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**Tackling Girls' and Young Women's Vulnerability to HIV/AIDS in Tanzania**

**Camfed USA Foundation**

**Year 3 Semi-Annual Report, October 1, 2009 – March 31, 2010**



*School children supported through Camfed's Safety Net Fund from the Kaning'ombe primary school in Iringa district participate in a psychosocial support activity organized by a Camfed teacher mentor*

**30 April 2010**

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### Acronyms

AGM	Annual General Meeting
Cama	The Camfed Association (previously called CAMA)
Camfed	The Campaign for Female Education (previously called CAMFED)
CDC	Community Development Committee
DEO	District Education Officer
MoEVT	Ministry of Education and Vocational Training
NPI	New Partners Initiative
NuPITA	New Partners Initiative Technical Assistance
OVC	Orphans and Vulnerable Children
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
SBC	School Based Committee
SNF	Safety Net Fund
TSH	Tanzanian Shilling

## **I. Executive Summary**

Camfed engages in an array of community-based alliances to achieve this project's objectives, and it is through these community-based structures and partnerships that Camfed's holistic model is demonstrated as one of true and lasting sustainability. These community structures work collaboratively and in dialog to address the needs of orphans and vulnerable children (OVC), provide greater access to education and a safer place for children to go to school, and promote the economic independence of young women. With USAID's generous support, this project works in the Rufiji, Iringa and Kilolo districts of Tanzania to protect OVC against HIV by improving school enrollment and retention and fostering entrepreneurship and economic independence.

At the district level, Camfed's Community Development Committees (CDC) act as central coordinating bodies to link stakeholders together, manage and monitor the program, collaborate with Tanzania's Most Vulnerable Children Committees and advocate for OVC and rural schools. At the school and local level, School Based Committees (SBC) mobilize community resources for school improvement, identify OVC, monitor child protection in schools, and provide OVC care. Teacher Mentors provide an atmosphere of trust and safety in schools by providing psychosocial support to OVC, and Parent Support Groups support teacher mentors and organize within the community to provide support and care for OVC.

In the private sector, Camfed has formed vital alliances and is continuing to strengthen these alliances with local organizations and international implementing partners to share best practices and avoid duplication of efforts as well as engage in sub-partner agreements to enhance components of the project and provide an effective network through which Camfed can provide referral services to OVC. It is through these partnerships and the network woven between them and around OVC that is ensuring the sustainability of activities after the project's close. Currently Camfed is communicating with other implementing partners like Axios, Family Health International and Engender Health to see how our activities can be more coordinated. Camfed has communicated already with UMATI and the Ministry of Health and Social Welfare on the availability of booklets and pamphlets on HIV/AIDS and reproductive health as well as continues to work closely with the Ministry of Education and Vocational Training (MoEVT) under Camfed's Memorandum of Understanding with them to ensure Camfed's program is consistently complementing the MoEVT's Primary/Secondary Education Development Plan.

This project aligns with PEPFAR's OVC care guidelines for providing a complete package of services to the children identified for support by Camfed. The project works directly in 6 of the 7 OVC care service areas (food and nutritional support; shelter and care; protection; psychosocial support; education and vocational training, and; economic opportunity and strengthening). The final OVC care support service (health care) is addressed through Camfed's referral program to appropriate clinics to address OVC's health needs, with this referral network further complementing the other services Camfed provides to OVC. The project uses a holistic approach, linking various networks and initiatives together to achieve and sustain its goals while always focusing on empowering rural communities to lead the work. The four major project objectives are:

- 1) Strengthening community support structures to create a sustainable response to the HIV pandemic through access to education;
- 2) Building the capacity of schools and teachers to provide health and psychological support to orphaned and other vulnerable children (OVCs);
- 3) Delivering direct resources to orphaned and vulnerable children to support them through their education;
- 4) Decreasing young women's vulnerability to HIV by expanding their economic opportunities through training in business skills, life skills, and sexual and reproductive health.

### **FY2010 Semi-Annual Highlights and Next Steps**

Since October 2009, Community District Committees and School Based Committees have made great headway in providing effective care and support to OVC as well as improving school retention rates. In one primary school alone, the school based committee and parent support group helped reduce truancy and drop out rates by 95% by pooling their own resources to launch a school feeding program after learning children weren't attending school because of hunger. 57 teacher mentors have also been trained to give psychosocial support and HIV prevention messages to OVC, and the teacher mentors are taking their training and effectively applying it in their rural schools. One teacher mentor, for example, used what she learned in her training to help a girl identify her HIV positive status. 48 Cama members have received business and life skills training and 58 received funds to launch businesses, and 5,255 children received resources to attend school at the primary and secondary levels.

During the second half of FY2010, Camfed will continue working toward the main strategic objectives and focusing much of its efforts in regards to Cama. Two Cama members are scheduled to travel to Zimbabwe to conduct exchange visits, sharing lessons learned and best practices with Camfed's oldest and most established Cama network. Further, the London School of Hygiene and Tropical Medicine will continue its research on Camfed's business training and microfinance program – the Seed Money Program – to assess economic opportunities in the rural areas, as well as Cama members' level of confidence, self esteem, ability to negotiate, and communication skills. Cama will continue to integrate new local partnerships into its business training program to diversify business opportunities for its members. Further, teacher mentors will implement HIV prevention training sessions at all partner schools and second term bursary fees will be distributed.

This report describes the progress and impact made in partnership with USAID during the October 1, 2009-March 31, 2010 period through an expended \$251,176 (\$162,695 in USAID funds and \$88,565 in cost share funds).

## II. Summary Table of PEPFAR Indicators

Reporting Period: FY2010: Oct 1, 2009- March 31, 2010				
Program Area	Indicator	Life of Project (LOP)	FY10	Achieved 31 March 2010
<b>Prevention</b>				
<b>Prevention Sub Area 8: Sexual and other Risk Prevention</b>	P8.1.D Number of the targeted population reached with individual and/or small group level preventive interventions that are based on evidence and/or meet the minimum standards required	25,000	8,500	3,278
	P8.2.D Number of the targeted population reached with individual and/or small group level preventive interventions that are primarily focused on abstinence and/or being faithful, and are based on evidence and/or meet the minimum standards required (subset of P8.1.D)	5,000	1,500	625
<b>Care</b>				
	C1.1.D Number of eligible adults and children provided with a minimum of one care service			
	Male	7,750	5,332	2,402
	Female	8,310	2,940	3,340
	<18 years old	15,500	8,092	3,865
	18+ years old	560	180	58
<b>OVC Care and Support Services</b>				
	Number of eligible children provided with shelter and care	15,500	8,092	3,875
	Number of eligible children provided with Education and/or vocational training	20,800	5,060	5,255
	Number of eligible adults and children provided with psychological, social, or spiritual support	15,500	8,092	3,711
	Number of eligible adults and children provided with Economic Strengthening Services	560	180	58

### **III. Project Implementation Progress by Strategic Objective**

#### **A. Building the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school**

*Activities 1.1-1.3 Training and Capacity Building of Community Development Committee and School Based Committee Members:*

The capacity building modules for Community Development Committees and School Based Committee members have been modified according to progress made in previous years' trainings and based on feedback received during the last Annual General Meeting, ensuring trainings are continually being tailored to CDC and SBC needs and encompassing the most relevant topics. Since October 2009, 17 CDC members have been given additional training on child rights, OVC care and support, working with legal issues (such as wills and inheritance), monitoring the program, and financial management. Each training has proven the depth and breadth of the knowledge each CDC and SBC has already received and is applying directly back into the community. During monitoring training, for example, it came to the CDC's and Camfed's attention that children who are orphaned are denied their rights because there are no wills left by their parents. Inheritance procedures that are practiced by most communities in the project area do not favor children. Often, people who are assigned the responsibilities to take care of the deceased family end up squandering whatever property was left behind. Identifying this issue helped Camfed and CDCs address the need to introduce legal trainings into the program. In the next half of the fiscal year, CDCs will pass this training on wills and inheritance on to school based committees as well as run community meetings for the purpose of raising community awareness on the importance of writing wills. They will also sensitize the community to change their attitudes around writing wills, which is currently perceived as writing one's will is like prescribing one's death. Camfed will work in partnership with Plan International, who is working on these types of issues in the Kilombero and Kibaha districts, to identify a similar legal partner to assist in Rufiji, Kilolo and Iringa.

Working with SBCs has proven to be very effective in ensuring that communities are involved and take the responsibility of caring for OVC. SBCs have managed to mobilize community members to start different interventions that are aimed at solving constraints that affect children's access to education, which is a testimony to how awareness is being raised in the communities and communities are taking an active effort in supporting OVC. For example, in the Rufiji district during a consultation meeting with SBCs, it was observed that truancy is very high in primary schools. They learned that the root cause of this is hunger in schools; children do not have access to food in schools, so they travel home during lunch and fail to return or they do not come to school at all. In response, SBCs have mobilized other community members to start a school feeding program by pooling their own resources to address the issue of truant and drop out children who are missing school because of hunger. This is one example showing the value of the community structures and their ability as sustainable entities to effect lasting change in these districts. The effort to increase the capacity of community structures and revitalize them has become a reality.

*The Success Story in Annex 5 describes how the school based committee of the Mgomba Primary School worked together to tackle this issue of drop out and truancy in schools.*

#### *Activity 1.4 Annual General Meetings:*

Camfed's Annual General Meeting (AGM), which brings together CDCs, teacher mentors, heads of schools, girls and other vulnerable children, and Cama members to present ideas and share challenges with the other participants, was conducted in August of 2009, as noted in the FY2009 Annual Report. District Education Officers (DEO) responsible for secondary schools attended the meeting, and part of the meeting was used to introduce the DEO to other stakeholders. Representatives from our partners, the Tanzania Education Network (TEN/MET), Integrated Management Limited (IML), Appropriate Rural Technology Institute (ARTI – Tanzania) and Miali Center, were present and introduced to the DEO. The AGM set forth the actions to be taken by the CDCs in 2010, which the project has focused on during this reporting period. One such action was to help Camfed partner schools set up child protection declarations. While all partner schools have signed Camfed's Child Protection Policy, it was noted that there are certain child rights issues that need proper attention. For example in Iringa and Kilolo districts, parents—especially poor parents and guardians—are letting their children be taken in as house maids in towns. CDCs have communicated with all SBCs and ward development committees to enforce the bylaw in each ward that states parents and guardians cannot send their daughters away after completing primary school. If parents cannot afford to send their daughter to secondary school or vocational training, then the village or ward authority will support the girl. Parents will be taken to court if it is found they are sending their daughters away to become house maids. In the future, SBCs will implement closer follow-up measures of children exiting primary school and their parents/guardians to make sure they continue with their studies- either at secondary school or through vocational training.

This year's Annual General Meeting will be conducted in September 2010.

#### *Challenges and Lessons Learned:*

As we continue to work with the SBCs and parent support groups and support their activism in their communities on behalf of OVC, the more we cement ownership and sustainability of the project. Camfed is seeing that the more we engage with the community and build their capacity, the more they take up action in addressing problems that face orphans and vulnerable children independently. For example, SBCs in Kilolo district are mobilizing communities to make sure that every school has a playing ground (a football field and netball field). In the effort to make sure that OVC receive psychosocial support both in school and at home, it was noted that most schools do not have enough playing grounds and sports gear. SBCs have instructed schools to make sure that children are encouraged to engage in sports and other extra-curricular activities. In the longer term, SBCs have agreed to allocate funds within the school budget to buy sports gears. Frida Chengula, an SBC member and teacher in Kilolo, reports on the strategy taken at her school despite limited resources: "Schools and especially primary schools, receive very little money in terms of [government-funded] capitation grants, where each child is supposed to get \$10 per year and is used to buy exercise books, teaching books and other materials aimed at learning. However, very little of the money reaches the school. We will try our level best to portion [what] we receive to look at other items that need attention. I completely agree that students should be encouraged to engage in sports as much as they are encouraged to study hard."

**B. Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children**

*Activity 2.1 Community Consultations:*

CDCs and school based committees conducted 78 consultation meetings with community members to identify constraints that OVC face in accessing education as well as continued implementing action plans jointly with the community. After a successful training for SBCs last year, which consisted of developing action plans to successfully plan for and address OVC issues identified, SBCs have been implementing the plan jointly with the communities.

In Iringa, SBCs were encouraged by CDCs to engage communities to pool community funds to support disabled OVC. SBCs conducted consultation meetings and sensitized the community as to why those children need particular support. In Udeke primary school in Kilolo, they have managed to change and rebuild staircases leading to a class because they were not user friendly to a person with a physical disability. Consultation meetings with opinion leaders in the villages have increased buy-in for the community to participate actively. In the Ilamba primary school in Kilolo, SBCs and the community raised funds and managed to engage an artist who created murals on the classroom walls of different maps to help students learn. As referenced in the MoEVT's Primary Education Development Plan, it is stated that schools should have "speaking walls" where students can learn by looking.

*Activity 2.2 Teacher Mentor Trainings:*

57 (20 in Rufiji, 18 in Kilolo and 19 in Iringa) teacher mentors received additional training this year, surpassing our target of 40. The additional training was conducted in smaller groups to allow deeper discussions, feedback and sharing of best practices. Teacher mentors were able to give feedback on the use of improved teaching modules and different reporting templates that they are using. For example in Rufiji, one teacher mentor shared her story of helping a child she identified in the classroom as one who seemed to have a problem. She was able to counsel her, discuss her issues with her guardian and refer her for health treatments. *Read more about this teacher mentor's story of helping this child identify her HIV positive status in Annex 6.*

During the training, teacher mentors conducted on-site counselling sessions to children regarding sexual and reproductive health. Further, teacher mentors reviewed the material in the teaching manuals and identified that Camfed should solicit additional teaching and reading materials from other organizations regarding health and HIV prevention. Camfed has communicated already with UMATI and the Ministry of Health and Social Welfare on the availability of booklets and pamphlets on HIV/AIDS and reproductive health. The materials will be sent to schools in May and June. Teacher mentors further decided to form a network to conduct exchange visits between other teacher mentors and students within the wards whenever possible to share experiences and lessons learned. They will also be organizing opportunities for health professionals from a nearby health center to have sessions with students on topics like HIV prevention and other sexually transmitted diseases. They will be holding "health days" in schools and, if possible,

arranging for bigger events like a ward-level health day.

### **C. Deliver financial support to orphaned and vulnerable children**

#### *Activity 3.1 Bursaries for school-going costs for vulnerable girls at secondary school:*

1,000 vulnerable girls have been supported at the secondary school level during the last six months, and they have all reported in their schools. Teacher mentors have acknowledged receipt of funds, have paid the girls' fees and distributed different scholastic materials to the girls, and vulnerable girls are continuing to realize the opportunity of a secondary school education.

Cosmina, a Form Three student in the Kiponzero Secondary School, wrote a letter to Camfed thanking Camfed for the support she is receiving and citing that she would have been sent to the city to become house girl if not for Camfed. She said, "I remember when my uncle came to visit us from another village. My mother explained to him that she can not afford to support me anymore, as she has already sold all the maize gains she had harvested. My uncle advised my mother to sell a little land that she had but my mother refused because that was the only land she had left after my father's relatives took away all the land that belonged to my father after he passed away. My uncle offered to arrange for me to be taken to the city to work as house maid saying that will be more useful, as I won't be a burden to my mother. My mother refused, but I could tell that she had no other options. If not today, then some other time, she would have agreed to the idea. It was only by luck that I was selected together with other girls who are coming from poor families or are orphaned to be supported. At first, I thought the head of the school was just joking because he was about to send us home for not paying school fees on time. This opportunity has turned my life around; I will make use of it. I would like to work in the government, probably in the Ministry of Education where I would be able to start a program like this."

The bursary program is supporting girls like Cosmina who would otherwise have missed a chance to access secondary education, despite the fact that they have passed their primary school national examinations. This support is highly appreciated by the beneficiaries themselves as well as the community.

#### *Activity 3.2 Safety Net Fund grants to meet immediate school going costs for orphans and vulnerable boys and girls:*

District Councils commended Camfed's support to the education sector and warmly appreciated its holistic approach in reaching vulnerable children, especially girls, who are the most marginalized in poor rural communities. Children at the risk of dropping out due to their circumstances are given an opportunity to continue with their education through the Safety Net Fund program that the project is supporting.

During this reporting period, 120 schools have received Safety Net Funds to support vulnerable girls and boys with scholastic materials. Teacher mentors have reported back that the girls and boys who were identified and approved by school committees were given their items. A total of 4,255 children have benefited from this fund in FY2010. Teacher mentors are working to ensure that these children do not drop out and they attend school as required.

*Activity 3.3: Provide effective monitoring of bursary and Safety Net Fund program:*

Teacher mentors have updated and managed the monitoring booklets to track the bursary girls and their entitlements received through Camfed. Teacher mentors have distributed items to Safety Net Fund and bursary recipients and had the monitoring forms stamped and signed by the head of school and/or SBCs. An example of this completed monitoring form can be found in Annex 3. In April and July 2010, Camfed staff and CDC members will conduct two rounds of monitoring visits to schools to monitor bursary, SNF and teacher mentoring activities.

*Challenges and Lessons Learned:*

As in previous years, the number of OVC is bigger than our capacity to provide services. CDCs have received the list of OVC in each partner school, but our capacity to provide education service is limited by the resources at hand. However, the presence of teacher mentors in the partner schools ensures that psychosocial support, protection, and HIV prevention services are provided to all OVC. Teacher mentors are now better positioned to support OVC after receiving training to be able to provide psychosocial support, conduct HIV prevention sessions and oversee child protection in schools.

Camfed is working with District Councils within the Department of Social Welfare to ensure that there is coordination of OVC services in the districts that we are working. Organizations that are providing other services, such as basic health, food and nutrition, can direct those services in the areas that we are working. Camfed is also working very closely with the ward- level Most Vulnerable Children Committees, which is this committee responsible for coordinating OVC activities at ward level. CDCs work closely with this committee, together with the village level committees, in the identification of OVC as well as to give feedback on the type and number of beneficiaries that Camfed has reached with different services.

For example, in the Nduli ward, school based committees have collaborated with the Most Vulnerable Children Committees to direct education services to Camfed partner schools through other implementing partners. The MVCC was able to coordinate Camfed's education services with another education service provider- the African Medical Research Foundation- to ensure more children are being supported through school while ensuring no duplication of efforts or beneficiaries. This ensures that OVC will not receive the same service from multiple organizations, but rather a more complete package of services when OVC are paired with different organizations.

Currently Camfed is communicating with other partners like Axios, Family Health International and Engender Health's USAID-funded CHAMPION project, which is increasing men's involvement in preventing HIV, to see how our activities can be more coordinated. Initial talks

have been made and Camfed intends on holding a more in-depth meeting to identify areas of collaboration.

**D. Enable young women school leavers' economic independence through training and support to set up businesses**

*Activity 4.1 Train 180 young women in business and life skills:*

Cama business training skills has taken another step forward in empowering Cama members to come up with new, more innovative and profitable business ideas. Since October 2009, 48 Cama members have received business and life skills trainings and 58 Cama members have received business loans to expand their businesses through Camfed's Revolving Loan Scheme.

In one training specifically, 16 Cama members received business technical training on baking and bakeries in the Rufiji district. The training was designed specifically for them after going through a consultation process on identifying a product that will have a significant market in their area. In their analysis, they targeted schools, a vocational training college that is in the same wards, as well as starting their own retail shop to cater to people in the community. After identifying that a bakery would be a viable business, they received basic business start up training and were given practical instruction on how to bake different products. They then formed a group and served money in the revolving loan scheme to be able to take a bigger loan to start a bakery project.

Another 16 Cama members received business technical training on charcoal making using farm remains and dried grass in Rufiji. This group of Cama members was buying charcoal from people who are making it out of trees and selling it retail. Camfed entered into partnership with an organization called Appropriate Rural Technology Institute (ARTI – Tanzania) that advocates for environmentally clean products, and one of the areas that they are specializing in is providing an alternative fuel so that people discontinue deforestation to make charcoal. Making charcoal out of dried grass and leaves as well as farm remains means that Cama members are now able to make charcoal using zero capital yet without cutting down a single tree.

In November 2009, a total of 16 Cama members in Iringa and Kilolo received training on food processing focusing on tomato and hot pepper products. The business idea was a result of a market survey carried out by Cama members. They learned that the Iringa region is reputed for producing tomatoes and pepper, especially in the Iringa rural and Kilolo districts. These districts produce much of the tomatoes that are sold in Dar es Salaam. Tomato and pepper growing is seasonal and in the off season, the demand for these products is high. Because of this, Cama members identified a need for vegetable and fruit processing to be able to distribute tomatoes and peppers in and out of season. After this market research, they developed their business plan, which was submitted to Camfed for consideration and approved. Practical training followed thereafter to equip Cama members with skills in food processing, tomato processing and packaging. Cama members were able to produce tomato sauce, chilli sauce, tomato juices, tomato paste, composite flour, and dried fruit and vegetables. This has taken Cama members to another level of business where they are able to produce and package their products and sell them during the off season when tomatoes are scarce. This kind of business has proven its

sustainability because the raw materials are coming from their own areas and sold at reasonable prices, yet the market value after processing for these products can be vast and they can sell in the rural areas as well as urban areas. A Cama member in Kilolo said, “This is a prominent business. We only lacked knowledge on how to make, preserve and pack; we have already formed business groups and are planning to rent a place which we will be using as our warehouse and factory.”

*Activity 4.2 Train Cama District Committees in Grant Assessment and Financial Management:*

As the Cama network is becoming more developed in Tanzania, Camfed’s grant-making activity has the ability now to distribute loans through Camfed’s Revolving Loan Scheme. Grants are distributed to Cama members who are launching new enterprises. As their enterprises grow, they are taught to reinvest their money and work together to make their money and collateral grow so they can apply for loans eventually from larger microfinance institutions or banks. Through Camfed’s Revolving Loan Scheme, Cama members contribute to the loan scheme every week or month; an amount that they have collectively agreed upon. They then open a bank account and when the fund reaches 1 million shillings (or \$712) and above, Camfed contributes three times their capital to the fund. Thereafter, each Cama member who has contributed to the loan scheme can apply for a loan through the Cama district revolving loan scheme committee, ranging from two- to three-times what she has initially contributed. A repayment schedule and interest rate are set, and is accountable to the district Cama leaders and Cama committee.

237 Cama members who have contributed to the revolving loan scheme have received loan management and financial management training in the three districts. A consultant from Integrated Management Limited and the Camfed field finance officer will be conducting further training in the project districts for 122 Cama district, ward and village committee members. The training will focus on increasing the capacity of Cama members, especially those who are directly involved in the revolving loan scheme and/or are district or ward accountants, in financial management. Topics covered will be record keeping, managing larger books, managing receipt books and loan repayment sheets, and preparing bank reconciliations.

*Activity 4.3 Business start-up grants:*

58 Cama members have received loans through the Revolving Loan Scheme since October 2009, and, as mentioned above, a total of 237 Cama members have contributed to and are continuing to contribute to the revolving loan scheme. Cama members now receive the technical business training of their choice, take money from their individual businesses, contribute it in the revolving loan scheme, and later get an opportunity to take out a loan. Cama members who have accessed loans will be required to repay the loan each month at an agreeable rate. Cama members have contributed in the loan scheme and successfully applied to the district revolving loan scheme committee where these 58 were approved for a loan. Most of those who received a loan have started group businesses. In Kilolo and Iringa, they are in the process of establishing a permanent place to start processing tomato and chili. However, they have already communicated with other Cama members in other districts to explore market opportunities.

In Rufiji, Cama members are also preparing to buy a bigger stove and other equipment for the bakery business. Chiku, Rufiji's Cama chairperson and the national Cama chairperson said, "For those who felt that the Cama network is a waste of time, we are proving that they were wrong. Being a young woman in a rural area is a struggle. As women with the same purpose in life, we stand united knowing our struggle for a better and healthier life for us and the community that surrounds us will endure. Cama members who were dreaming of going back to school or taking a course in nursing or teaching, the dream is now coming their way. Venturing into bigger and more profitable businesses is a dream come true for most of us."

*Activity 4.4- 4.5 Cama research and continuation of baseline survey to assess young women's life choices and economic options:*

Camfed has robust evidence of the impact of its model, as applied in Iringa, Kilolo, Rufiji and other districts in Tanzania. The international law firm Linklaters conducted a comprehensive study of Camfed's governance structures; and the London School of Hygiene and Tropical Medicine is currently undertaking a study of Camfed's Seed Money Program in Tanzania and Zimbabwe. Joelle Mak, deputy principle investigator for the study, traveled to Tanzania in March to pre-test research tools and interviewed 8 Cama members for two days and interviewed Camfed Staff. These two studies bring considerable leverage to the direct investment by USAID in these districts, through building understanding of the drivers of change to take the program to scale.

All preparations for the Cama research have already been done, including pre-testing of the research tools and methodology. In developing the methodology for this research, it was identified by the London School that instead of enabling 12 new Cama members to become enumerators for this particular study, it would be best to engage the previously trained Cama enumerators from the 2008 baseline study to build upon their research knowledge and gain greater skills in coordination and execution of research-based activities. These Cama members will assist the London School in managing the execution of the study by coordinating communications, arranging interviews, and acting as key informants. Among other things, the research will focus on assessing how the Seed Money Program (SMP) works and whether the SMP also has an impact on things like increased household decision-making, fertility, marital decision-making, and other agency indicators. The SMP is based on the theory that a Cama member is first given business training followed by a start-up grant by Camfed. She later grows her business from the profits of her grant to enable her to take out a loan. The research will also look at economic opportunities that are in the rural areas where they live and assess Cama members' level of confidence, self esteem, ability to negotiate, and communication skills.

*Activity 4.6 Cama exchange visits:*

Preparations for the Cama exchange visit in Zimbabwe are in the final stages. Two Cama members will visit programs in Zimbabwe during May of this year. Communication with the program team in Zimbabwe has been finalized. Cama members will learn how Cama centers are being managed and utilized by Cama members in Zimbabwe. Visiting Zimbabwe – which is home to the oldest Camfed program and has the most experience in running the Cama network – will be an opportunity to get useful information and experience in starting Cama centers. In the

Camfed Tanzania Strategic Plan, 5 Cama centers are expected to be opened in the next 3 years. It is important at this juncture that Cama members get to know the challenges their Zimbabwean colleagues have encountered when they started their centers. Also, Cama members will learn how to run them and the different activities and opportunities that Cama members will have as a result of establishing the Cama centers.

### *Challenges and Lessons Learned*

Responding to the experience gained through the first two years of the project, Camfed has been able to help young women learn how to pool their knowledge, resources, and capital together to increase their collateral, grow the size of their businesses, and help them run joint enterprises. Capital to venture into bigger and more sustainable business remains a challenge to most rural young women, leading them to pursue smaller and petty enterprises. With the establishment of the new Revolving Loan Scheme and the establishment of Cama business group plans, Cama members will be able to secure the capital necessary to run bigger and more profitable businesses. Through this program, one Cama member will be able to get a loan of up to 500,000 TSH (equivalent to \$450) and 5 young women can get a loan of up to 2,500,000 TSH, compared to the previous 100,000 TSH limit on grants.

## **IV. Monitoring and Evaluation**

Camfed's monitoring and evaluation system includes measures to monitor an array of services focused on providing effective OVC care, including education, HIV prevention, psychosocial support, economic strengthening and child rights and protection. The system is harmonized, taking into account different donor requirements and strong data quality improvement procedures. The system is based on capturing data on outputs, outcomes and impact level indicators. Data is collected by volunteers who are members of the community structures that Camfed partners with, checked by program staff and is stored and processed in Camfed's database.

Teacher mentors continue to be the main managing bodies of the monitoring and evaluation in the partner schools. During this reporting period, teacher mentors updated and managed the monitoring booklets that track the bursary girls and their entitlements received as well as the financial monitoring booklets. Teacher mentors have distributed items to beneficiaries and filled in both forms as required, stamped and signed by head of school and/or school based committee. The reports are now in the Camfed Tanzania office and being processed. Teacher mentors have also sent reports on the number of sessions and people reached with HIV prevention sessions and psychosocial support. Cama members have reported on the number of children they have reached with HIV prevention and other activities they have conducted in the last six months.

17 CDC members were trained on monitoring and evaluation in March 2010. The training focused on the basics of monitoring and evaluation and why is it important to monitor and collect data on the program, as well as reporting procedures. The training emphasized the importance of reviewing data from CDCs and teacher mentors in a timely manner. Most CDCs were receiving information but not reviewing the data immediately. If the information was sensitive and in need of immediate follow up, the opportunity to act and rectify a situation was delayed. For example,

if a CDC member received data that showed a beneficiary hadn't reported to school after a holiday break, the CDC member should then follow up with that girl immediately to get her back into school.

In April and July 2010, Camfed staff and CDC members will conduct two rounds of monitoring visits to schools to monitor bursary, Safety Net Fund and teacher mentoring activities. The field trip will be used by CDC to meet with school based committees and set strategies to start engaging more with OVC households. CDCs will hold meetings with schools based committees, parent support groups and Most Vulnerable Children Committees in the village to explore ways to coordinate other OVC services. Staff will visit the hospital and clinics offering Voluntary Counseling and Testing in the areas to establish stronger referral links and forge new partnerships, ensuring quality health services are being provided to the OVC in Camfed partner schools.

## **V. Program Management Activities**

In October 2009, Camfed Tanzania, Camfed USA, Camfed International, USAID and the NuPITA team came together in Dar es Salaam to conduct Camfed Tanzania's Technical Organizational Capacity Assessment (TOCA). The three-day assessment revisited topics discussed during the 2008 Organizational Capacity Assessment as well as introduced a new component in the analysis, which focused on Camfed's management and implementation capacities related to HIV prevention and caring for OVC. Camfed Tanzania's overall organizational capacity score came to 3.8 out of 4; its USAID compliance score was 4. All of the organizational components were rated as strong, with the weakest being Governance with a capacity score of 3.4. During the technical analysis component of the TOCA, the process was very informative in identifying areas of strength in program implementation as well as identifying areas in which Camfed can further strengthen to become more aligned with PEPFAR and international standard guidelines for HIV prevention and OVC care, such as strengthening its referral network as well as its standard operating procedures surrounding HIV prevention activities and OVC service provision. Action plans for both the organizational development portion and technical implementation portion of the TOCA were developed, and some of the areas identified for action included strengthening our linkages with other organizations to strengthen our referral system; reviewing new evidence for HIV prevention to be included in our program trainings and materials; and review of Camfed's standard operating procedures for OVC care and HIV prevention to ensure they are sufficiently detailed, among others. Camfed has been working throughout this year and will continue into the second half of the year to complete the action plans.

Furthermore, USAID, NuPITA, Camfed International, and Camfed USA members met in Cambridge to conduct the Headquarters TOCA, which mirrored the TOCA process conducted in Tanzania. In regards to the Organizational Capacity Assessment portion of the TOCA, Camfed scored a 3.9/4.0, showing strong growth overall in Camfed's program management systems, especially in regards to financial management, which received a score of a 4 during this assessment, increased from 3.3 in Year 1's assessment. Furthermore, the Technical Capacity Assessment (TOCA) portion sparked interesting and valuable discussions as to how Camfed is approaching its programs under PEPFAR-funded OVC and HIV/AIDS program standards.

Action plans were also developed and some areas of action Camfed identified were to establish a more formal referral system and develop an effective quality assurance approach, expanding Camfed's OVC expertise (particularly in the areas of nutrition and food security); and improving approaches to ensuring better overall health among its beneficiaries, better aligning Camfed with OVC standards. The Headquarters TOCA provided an important opportunity to discuss together with the USAID and NuPITA teams Camfed's work internationally, and therefore ensure that the learning that is being gained through our participation in the New Partners Initiative is leveraged to impact our programs across all five countries of operation.

Camfed Tanzania, Camfed USA and Camfed International also collaborated in October 2009 to develop the project's third annual work plan. In late 2009 as well, Camfed Tanzania submitted Camfed's Country Operational Plan to the USAID/Tanzania mission. Camfed Tanzania program staff have received internal training on management skills from Prof. Mlama, and the capacity of staff in program management has increased. Camfed Tanzania management meets regularly to assess among other things the progress of this project, make corrective measures and agree on major issues. Camfed USA and Camfed International continue to provide training and technical support to Camfed Tanzania and coordinate lesson sharing with other Camfed teams in Zimbabwe, Zambia and Ghana. Brooke Hutchinson, Camfed USA Executive Director, traveled to Tanzania in February 2009 to meet with Professor Mlama and the Camfed Tanzania team and discuss priorities for the year in regards to the NPI project. All Camfed offices are working diligently with the NuPITA team to adopt new systems and processes in cohesion with USAID rules and regulations, ensuring compliance and proper management of USAID funds.

## **VI. Financial Report Overview**

During the first half of FY2010, Camfed has made significant progress in achieving its objectives against planned FY2010 and life of project targets, and is continuing to build community structures' capabilities to provide effective and sustainable support to orphans and vulnerable children as well as helping young women achieve economic independence. \$1,265,505 (51%) of the project's total funds have been expended since the beginning of the project, with \$672,384 of USAID funds and \$593,122 of cost share funds expended. Key program expenditures for this year surround the bursary program, Safety Net Fund, and Cama's business training program, which are cornerstones of Camfed's work and represent our greatest financial investment.

Camfed's financial reports, including this report to USAID, are based on required backup documentation on expenditure in the rural districts where the project is based, such as district-level financial reports and receipts from schools. It is Camfed's policy that this backup documentation is collected from the districts before expenditures are reported officially in its financial reports. While Camfed is on track according to the FY2010 workplan for implementation of its program activities during the first six months of the fiscal year, there is an anticipated delay in receiving some of the required financial backup documentation from the districts. Financial reports representing some activities conducted in this reporting period (including key program expenditures from the bursary, Safety Net Fund and Cama business training program) are still being received from the field. As such, they have not been reflected in this financial report but will be reflected in FY2010 Annual Report. Therefore, the total project

expenditures for October 1, 2009- March 31, 2010 was \$251,176 with \$162,695 in USAID funds and \$88,565 in project co-financing. Camfed is closely monitoring the USAID budget against the planned activities and key targets, and is still aligned to meet all project targets within the project budget outlined in section A.4 of the Cooperative Agreement.

In the second half of FY2010, bursary and Safety Net Funds will continue to be distributed to vulnerable children in schools and many activities will occur within Cama around the distribution of funds through the business training program as well as on-going activities by CDCs, School Based Committees, and teacher mentors. Further, two Cama members are scheduled to travel to Zimbabwe to conduct exchange visits and the research survey will be fully underway in partnership with the London School of Hygiene and Tropical Medicine.

The full financial report detailing all expenditures from this period can be found in Annex 4 of this document.

## **VII. Sustainability and Coordination with Partners**

Camfed's approach in building the capacity of community structures to encourage them to become motivated, inspired and involved in the program is a big step towards project sustainability. Systemic change requires that those who traditionally have little or no power are empowered to participate fully in identifying problems, designing solutions, and demanding more from the system. Community structures – CDCs, SBCs, Parent Support Groups, teacher mentors, and Cama– have adopted a sense of ownership over the program, a sign that true sustainability is being accomplished. Community structures as indicated above are now more innovative and build on this program to make sure that support and advocacy for vulnerable children continues after the project closes. One indication of such sustainability is that SBCs have integrated the bursary and SNF programs into schools' annual budgets and have mobilized the community to contribute towards a communal fund to help expand these programs in schools and support more OVC.

Camfed believes that systemic change in Africa can only be achieved by formulating transparent and effective partnerships with communities, governments and policy-makers to redress imbalances of power within the social system. Therefore, through this project Camfed has made further progress in expanding its partnership network of current implementing partners, the private sector, and local NGOs/CBOs to collaborate about initiatives, develop its referral network and entered into partnerships with the private sector to solicit technical expertise to help Cama members in economic strengthening. For example, as mentioned previously in this report, organizations such as ARTI – Tanzania trained Cama members to use dry grass and leaves and farm remains to make charcoal. Further, Camfed forged networks with women entrepreneurs who have trained Cama members in Batik making, food processing and baking. Further, these partners have also agreed to identify local markets and advise on how and where to purchase all of the required equipment.

## **VIII. Upcoming Activities and Next Steps**

During the second half of FY2010, Camfed staff and CDCs will conduct monitoring visits to schools and Cama businesses. The second term bursary funds and Safety Net Fund items will

continue to be distributed to students in schools. CDCs are anticipated to train 45 school based committees on Camfed's program monitoring requirements, and teacher mentors will continue to conduct HIV-prevention sessions in schools. A new group of Form Four graduates will have the opportunity to join Cama and receive business and life skills trainings that will turn into the opportunity to receive grants and apply for loans. Further, research in partnership with the London School of Hygiene and Tropical Medicine to assess Camfed's Seed Money Program will be fully underway, looking at the impact the Seed Money Program has on factors such as increased household decision-making, fertility, marital decision-making, and other agency indicators.

We thank USAID for the opportunity to bring further news of the successes made possible through this important project, and look forward to reporting on these successes further in the FY2010 Annual Report.

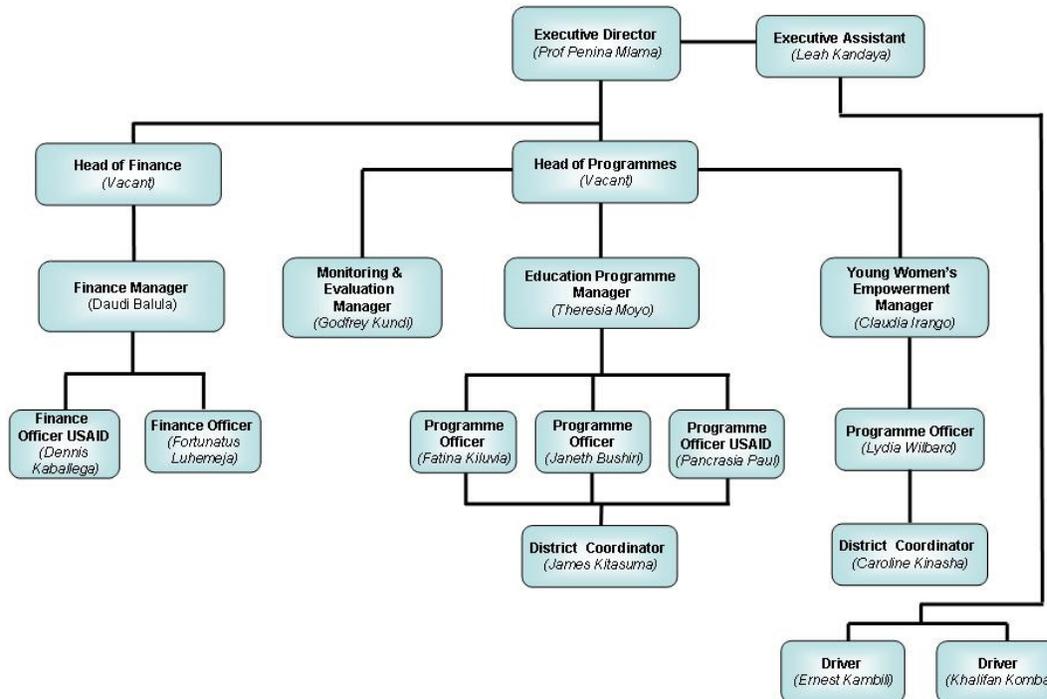
## Annex 1 – Activities and results achieved this reporting period

The following table sets out the strategic objectives, numbers targeted, and results achieved to date:

Strategic Objective	Activities for the project 2008-2011	Results Oct 1 2009 – March 31 2010
<p><b>1. Build the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school</b></p>	<p>Training, monitoring and supporting school and district committees to enable them to manage OVC financial support effectively, and ensure their needs are met within the school system; train district committees to engage proactively with and monitor OVC support; organize fora for best practice sharing and developing guidelines.</p>	<p>17 Community Development Committee(CDC) members trained on child rights, OVC care and support, wills and inheritance, monitoring and evaluation and financial management</p> <p>School committee members who were trained last year have participated actively in selection of form one beneficiaries for the year 2010. School committee members have instituted stringent follow-up measures for children who miss school to make sure that they do not drop out of school.</p> <p>650 school committee members will receive training starting from April; a schedule for the training has been made during CDC training in March. School committee training will start effective from April and continue to the end of May.</p>
<p><b>2. Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children</b></p>	<p>Conduct community consultations to identify specific constraints to orphaned and vulnerable children’s – especially girls’ – education; train and support 140 female teachers to provide health and psychological support in school.</p>	<p>School committees have continued to implement the action plans they formulated last year. For example, in Rufiji, school committees in collaboration with Parent Support Groups have initiated a school feeding program. School feeding was one of the key issues raised as a constraint to girls’ education during community consultations.</p> <p>57 teacher mentors have received additional training to be able to provide mentoring support in schools.</p>

<p><b>3. Deliver financial support to orphaned and vulnerable children</b></p>	<p>Provide school grants and bursaries (school fees, uniforms, and stationery) to enable orphans and vulnerable girls and boys to attend primary and secondary school; community and Camfed Tanzania monitoring to ensure support reaches intended beneficiaries.</p>	<p>1,000 girls have been supported through the bursary program in secondary schools. The support includes school fees, uniforms, shoes, accommodation in hostels for those coming leaving far from school and other school supplies.</p> <p>Safety Net Fund grants have been disbursed to 120 primary schools which will support boys and girls coming from impoverished families.</p>
<p><b>4. Enable young women school leavers to attain economic independence through training and support to set up businesses</b></p>	<p>Business training, start-up grants and ongoing support to enable 560 young women to set up their own businesses; train 3 Cama District Committees to manage the grants program; carry out participatory baseline and evaluation research on young women's choices; Cama exchange visits and best practice sharing.</p>	<p>48 young women trained in technical business skills, specifically on batik tie and dye, baking charcoal-making using farm remains which is environmental friendly, and food processing</p> <p>58 Cama members have received loans from Camfed's Revolving Loan Scheme. The loans will enable Cama members to expand their businesses.</p> <p>Preparation for the training of 122 Cama District, Ward and village Committee members and Revolving Loan Scheme members to be trained in financial management.</p> <p>Preliminary steps conducted for the in-depth research study on women's life skills and empowerment in partnership with the London School of Hygiene and Tropical Medicine, undertaken with Cama.</p> <p>Preparation for Cama exchange visit to Zimbabwe is underway; communications between offices is on-going so that the visit coincides with a major but relevant activity in the visited country, maximizing the learning opportunity for the participating Cama members.</p>

## Annex 2 – Camfed Tanzania Organizational Chart



### Annex 3 – Monitoring and Evaluation Form



**CAMFED**  
TANZANIA

## FINANCIAL MONITORING FORM

### FORM FOR SEC. SCHOOLS

FORM NO: 1

CAMFED • Campaign for Female Education

Educating Girls ▶ Eradicating Poverty

1301

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MONITORING TOOL FOR GRANTS - BURSARIES

NAME OF SCHOOL: KILANGALANGA SECONDARY ADDRESS: P.O. Box 177 TELEPHONE: \_\_\_\_\_ BANK ACCOUNT NUMBER: \_\_\_\_\_

DISTRICT: KIBAHIA REGION: PWANI YEAR: 2008 FIRST TERM/SECOND TERM: \_\_\_\_\_

DEADLINE FOR SUBMISSION (FIRST TERM): 1ST JUNE / SECOND TERM: 1ST NOVEMBER

No.	NAME	STUDENT REG. No.	FORM	GRANT PROVIDED TO STUDENTS				TO BE FILLED WITH SCHOOLS WITH HEALTH SCHEMES				TOTAL PER STUDENT	PAYMENT DATE	STUDENT SIGNATURE
				SCHOOL FEES	UNIFORM	CAUTION MONEY	HOSTEL ACCOMMODATION	HEALTH	IDENTITY CARD	IDENTITY CARD	DESKS			
01			I	20,000	35,500	5,000		5000	3500			84,000		A. Gwede
02			I	20,000	35,500	5,000		5000	3500			84,000		B. Gwede
03			I	20,000	35,500	5,000		5000	3500			84,000		C. Gwede
04			I	20,000	35,500	5,000		5000	3500			84,000		D. Gwede
05			I	20,000	35,500	5,000		5000	3500			84,000		E. Gwede
06			I	20,000	35,500	5,000		5000	3500			84,000		F. Gwede
07			I	20,000	35,500	5,000		5000	3500			84,000		G. Gwede
08			I	20,000	35,500	5,000		5000	3500			84,000		H. Gwede
09			I	20,000	35,500	5,000		5000	3500			84,000		I. Gwede
10			I	20,000	35,500	5,000		5000	3500			84,000		J. Gwede
11			I	20,000	35,500	5,000		5000	3500			84,000		K. Gwede
12			I	20,000	35,500	5,000		5000	3500			84,000		L. Gwede
13			I	20,000	35,500	5,000		5000	3500			84,000		M. Gwede
14			I	20,000	35,500	5,000		5000	3500			84,000		N. Gwede
15			I	20,000	35,500	5,000		5000	3500			84,000		O. Gwede
16			I	20,000	35,500	5,000		5000	3500			84,000		P. Gwede
17			I	20,000	35,500	5,000		5000	3500			84,000		Q. Gwede
18			I	20,000	35,500	5,000		5000	3500			84,000		R. Gwede
19			I	20,000	35,500	5,000		5000	3500			84,000		S. Gwede
20			I	20,000	35,500	5,000		5000	3500			84,000		T. Gwede
21			I	20,000	35,500	5,000		5000	3500			84,000		U. Gwede
22			I	20,000	35,500	5,000		5000	3500			84,000		V. Gwede
23			I	20,000	35,500	5,000		5000	3500			84,000		W. Gwede
24			I	20,000	35,500	5,000		5000	3500			84,000		X. Gwede
25			I	20,000	35,500	5,000		5000	3500			84,000		Y. Gwede
SUB TOTAL				500,000	887,500	125,000		125,000	87,500			87,500		
GRAND TOTAL												375,000		

**SUMMARY**

TOTAL AMOUNT RECEIVED: 3,276,000/= AMOUNT PAID TO STUDENTS: 2,940,000/= BALANCE: 336,000/=

PREPARED BY: NAME OF TEACHER MENTOR ROSE AZZA SIGNATURE: [Signature] DATE: 30/6/2008

APPROVED BY: NAME OF HEAD OF SCHOOL ALBERT P. MABIKI SIGNATURE: [Signature] DATE: 30/6/2008

RECEIPT FOR PAYMENT TO BE ATTACHED WITH THIS FORM

COPY OF RECEIPT FOR SCHOOL FEES, FOR ACCOMMODATION FEES, FOR CASH PAID DIRECTLY TO STUDENTS (USE FORM NO. 2), FOR EXAMINATION OR EXAMINATION FEE, FOR OTHER SCHOOL CONTRIBUTIONS

HEADMASTER  
KILANGALANGA SEC. SCHOOL  
P.O. Box 177  
MLANDIZI

\* Names have been shadowed, in compliance with Camfed's Child Protection Policy.



**USAID**  
FROM THE AMERICAN PEOPLE



# SUCCESS STORY

## Community Based Committees Mobilize to Reduce Dropout Rates in Rural Tanzanian Schools

**Local community committees and members independently launched a school feeding program in response to identifying that children were missing school due to lack of food.**



*A school based committee in Rufiji takes action to reduce drop-out rates in schools*

*“The achievement brought about by the introduction of the [school] feeding program can be seen. Students don’t miss school as often as they used to and cases of truancy have dramatically gone down”*

School Headmaster,  
Mgomba primary school

*When you educate a girl, everything changes*

**The Campaign for Female Education**  
[www.camfed.org](http://www.camfed.org)

U.S. Agency for International Development  
[www.usaid.gov](http://www.usaid.gov)

Truancy and drop-out rates at the Mgomba Primary School in rural Rufiji, Tanzania were high. After the School Based Committee and Parent Support Group gathered together with community members to identify why children were missing school, they confirmed that children could not get access to food during school hours. Many were traveling back home during lunch time and required to walk long distances back to school to continue their studies in the afternoon. One Parent Support Group member said, “There are children who are coming very far from school. So when you tell them to go home for lunch in the afternoon and then to come back to continue with their studies, it is like telling them go home and come back tomorrow.”

To address this, the School Based Committee and Parent Support Groups as well as other community members pooled their own resources to launch a school feeding program, buying maize and grains so that the Mgomba Primary School children could have porridge in school as well as starting a farm used entirely for the school feeding program. Parent Support Group members currently manage the farm and have plans to develop a bigger farm to assist orphan caretakers and orphans who are living with old or sick guardians.

With USAID’s support, Camfed has been building the capacity of community structures in the Rufiji, Iringa and Kilolo districts to empower them to gain the recognition, platforms and training that are critical to a more accountable and effective education system and to providing effective care to OVC. School Based Committees and Parent Support Groups work in collaboration with Community District Committees and teacher mentors to mobilize community resources for school improvement, monitor child protection in schools, and provide OVC care.

Since the school feeding program was launched at the Mgomba Primary School, there has been a significant reduction in drop-out rates and truancy. One member of the parent support group said, “The situation is different now; you can’t see students running around the village in the afternoon during week days. They are all in school, and this is because they get something to eat, however small.”

In addition to the school feeding program, the School Based Committee motivated parents to contribute a small amount of money to buy sports gears and drums. The committee chairperson said, “The idea was received well with parents, and we have been able to buy sports gears and drums for the school band. Students are now participating actively in sports and they have started a school band.”



**USAID**  
FROM THE AMERICAN PEOPLE



# SUCCESS STORY

## One teacher mentor helps a student identify her HIV-positive status and receive proper treatment

**Teacher mentors provide an atmosphere of trust and safety in schools to ensure OVC receive effective psychosocial support.**



Ms. Mwajuma Rashidi, a teacher mentor for primary school students in Rufiji, Tanzania

*The training that I got on OVC care and support, and skills I gained in observing and talking to children has helped me so much in communicating with children.*

*When you educate a girl, everything changes*

**The Campaign for Female Education**

[www.camfed.org](http://www.camfed.org)

U.S. Agency for International Development  
[www.usaid.gov](http://www.usaid.gov)

Ms. Mwajuma Rashidi, a teacher mentor at a primary school in the Rufiji district of Tanzania, used what she learned from her training by Camfed on how to provide effective psychosocial support to children to help an HIV-positive student identify her status and seek treatment.

Ms. Rashidi was conducting a group counseling session in the classroom when she noticed a student, Aisha\*, wasn't participating in group work, lacked energy, and wasn't interested in socializing with the other students. Ms. Rashidi checked the attendance register and saw that Aisha was missing school frequently. Ms. Rashidi then paid a visit to Aisha's home where she found that Aisha and her grandmother were living in very poor conditions. After questioning Aisha's grandmother about Aisha's lack of participation in school, Ms. Rashidi discovered that both Aisha's parents died of AIDS. Using Camfed's referral list of local VCT clinics, Ms. Rashidi suggested that Aisha be taken for HIV testing at a clinic nearby. It is here that Aisha found out she was HIV positive.

Teacher Mentors provide an atmosphere of trust and safety in schools to ensure OVC receive effective psychosocial support. With the support of USAID, Camfed invests in identifying and training female teachers in each Camfed partner school across the Rufiji, Iringa and Kilolo districts to mentor girl pupils and to help promote a positive and safe learning environment for all children. It is through such trainings that students like Aisha receive the individual attention and support they need to secure proper care. These female teacher mentors become important role models for OVC, especially girls, and their encouragement greatly contributes towards successful academic performance.

Teacher mentors in Tanzania are using a new training module that is focused on topics such as adolescence, HIV and AIDs – most specifically focusing on HIV prevention. The module contains guidelines in conducting counseling both for individuals and for groups, and it also contains activities that teacher mentors can engage children in for the purpose of providing children with psychosocial support.

Aisha has since started ARV treatments, attends the health clinic twice per month, and is still attending school.

\* Student's name changed to protect her identity