Management document, May 2010

Annex 8. Financial analysis

Table 1: Fund utilisation (%)

Objective / Area	2008		2009	
	Ng	Tz	Ng	Tz
Objective 1	4%	39%	19%	68%
Objective 2	0%	0%	76%	46%
Objective 3	0%	49%	29%	82%
Objective 4	28%	65%	20%	53%
Objective 5	23%	70%	54%	58%
Institutional costs (salaries, services, capital expenditure)	99%	88%	(incorporated into Obj. 5)	88%
AA CO (all costs)	97%	79%	80%	67%
Total (%)	36%	65%	46%	71%

Source: Adapted from 2008 and 2009 donor reports: financial report annex

Table 2 % spend against budget 2007-2008

Team / Year	2008	2009
AAI	83%	94%
AAN & CAPP	36%	46%
AATZ & Maarifa	65%	71%
Total	55%	60%
Total under-spend (GBP)	534,615.28	570,736.00

Source: Annual Donor reports

Table 3: ActionAid project management expenditure

	2007- 2009
	Cumulative Expenditure
ActionAid Nigeria Project Management	151,268
ActionAid Tanzania Project Management	104,521
ActionAid International Management	505,962
<i>Sub-total</i>	<i>761,751</i>
CAPP	584,293
Maarifa	503,734
<i>Sub-total</i>	<i>1,088,027</i>
Total	1,849,778
AA Project management as % of total expenditure	41.2%

Source: Final donor reports and budgets 2008 and 2009: Summary sheet

Table 4 Implementing partners' total expenditure 2007-2009

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5 + mgt+ staff*	Total
CAAP	186,643.85	49,688.34	40,497.43	30,359.86	294,676.24	584,293
Maarifa	157,753	5,721.90	26,787.72	51,536.45	261,934.64	503,733.88
Total	344,397.00	55,410.24	67,285.16	81,896.31	556,610.88	1,088,026.60

Table 5 : % of 2007-09 expenditure on Objective 5 + management + staff as a proportion of total expenditure (CAPP and Maarifa)

	Total expenditure 2007-09	Expenditure for Objective 5 + management + staff	Proportion of funds spent on Obj. 5 + management + staff (%)
CAPP	584,293	294,676.24	50.43
Maarifa	503,733.88	261,934.64	52.00
Total	1,088,026.60	556,610.88	51.16

Annex 9. Sources

Report Section	Key sources
Outcomes review	Partner consultations: Comic Relief; AAI; AAN; AATz; Maarifa, CAPP Field consultations: education officials, girls, boys, parents, teachers, facilitators, SMCs and community members Annual donor reports (2007-2010) Quarterly narrative reports (Maarifa and CAPP) Case studies, stories, communications materials
Progress review	Application documents Annual donor reports (2007-2010) Quarterly narrative reports (Maarifa and CAPP) Cross-country baseline report (July 2009) M&E frameworks
Partnerships review	Partner consultations: Comic Relief, IOE, BERE, UDFU, AAN, AATz, AAI, Maarifa, CAPP Grant conditions and financial reports Annual donor reports (2007-2010) Research MOUs and protocol Audit documents Maarifa and CAPP Management document (May 2010)
Project theory and methodology review	Partner consultations: IOE, AAI Cross-country baseline report (July 2009) TEGINT Toolkit

Annex 10. Management response

Management response to the Transforming Education for Girls in Nigeria and Tanzania (TEGINT) Mid-term Review

This Management response to the TEGINT Mid-term Review has been developed by the ActionAid International Education Team with input from the management of the implementing partners Maarifa ni Ufunguo and CAPP and management of ActionAid Tanzania and ActionAid Nigeria.

Management would like to thank Education for Change for conducting the mid-term review (MTR) and submitting a comprehensive report that gives an insight into what the project has achieved so far and recommendations on how to improve on current work to ensure that the objectives of the project are met as fully as possible by the end of the project implementation period. Management also appreciates the time and scope constraints that the review team had in conducting the review.

After receiving comprehensive feedback from the partners and the project donor, Comic Relief, the MTR report was reviewed and reformatted by the lead consultant as requested by ActionAid management and TEGINT partners. The final version was submitted on 21 April 2011.

This management response is focussed on the Outcomes Review (Chapter 3) and the Recommendations to the findings. We broadly agree with all the findings and recommendations and would like to respond to some of the specific conclusions of the MTR and the actions that are being taken by the project to address these. Inevitably with a project of this scale and size challenges will arise, with some issues being external to the project itself. ActionAid and partners are committed to addressing these challenges and achieving the project objectives.

Rec. 1: Strengthen support to communities to effectively tackle violence against girls

Management strongly agrees with this recommendation. Increased efforts need to be made to advocate for the enforcement of existing policies and legislation that protects and responds to cases of violence, and to link violence with law enforcement agencies, government officers, social and health services. The development and implementation of project advocacy strategies in both countries is a first step in addressing this recommendation. The advocacy strategies, with actions including mapping existing policies, mechanisms and organisations related to violence against girls, were finalised in April 2011. They are being implemented until at least June 2012, with successes shared between countries in order to learn from best practice.

Rec. 2: Develop a clearer strategy and rationale for interventions at junior secondary school.

Management is in support of this recommendation. Girls in JSS are generally older than those in primary school therefore TEGINT interventions and approaches cannot be the same. In practice there is some awareness and tailoring to the JSS level but this is not strategic or well explained. The International Project Coordinator (IPC) will work closely with the project teams to ensure that this is addressed in planning for the remainder of the project, including through documentation of different approaches to girls' club activities, diverse effective participatory teaching methodologies and efforts to tackle obstacles to girls' education. The implementing project team in Nigeria will lead the analysis of the distinctive interventions and approaches at JSS in Nigeria and share with TEGINT partners in Tanzania and ActionAid.

Rec. 4: Invigorate and scale up work with local government and colleges on teacher training.

Management agrees with this recommendation but in addition to contributing towards the development of pre-service teacher training modules, the CAPP and Maarifa should look critically at the feasibility of this objective being fully achieved as originally planned during the remaining project period. The project team will reflect on whether and why this is an over ambitious plan and assess, during quarter 2 and the annual review and planning meeting, what can realistically be achieved and be considered a useful contribution of the project. The final baseline research reports provide additional information on the connections between teacher training and female teachers on girls' education, which gives further evidence and rationale for more targeted work until June 2012.

Rec. 5: Focus on capacity building and resource mobilisation of SMCs as a cost effective and valuable mechanism for change.

Management agrees with this recommendation. The baseline studies found that SMCs generally lack skills and capacity and have few female members. Implementing partners will ensure that SMC trainings target women to encourage a balance in membership and provide support to existing female members to participate actively in meetings. For example, Maarifa have instigated exchange visits between SMCs, especially women members, to share experiences, achievements and challenges of school management.

The country advocacy plans will also address some of the issues raised regarding the expectations of the project vis a vis construction and materials; SMCs should be able to not only mobilise resources but also engage with the Government to provide the necessary school facilities to make the learning environment conducive to learning.

Rec.6: Engage with national, state/district and school policies more consistently and with a clear focus.

Management agrees with this recommendation towards which the advocacy plans make considerable progress. AAI's Education Advocacy and Campaigns Coordinator facilitated national advocacy workshops in early 2011, which supported partners to explore and identify advocacy and campaign issues salient to the goal of TEGINT. This support is ongoing, through which engagement with current policies and legal frameworks is emphasised. ActionAid is also developing a capacity needs assessment form for partners to complete and Maarifa and CAPP will thereafter be supported with self-identified capacity building to enable them to deliver on this and confidently sustain this work beyond the timescale of TEGINT. Management will closely monitor progress against objective 4 in order to respond timely and appropriately to emerging challenges, and successes, during 2011.

Rec. 7: Mapping national NGOs expertise and activities in education, gender and HIV/AIDS for collaboration, scaling-up and sustainability.

Management strongly agrees with this recommendation. The involvement of other NGOs and CBOs cannot be overemphasised as CAPP and Maarifa cannot work alone to transform girls' education and affect and sustain long-term change against each of the project's objectives. Other women's rights NGOs in northern Tanzania and northern Nigeria, for example, have long experience working on local and national girls' and women's issues and the two TEGINT implementing partners will indeed gain a lot by further collaborating with such organisations, as well as organisations working in HIV/AIDS, education, health and social change. Maarifa and CAPP already have some formal and informal links with these organisations, which will be strengthened in implementing advocacy work as well as considering project sustainability plans. Management will ensure that Maarifa and

CAPP also communicate and collaborate more systematically with AAI's women's rights teams (in Nigeria the Project Coordinator of TEGINT is a member of AAN Gender Working Group, which has enabled effective information sharing and support on gender to CAPP).

Rec. 8: Strengthen implementing partners' monitoring and evaluation capacity.

Management strongly agrees with this recommendation. It is imperative that the partners are able to monitor the progress and impact of the project. Management will ensure that the partners are able to identify and are supported with the necessary capacity building for them to effectively monitor and evaluate their work, including frameworks and tools to strengthen monitoring and data collection at school/community level, as needed. Exchange visits, face-to-face, and remote information sharing through quarterly e-newsletter or skill groups are being considered to encourage shared learning between partners.

Additional remarks

Objective 1: Girls' clubs: A systemic shift in knowledge and attitudes on gender equality among school stakeholders is not extensive. Increased access of girls to school has not consistently altered girls and boys attitudes to gender roles.

Management agrees that there is indeed more that needs to be done and reviewed in this area. The girls' club structure was initiated and established by TEGINT in all schools in which the project is working. Now that clubs are in place, the remainder of the project must focus on attitudinal and behavioural change among the community, which we should acknowledge takes considerable time and sustained attention. The manual used by club facilitators will be reviewed to ensure that it explicitly addresses gender inequalities and that needs-led capacity building initiatives are put in place for all core project participants, which are reflected in implementing partners' activity plans. Activities led by girls' clubs such as inter-school 'bungenes' (debates) in Tanzania give girls and boys the opportunity to share their views and experiences with their peers and elders. These types of activities will be strengthened and good practices shared within and beyond TEGINT. Girls will be at the centre of all activities and management will ensure that girls themselves are supported to take an active role in all the initiatives.

Research partnerships

Management recognises that there have been some strained relationships with the research partners, which have led to delays in finalising the baseline studies. This is being addressed and we are pleased that TEGINT Tanzania is actively seeking a new research partner who will be contracted to conduct the qualitative case studies during 2011. With the qualitative case studies starting in Quarter 2 2011, Management will ensure that there is an improved relationship amongst all partners and that the research protocols are adhered to. The research contract between AAI and IOE has been comprehensively reviewed and an agreement reached on a contract extension to June 2012 for completion of the endline study.

Reporting

Management appreciates the observation that Comic Relief requires annual reports for the funds disbursements, whereas ActionAid requests quarterly reports from implementing partners, which partners described as burdensome. Our view is that quarterly reporting by our partners provides information on a timely basis to allow effective management action to be taken in good time and also serves as a means of sharing established management information and analysis by partners to

AA. Quarterly reports from implementing partners are therefore essential to effective and responsive management of the project.

Management appreciates that MTR team were not able to assess all aspects of the project in detail due to time and scope constraints (including, for example, individual staff capacities) and relied heavily on the information that implementing partners provided in the field. Therefore we feel that some progress and reflection processes that the project has been through have not been well captured in the report, including progress in partner capacity development, establishing community-level structures, raising many rights-based issues at local and district/state levels. Despite the project's challenges, management feels that much progress has been made especially since early 2010. An end of project evaluation scheduled for mid-2012 will enable the team to further identify and assess TEGINT's overall achievements.

ActionAid International Education Team, June 2011.