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New Partners Initiative  
FY 2011 Annual Workplan

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**Camfed USA Foundation**

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

**Cooperative Agreement Number: GHO-A-00-08-00007-00**

**FY2011 Annual Work Plan: October 1, 2010 – April 3, 2011**

**Submitted August 31, 2010**



*Camfed-supported students from Lyandembela Secondary School in Iringa gather to visit with Camfed staff and give updates on their progress in school*

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## **List of 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
FBO	Faith-Based Organization
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

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. Camfed's power-sharing model at the grassroots provides the foundation of this project and underpins its goal of long-term sustainability. Camfed's model mobilizes an entire social infrastructure around orphans and vulnerable children (OVC) to support their development, beginning with primary and secondary education, and progressing into young adulthood and working life.

Camfed brings together, often for the first time, the many influential community actors in an OVC's life – teachers, health workers, traditional and faith-based leaders, police, parents and female role models – all of whom are in a position to bring about improvements to girls' and young women's futures. By recognizing and bolstering this network of support, Camfed is able to galvanize assistance for girls at the key transitional moments in their lives: from primary into secondary school, when many girls are lost from enrollment because of poverty; and upon graduation from secondary school, when girls need a secure bridge into further education or training, with solid economic opportunity.

Working through a power-sharing partnership with communities, transparency and accountability are built into every level of Camfed's program. District-level Community Development Committees act as central coordinating bodies to link stakeholders together, manage and monitor the program, and advocate for vulnerable children and safety in rural schools. At the school and local level, School Based Committees mobilize community resources for school improvement, monitor child protection in schools, and provide care. Teacher Mentors provide an atmosphere of trust and safety in schools by providing psychosocial support to OVC, and Mother Support Groups support teacher mentors and organize within the community to provide support and care for vulnerable children in and out of school.

With the support of USAID, Camfed has been able to expand and scale its program in Tanzania, increasing its commitment to comprehensive OVC care, strengthening its HIV prevention strategies, and fostering sustainability in the Iringa, Rufiji, and Kilolo districts and beyond. Since the project began in 2008, almost 26,000 individuals have been reached with HIV prevention messages and more than 10,000 OVC have been given care services.

As the project moves into its final six months, this FY2011 work plan outlines the key activities and close-out processes the Camfed team will focus on to maximize the impact of this project and ensure a smooth close out. Most notably and thanks to USAID, a cohort of 1,000 girls will be entering their fourth year of support, Cama businesses will continue to grow and be supported to succeed, and an external evaluation will be conducted in Rufiji, Kilolo and Iringa, serving as a basis for analyzing Camfed Tanzania's program impact overall. The evaluation will assess impact, effectiveness, efficiency, sustainability and replicability of the project. Total project costs for Year 4 are \$638,284.

We are reminded of the impact Camfed is having on lives in rural communities and the sustainability the programs are achieving, thanks to donors including USAID, by thoughts from Cama members such as Chiku Liligele from Tanzania: *"Cama gave me courage. I can stand in front of a group of people, or my customers, and talk to them with confidence. My husband is very proud of me. I am respected in the community as a successful woman with a sharp business sense who knows how to handle her money. And I plan to keep improving myself. I'm not afraid to try anything anymore! My dream of becoming a teacher has come back to life."*

## II. Planned Activities and Expected Results:

Strategic Objective	Activities for the project 2008-2011	Expected Results Oct 1, 2010 – April 3, 2011
1. Build the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school	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; and organize fora for best practice sharing and developing guidelines.	<ul style="list-style-type: none"> <li>▪ Community Development Committees (CDC) conduct monitoring visits to schools to monitor children’s entitlements</li> <li>▪ CDCs provide mentoring to school committees to strengthen their capacity in financial management and administration of the Safety Net Fund</li> <li>▪ Transparent systems in place for managing resources for vulnerable children</li> </ul>
2. Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children	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 schools.	<ul style="list-style-type: none"> <li>▪ Monitoring of the community action plans drawn-up to address constraints to orphaned and vulnerable children’s education</li> <li>▪ 157 trained teachers mentors continue to support vulnerable children in schools by providing psychosocial support and conducting HIV/AIDS prevention sessions in class</li> </ul>
3. Deliver financial support to orphaned and vulnerable children	Provide school grants and bursaries (school fees, uniforms, and stationery) to enable orphaned and vulnerable girls and boys to attend primary and secondary school; community and Camfed Tanzania monitoring to ensure support reaches intended beneficiaries.	<ul style="list-style-type: none"> <li>▪ 1,000 orphan and vulnerable girls supported in secondary education through bursaries</li> <li>▪ Safety Net Fund grants disbursed to 120 primary schools</li> </ul>
4. Enable young women school leavers to attain economic independence through training and support to set up businesses	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; train 12 Cama members to carry out participatory baseline and evaluation research on young women’s choices; Cama exchange visits and best practice sharing.	<ul style="list-style-type: none"> <li>▪ 220 businesses visited and young women supported by Cama Business Trainers.</li> <li>▪ 20 successful businesses documented for sharing with stakeholders</li> <li>▪ 80 start-up grants disbursed</li> <li>▪ 2 Cama members visit Ghana through exchange visits, learning documented</li> <li>▪ Lessons learned documented from the Cama Seed Money Scheme research (in partnership with London School of Hygiene and Tropical Medicine).</li> </ul>

### III. Summary Table of PEPFAR Targets for FY2011: Oct 1, 2010- April 3, 2011

Reporting Period: FY2011 Oct 1, 2010- April 3, 2011						
Program Area	Original PEPFAR Indicator	Cooperative Agreement Target	Next Generation Indicator	Life of Project (LOP)	Expected Target Achievements through FY2010	FY11
<b>Prevention</b>						
Prevention Sub Area 8: Sexual and other Risk Prevention	Number of individuals reached with community outreach HIV/AIDS prevention programs that promote abstinence and/or being faithful	12,150	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	8,105	16,895
	Number of individuals trained to promote HIV/AIDS prevention programs that promote abstinence and/or being faithful (teacher mentors)	100	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	1,355	3,645
	No of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful	180				
<b>Care</b>						
	No of orphans and vulnerable children (OVC) served by an OVC program, disaggregated by sex		C1.1.D Number of eligible adults and children provided with a minimum of one care service			
	Female	7,750	Female	8,310	4,611	3,699
	Male	7,750	Male	7,750	5,629	2,121
	Primary Direct		<18 years old	15,500	9,850	5,650
	Female	5,500	18+ years old	560	390	170
	Male	2,250				

	Supplement Direct					
	Female	4,000				
	Male	3,750				
	No of providers/caretakers trained in caring for orphans and vulnerable children					
	Female	825				
	Male	825				
<b>OVC Care and Support Services</b>						
			Number of eligible children provided with shelter and care	15,500	9,860	5,640
			Number of eligible children provided with Education and/or vocational training	20,800	10,525	10,275
			Number of eligible adults and children provided with psychological, social, or spiritual support	15,500	7,119	8,381
			Number of eligible adults and children provided with Economic Strengthening Services	560	174	386

## IV. Implementation Plan

### Strategic Objectives and Detailed Activity Descriptions

#### **Strategic Objective 1: Build the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school**

PEPFAR Indicator Program Area: Care, OVC Care and Support

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

CDCs will continue monitoring OVC entitlements in primary and secondary schools, placing a high emphasis on sustainability of efforts and promoting best practices. 22 secondary schools and 60 primary schools will be monitored by CDCs across the three project districts, and CDC monitoring visits will involve meetings with teacher mentors, heads of schools, teachers, beneficiaries and their parents/guardians. CDC monitoring visits will be conducted in February 2011, and they will facilitate dialogue between parents, school administration and community leaders on new and continued strategies for supporting OVC to access education.

For example, CDCs will encourage communities to start village education funds, an initiative that has been piloted in the Kilolo district. Village Education Funds are a result of consultation meetings facilitated by the Kilolo CDC to identify constraints that impede OVC's access to services. It was observed that OVC who completed primary school and failed their exams become even more vulnerable to various forms of child rights abuse, such as being sent to towns to become house maids, or easily fall victim to sexual abuse and ultimately contract HIV. Villagers decided to establish a Village Education Fund, used to support OVC, especially girls, who are unable to continue with secondary education. The fund will be used to support OVC through vocational training of their choice. These kinds of community initiatives that arise as a result of Camfed's investment in local committees committed to girls' education are a crucial part of sustainability.

122 school based committees' capacity on child rights, OVC care taking skills, financial management, gender, monitoring and evaluation have been strengthened in the last three years. Over the next six months, CDCs will continue to assess the outcome of these trainings and document impact. CDCs will also identify gaps in the capacity of school committee members and, together with the Camfed Tanzania Resource Team, will develop a follow-up training plan. This training plan will be one of the activities that will continue after project close by utilizing the Camfed Resource Team – members from community structures who have shown outstanding capability in spearheading this project. They will provide hands-on support to school committees in areas that need further strengthening.

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

Camfed's Annual General Meeting (AGM) 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. During previous AGMs, child protection was the topic of utmost importance, encouraging participants to apply Camfed's child protection policy at all levels, ensuring an environment of safety and trust is being created for children in school, among peers, and within the community. Camfed will conduct its FY2010 AGM in September 2010 and the 2011 Annual General

Meeting is planned for fall 2011. Therefore, this activity will not be conducted during the final year of the USAID project.

**B. Strategic Objective 2: Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children**

**PEPFAR Indicator Program Areas: Prevention, OVC Care and Support**

**Activity 2.1: Community Consultations – Monitoring of the community action plans to address constraints to orphaned and vulnerable children’s education**

CDCs and school based committees have conducted 121 consultation meetings with community members to identify constraints that OVC face in accessing education. Last year, action plans were developed to effectively act upon identified issues and produce tangible results. After a successful training for school based committees (SBCs) conducted last year, SBCs have been implementing the plan jointly with the communities. SBCs have spearheaded efforts to address the constraints documented in the action plans, and in the remaining six months of this project, Camfed staff will conduct monitoring visits to assess achievements and encourage continued sustainability of the actions taken to address these issues. Camfed staff will support school committees and the community to review their plans and set new strategies as necessary to address the problems that were identified. Some of the key community initiatives that were aimed at addressing constraints that affect OVC are starting and operating a school feeding program, repairing desks and starting village education funds, as described in 1.1 above.

**Activity 2.2: 157 teacher mentors continue to support vulnerable children in schools by providing psychosocial support and conducting HIV/AIDS prevention sessions in class**

157 Teacher mentors who received training in Years 1-3 will continue to provide support to OVC, providing counseling and guidance and psychosocial support; helping them to overcome the problems they face, taking action on their behalf; and running HIV/AIDS sessions in class. Teacher mentors will facilitate exchange visits within wards among students to learn from other schools. In addition, teacher mentors have formed a network within wards, and in this network, a teacher mentor from one school will facilitate at least one HIV/AIDS prevention session in the neighboring school(s). Teacher mentors have been provided with HIV/AIDS training modules and have been trained on how to use the modules when conducting sessions with students.

Teacher mentors are instrumental in supporting the implementation of child protection policies in each school, acting as champions to influence school leadership and staff to adopt more child-friendly and gender-sensitive approaches. This approach will continue in Year 4 to encourage a friendlier school environment and attract more OVC into school because school will be seen as a safe place to attend.

**C. Strategic Objective 3: Deliver financial support to orphaned and vulnerable children**

**PEPFAR Indicator Program Area: OVC Care and Support**

**Activity 3.1: Provide bursaries for school going costs for 1,000 vulnerable girls at secondary school**

1,000 secondary school orphans and vulnerable girls will be supported to stay in school through the Camfed bursary program. Eligible girls who were identified by the communities and endorsed by CDCs earlier in the project will be enrolled in their fourth year of Camfed and USAID support, representative of Camfed’s commitment to support girls through the entirety of their secondary school education and beyond. These girls will be provided with a comprehensive package, including school fees, exam fees where applicable, school uniform, shoes, stationery, health fees and lodging/food where the

beneficiaries live too far from school to travel daily. The bursary grant will be managed by the school administration with teacher mentors taking the lead in organizing the provision of children's entitlements.

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

The inability to purchase items such as uniforms, supplies, or shoes is often a determining factor in families' decisions to keep children from attending school, or children dropping out after they start. Without these funds, far fewer children – especially girls – would be able to progress to secondary school.

Block grants will continue to be provided to primary schools in Year 4 to support orphans and vulnerable children, both boys and girls, at risk of dropping out of school. These grants will provide support to meet urgent scholastic materials, including uniforms, stationery, school fees, exam fees and other needs which, if not met, force children to drop out of school. Paired with the support to teacher mentors and community committees, this financial support will encourage children to succeed and enroll in secondary school. Children throughout 120 schools will receive support through the Safety Net Fund in Year 4 of the project.

**Activity 3.3: Provide effective monitoring of bursary and block grants at the school, district and national level to ensure that resources reach the most vulnerable children**

One round of monitoring visits will be conducted by Camfed staff to monitor progress of the program to effectively manage the distribution of financial support to students. Staff members will also document best practices, gather case studies and success stories, and provide mentorship to teacher mentors, CDCs and school committees. Staff will conduct meetings with school committees and community representatives to discuss and set strategies which will ensure sustainability after close out of the project.

**D. Strategic Objective 4: Enable young women school leavers' economic independence through training and support to set up businesses**

**PEPFAR Indicator Program Area: Prevention**

**Activity 4.1-4.2: Train 560 young women in business and life skills; and Cama District Committees manage finances and assess Cama businesses**

To date, 572 women have been trained in business and life skills and HIV/AIDS prevention, improving confidence, building problem-solving skills, and learning basic business skills adapted to the rural context. As a result, women in Cama have utilized Camfed's Seed Money Program to identify businesses, develop business plans, and receive grants for business start up. 460 new businesses have been launched as a result of this project to date. During Year 4 of the project, Camfed will conduct Cama business mentoring visits to assess the progress of these newly-launched businesses and provide advice for future success. Lessons learned will be documented and Cama members will continue to build their businesses and support each other through the Seed Money Program and through the invaluable support the Cama network provides.

One such example is through the Cama District Committees. Cama District Committee members together with Cama Business trainers will conduct further visits to Cama members' business sites and assess the progress of their businesses using business monitoring tools that have been developed. They will provide advice and support and share lessons learned from other Cama members where

appropriate. Cama District committees, having approved the grants, have a responsibility in monitoring progress, and this function further builds their capacity and ownership of the program.

**Activity 4.3 Cama District Committees manage the distribution of 560 start-up business grants**

Camfed's grant-making activity now has the ability to distribute loans through the Camfed Revolving Loan Scheme. Camfed identified a need to evolve its Seed Money Program because Cama members were continually developing more sophisticated business plans. Through the Camfed Revolving Loan Scheme, grants are distributed to Cama members 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. Cama members contribute to the loan scheme every week or month an amount that they have collectively agreed upon, and they then open a bank account where 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.

During Year 4, 80 grants through the Camfed Revolving Loan Scheme will be disbursed to Cama members in Rufiji, Kilolo and Iringa. Cama District committees will continue to assess proposals from members and disburse business start-up grants for approved proposals. Cama committees have a responsibility to only provide grants to viable business proposals, to ensure that funds are spent appropriately and to help young women avoid failure.

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

In partnership with the London School of Hygiene and Tropical Medicine (LSHTM), Camfed undertook a study of Camfed's Seed Money Program in Tanzania and Zimbabwe. Joelle Mak, deputy principle investigator for the study, traveled to Tanzania to pre-test research tools and interviewed 8 Cama members for two days as well as Camfed staff. This study brings considerable leverage to the direct investment by USAID in these districts, building an understanding of the drivers of change to take the program to scale. Cama members assisted the LSHTM in managing the execution of the study by coordinating communications, arranging interviews, and acting as key informants. The research looked at economic opportunities present in the rural areas and assessed Cama members' levels of confidence, self esteem, ability to negotiate, and communication skills. The data from this study is currently being analyzed and the findings from this report are scheduled to be released in late 2010. Building on this activity, Camfed plans to conduct an external evaluation of Camfed Tanzania's programs, conducting research in the USAID-supported districts of Rufiji, Kilolo and Iringa. A comprehensive overview of this evaluation is provided in the Monitoring and Evaluation section of this work plan.

**Activity 4.6: Cama exchange visit to Ghana**

There has been demonstrated value for Cama Tanzania in learning from the Cama network in the other countries in Africa where it is active. The institutional capacity is strengthened by learning and taking the good practices from other branches of the network. During Year 3, Camfed conducted its latest exchange visit to Zimbabwe, Camfed's oldest program, to share best practices and learn from some of the most seasoned Cama members.

During the final six months of this project, Cama members will visit the Ghana program to share stories and learn new strategies to take back to Cama Tanzania for implementation. Most notably, Cama Tanzania members will learn how Cama members in Ghana manage so successfully to receive buy-in

from school administration to teach in schools as student teachers, and learn mobilization techniques used by Cama members in Ghana to gain resources for local philanthropy, such as community members voluntarily contributing money to send more girls in their communities through school. Two Cama members and one program staff will visit the Ghana program in February 2011.

## **V. Monitoring and Evaluation (M&E)**

Camfed Tanzania's approach to monitoring and evaluation is underpinned by the principles of accountability to individual children (OVC) for the support to which they are entitled, and the empowerment of rural young women to be economically independent decision-makers in their own development. These efforts promote healthy, independent, productive members of society who are less likely to get married early, have unplanned pregnancies, and contract HIV/AIDS. Camfed Tanzania's M&E approach involves local stakeholders in gathering and using information as a key strategy to improve the quality of the OVC services and deepen understanding of social determinants that affect vulnerable children. This process encourages the community, especially community volunteers, to internalize the program, building a strong platform for sustainability of program activities.

Most of the day-to-day work takes place by the large network of Camfed Tanzania's community structures, including Community Development Committees (CDC), School-Based Committees (SBC), Cama members and teacher mentors. These local activists are best placed to understand exactly what is happening in the communities, provide regular reports to Camfed, and are in constant communication with Camfed Tanzania. These efforts are followed up by regular field visits by Camfed staff.

As the project is coming to an end, M&E data on outcome and secondary data from government on education and HIV and AIDS will be collected and used during a comprehensive external evaluation process conducted in the USAID districts. Camfed Tanzania has identified the need to evaluate its programs from an external perspective to gain feedback to improve its programs and obtain a strategic document which it can disburse to external stakeholders to advocate for Camfed Tanzania's programs and show its impact.

The below outlines monitoring initiatives planned for the remaining portion of the project and a detailed look into Camfed Tanzania's planned external evaluation.

### **Monitoring in the next six months**

- CDCs will conduct monitoring visits to 22 secondary schools to assess the use of bursary grants – checking that guidelines for bursary have been followed and that the robust Camfed financial systems are being followed;
- CDCs will conduct monitoring visits to assess implementation of community action plans. CDCs will document the activities that have been implemented according to the action plans and support school committees in areas where they faced challenges;
- CDCs will support school-based committees to review the community action plans in addressing OVC constraints. School committee will come up with new action plans and share with the community in village public meetings;
- Cama District Committees will conduct mentoring visits to 220 Cama businesses. Cama members will receive advice from the district leaders as well as Cama Business Trainers (CBT);

- Cama District Committees together with CBT will assess successful Cama businesses and document them for sharing;
- Camfed staff will conduct monitoring visits to schools to conduct data verification and talk to beneficiaries to find out the level of satisfaction of the services offered.

### **External Evaluation**

Camfed conducted comprehensive baseline surveys in 2008-2010 to measure attitudes of women, girls and community members in its programs in Tanzania, Zambia, Zimbabwe and most recently, Malawi. The baseline provided an in-depth picture of the Camfed work as well as gave crucial data to be used to measure success and achievements of its programs. Furthermore, in partnership with the London School of Hygiene and Tropical Medicine, research has taken place surrounding the Cama Seed Money Scheme during Year 3 of this project. During Year 4 of this project and as outlined in the initial Cooperative Agreement scope of work, Camfed Tanzania will build on the research conducted with the London School of Hygiene and Tropical Medicine to conduct an external evaluation of the program, using the three USAID project districts as the geographic focus of this research.

The external evaluation will assess the impact, effectiveness, efficiency, sustainability and replicability of the project. The below gives an illustrative look at potential areas being considered for the scope of the external evaluation, with the full scope of work to be developed by December 2010.

- Assess and identify the impact of the project to the lives of targeted audiences;
- Assess the extent to which OVC's access to education has been attained in the project area;
- Assess the extent to which OVC have been provided with psychosocial support and protection in schools by teacher mentors, school committees and CDCs;
- Assess the extent to which OVC and "older OVC's" vulnerability to contracting HIV/AIDS have been reduced;
- Assess the level of community participation and specifically of Cama members as decision making bodies;
- Assess the impact and scalability of the Camfed Revolving Loan Scheme
- Establish the extent to which the project has had a positive impact including the general attitude and practice of community members towards OVC rights; and
- Assess to what extent Camfed has strengthened community structures to support delivery of quality OVC services.

### **VI. Plan for Sustainability, Transition and Close Out:**

Camfed's approach has been widely endorsed as a model of best practice for the effectiveness of its systems around governance and transparency; the empowerment of local structures with which it works; its coordination with government services; and for its cost-effectiveness. Camfed's programs are operationalized through a wide network of community activists, supported by a small core team of staff. Camfed's community structures – CDCs, SBCs, Parent Support Groups, teacher mentors, and Cama – have adopted a sense of ownership over the program and are becoming more and more innovative, ensuring support and advocacy for vulnerable children continues after the project closes.

**Processes/activities undertaken to ensure project sustainability at end of project, and processes in place to ensure that activities continue after NPI funding:**

Fostering community support as a mechanism to reduce the transmission of HIV/AIDS in sub-Saharan African communities thrives largely because Camfed strengthens local capacity and devolves control over program management into the hands of school and community committees as our central strategy for sustainability. This impact is made possible through a network of more than 50,000 community activists working to implement our programs to reduce HIV transmission through education, child protection and economic empowerment initiatives, including over 4,600 community activists in Tanzania alone. Through the help of additional donor support, Camfed will scale its investment in the institutional capacity of schools, communities and government structures in Tanzania to act to secure children's rights to education and protection in the long term and build on the investment USAID has made through this Cooperative Agreement

Camfed is further working to foster its relationship with USAID in Washington and in-country missions along with other USAID implementing partners to create a thriving and long-lasting USAID relationship that will help sustainably encourage change and alleviate poverty in rural sub-Saharan African communities. Camfed continues to concentrate on building long term and sustainable donor support through various other channels as well, such as through foundations, corporations and individuals. Its diverse range of donors has increased their commitment to Camfed over the years, despite the economic downturn.

#### **Building strong partnerships with government agencies**

Camfed's grassroots governance structure ensures that all stakeholders, from the head teacher to the mother to the district education official, participate in decision-making and accountability over resources, based on an international framework of rigorous accountability systems. The involvement of communities in managing and monitoring resources ensures that a system of checks and balances is created at every level, and builds the capacity of civil society to demand accountability from government. Close working partnerships with government ensure activities are not only complementary, but often integrated into on-going Ministry strategies and approaches. Camfed's developmental approach incorporates advocacy at all levels of government to ensure that best practice is institutionalized and that lessons learned from work on the ground will be shared with key stakeholders, especially school and district authorities. Through these partnerships and on-going training and support, Camfed builds government capacity, including in systems for identifying the most vulnerable children, financial management, and monitoring and evaluation. For example, many CDC members, who are instrumental in the management and monitoring of this project, are District, Ward and school level Ministry of Education officials, and we have seen evidence of best practice gained through Camfed programs being incorporated into Ministry of Education processes and programs.

#### **Promoting local activism and philanthropy to maintain progress towards Strategic Objective 3 (Deliver financial support to orphaned and vulnerable children)**

Camfed's model encourages communities to innovate and expand activities, and develop sustainable, locally-appropriate, community-led solutions to challenges identified by those who are most aware of them. Peer networks, including regular exchange visits, encourage cross-fertilization of ideas and allow local education officials, Cama members and others to learn from one another. This strategy builds a sense of responsibility for continuous learning and improvement in their work, instilling ownership of the project. Communities have responsibility for managing project resources: this community-managed approach gives local groups the confidence and experience to access, generate and manage resources effectively in the long term. The approach encourages local philanthropy, supporting project goals and activities through the generation and sharing of local resources. To date across Camfed's

countries of operation, over 71,800 children have been supported in school through community activism and philanthropy.

### **Project Close-Out Plan**

As the project moves into its final six months of this Cooperative Agreement, Camfed plans to begin activities that will ensure a smooth project close-out by April 3, 2011. Most notably, 4 members of Camfed USA, Camfed International and Camfed Tanzania will be traveling to Uganda in September 2010 to participate in the NuPITA Close-Out Training. Having a mix of Camfed program, finance and multi-office representation will ensure this project is closed successfully and clarity on close-out expectations are agreed across the team. Below is an illustrative list of close-out activities, and Camfed will be working closely with NuPITA during and after the training to develop a comprehensive close-out plan:

- Develop comprehensive close-out plan, including close-out checklist, with the assistance of NuPITA and produced from lessons learned during the close-out training (October 2010)
- Submit disposition of property approval request to USAID (February 2011)
- Submit final SF-270 request (February 2011)
- Submit final SF-269, inventory report and VAT report (April 2011)
- Request for final USAID project debrief (April 2011)
- Transfer title on bank accounts, liquidate funds and reconcile advances (April 2011)
- Submit final performance report (May 2011)
- Submit any outstanding deliverable reports to DEC (May 2011)
- Submit final audit report and finalize indirect rate (October 2011)

Camfed is aware that project funds may not be spent after April 3, 2011 and has closely mapped its final budget, included in this work plan, to ensure no expenditures will exceed the budget ceilings outlined in the Cooperative Agreement. As USAID has invested through this project in scaling an already-established Camfed program in Tanzania and has focused on leveraging long-term sustainability through an investment in dedicated community support structures, all USAID-funded project activities are expected to continue beyond the time and resource boundaries of the project through additional donor funds.

### **VII. Management and Staffing**

Camfed Tanzania is the field implementing organization delivering this project. Camfed Tanzania is responsible for planning, conducting activities, the management of sub-grants, ensuring compliance with grant regulations, financial management and program reporting. Camfed Tanzania Executive Director Penina Mloma is responsible for ensuring project delivery and reporting to the Camfed international Executive Team.

Camfed USA is responsible for overseeing the management of the project and providing quality reporting to USAID. In addition to the regular communications with Camfed Tanzania, Camfed USA and International team members make regular field visits to monitor progress, and to provide capacity building to the Camfed Tanzania team in compliance and reporting with regard to this Cooperative Agreement. Building capacity of Camfed staff through NuPITA's support has also been a critical element to this project and will continue to expand up until project close. Two members of Camfed Tanzania are scheduled to attend the Resource Development training in South Africa in late September/early October, and USAID Grants Manager Lauren Barnard and Head of Finance Gaby Perry

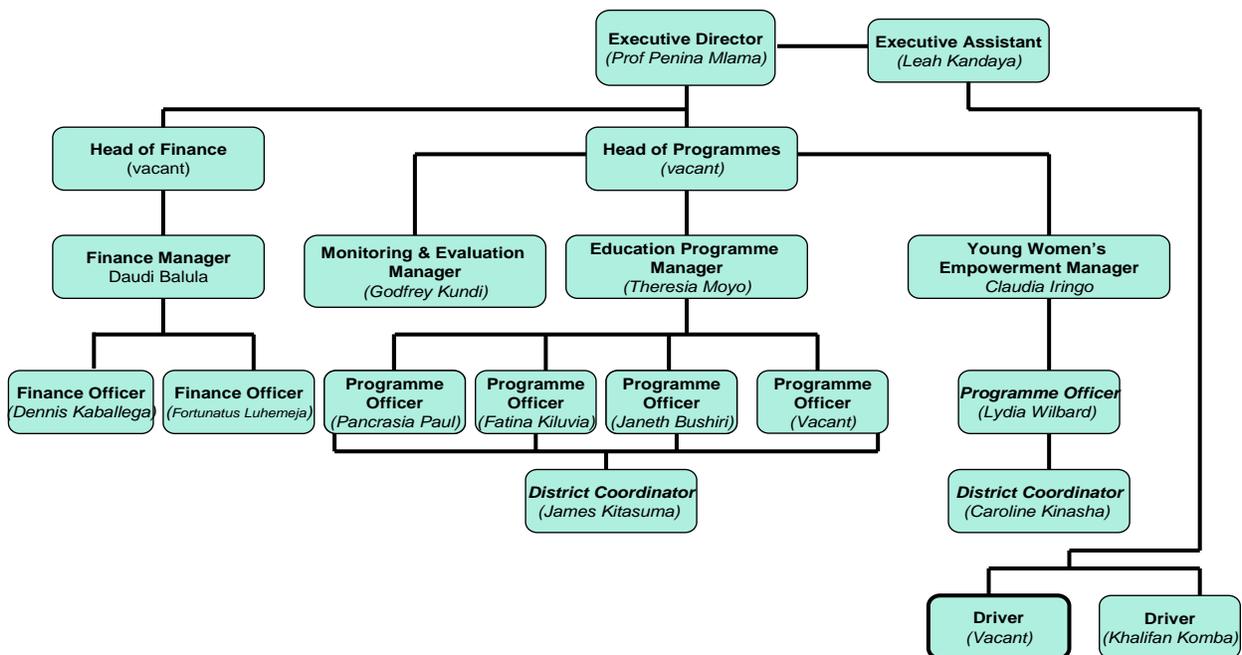
will be traveling to Tanzania in March 2011 to assist the Camfed Tanzania team with close out. Furthermore, Camfed Tanzania is attending USAID/Tanzania country partner meetings to share lessons learned and hear from other implementing partners as well as frequently engaging in other USAID-supported initiatives, such as through the MEASURE Evaluation project to build Camfed's capacity in data collection methodologies.

Furthermore, Camfed USA's team is continually growing, with the addition of its new Finance Manager Noelle Beegle, and Camfed USA is now leading communications efforts for Camfed's programs worldwide. A Strategic Communications Manager, Online Marketing Manager, and Media Relations Manager are all working to build awareness of Camfed and overseeing all strategic communications and messaging out to Camfed's audiences and through other innovative means, such as Facebook and Twitter. Camfed USA Executive Director Brooke Hutchinson is still the main point of contact for USAID and all U.S. donor relations.

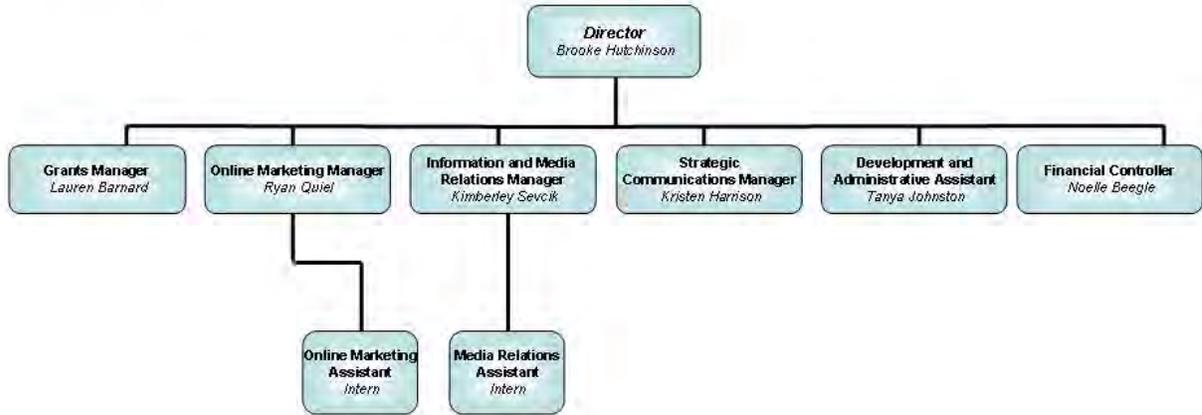
### Staffing Charts

Below are the current Camfed Tanzania and Camfed USA staffing charts.

#### Camfed Tanzania



**Camfed USA**



## Budget

Planned project costs for October 1, 2010 – April 3, 2011 are \$638,284, with a contribution of \$302,930 from USAID and project co-financing of \$335,355.

Key program expenditures for Year 4 continue to surround the bursary and safety net fund programs as well as the planned external evaluation of the project and Camfed Tanzania generally. Also, a significant portion of staff and travel time are anticipated to be devoted to the project as the project is coming to a close. The International Travel Matrix can be found in Attachment C of this document.

Camfed continually assesses the balance of investment in training and delivery of direct support to transform the lives of individuals. Camfed's investment in sophisticated financial systems makes certain that funding is received by communities in response to need and budgets. Furthermore, our well-established relationships with in-country financial and other institutions as well as our staff's fluency in the key in-country regulations governing registration and labor laws ensure smooth financial management.

Camfed is committed to excellence in project management, prioritizing support to the field. We strive to serve as a strong base for our in-country teams to receive full support to conduct project activities. A detailed budget breakdown can be found below:

### Camfed FY2011 Work Plan Budget Details October 1, 2010- March 30, 2011

	RATE	USAID	NGO	TOTAL
<b>A. Personnel</b>				
CAMFED Tanzania Executive Director, Penina Mlama		\$9,134	\$16,054	\$25,188
CAMFED Tanzania Program Manager, Claudia Iringo		\$1,412	\$6,249	\$7,661
CAMFED Tanzania Program Manager, Theresia Moyo		\$1,155	\$5,113	\$6,268
CAMFED Tanzania Program Officer, Pancrasia Paul		\$2,876	\$5,130	\$8,006
CAMFED Tanzania Finance Officer, Msaada Balula		\$6,274	\$10,935	\$17,209
District Co-ordinator, James Katisuma		\$1,887	\$1,818	\$3,705
CAMFED Tanzania Driver, Khalifan Komba		\$1,183	\$1,828	\$3,011
CAMFED Tanzania Executive Secretary, Leah Kandaya		\$0	\$2,732	\$2,732
CAMFED Tanzania M & E Manager, Godfrey Kundi		\$0	\$6,568	\$6,568
CAMFED USA Director, Brooke Hutchinson		\$1,388	\$12,148	\$13,536
CAMFED International Head of Finance, Gabriela Perry		\$3,979	\$2,570	\$6,550
CAMFED International Finance Director, Luxon Shumba		\$0	\$1,074	\$1,074
CAMFED International M & E Manager, Maria Mascarucci		\$0	\$377	\$377
CAMFED USA Grants Manager, Lauren Barnard		\$0	\$17,903	\$17,903
Other Personnel				
<b>Subtotal Personnel</b>	-	\$29,288	\$90,500	\$119,788

<b>B. Fringe Benefits</b>				
Benefits & taxes	_8% of salary	\$2,232	\$4,835	\$7,067
<b>Subtotal Fringe Benefits</b>	-	\$2,232	\$4,835	\$7,067
<b>C. Subagreements / Contracts</b>				
Community Development Committees (3 CDCs monthly grants for community led activities)		\$4,705	\$4,705	\$9,410
School going costs for 1000 orphaned and vulnerable girls		\$84,370	\$151,081	\$235,451
Community grants to support 15,500 orphaned and vulnerable children in primary schools		\$56,060	\$0	\$56,060
CAMA activities (monthly grants for 3 districts)		\$2,207	\$0	\$2,207
Business start-up grants for 560 young women		\$10,011	\$10,011	\$20,022
Business Manuals for 560 young women		\$3,103	\$3,103	\$6,206
<b>Subtotal Travel</b>	-	\$160,456	\$168,900	\$329,356
<b>D. Travel</b>				
Local Travel				
Monitoring visits to schools to assess grant use		\$7,726	\$4,512	\$12,238
Community consultation and discussion forums		\$24,537	\$4,907	\$29,444
External Evaluation		\$2,747	\$0	\$2,747
International travel				
Exchange visits between CAMA in Tanzania, Zimbabwe, Ghana and Zambia		\$2,861	\$5,721	\$8,582
CAMFED monitoring and technical support		\$6,996	\$0	\$6,996
<b>Subtotal Travel</b>	-	\$44,867	\$15,140	\$60,007
<b>E. Equipment</b>				
		\$0	\$0	\$0
<b>Subtotal Equipment</b>	-	\$0	\$0	\$0
<b>F. Supplies</b>				
Monitoring visits to schools to assess grant use (fuel)		\$2,575	\$1,504	\$4,079
Community consultation and discussion forums		\$475	\$95	\$570
Provide a comprehensive package of bursary support to girls		\$1,722	\$3,083	\$4,805

Subtotal Supplies	-	\$4,772	\$4,682	\$9,454
<b>G. Contractual Services</b>				
Program Consultancy		\$0	\$14,976	\$14,976
External evaluation		\$15,750	\$0	\$15,750
Subtotal Contractual Services	-	\$15,750	\$14,976	\$30,726
<b>H. Program Costs</b>				
Training for 560 young women entrepreneurs in livelihood skills				
Per diem		\$4,205	\$2,402	\$6,607
Transportation		\$6,307	\$3,604	\$9,911
Facilitation		\$15,180	\$9,374	\$24,554
Supplies		\$1,075	\$614	\$1,688
Subtotal Program Costs	-	\$26,766	\$15,994	\$42,760
<b>I. Other expenditure</b>				
Communications		\$211	\$198	\$409
Postage and delivery		\$302	\$639	\$941
Office Rent		\$2,909	\$2,327	\$5,236
Utilities		\$904	\$853	\$1,757
Vehicle Maintenance		\$572	\$495	\$1,067
Depreciation		\$0	\$0	\$0
Audit		\$3,043	\$3,786	\$6,829
Bank charges		\$49	\$65	\$114
Subtotal Office Expense	-	\$7,990	\$8,362	\$16,353
Total Direct Project Costs	-	\$292,121	\$323,389	\$615,511
<b>J. Indirect Costs</b>				
CAMFED Indirect costs at 3.7% of total cost		\$10,808	\$11,965	\$22,774
Subtotal Indirect Costs		\$10,808	\$11,965	\$22,774
<b>Total Costs</b>		<b>\$302,930</b>	<b>\$335,355</b>	<b>\$638,284</b>

## Attachment A: Gantt Chart

Activity	Oct -10	Nov -10	Dec -10	Jan- 11	Feb -11	Mar -11	Apr -11	May -11	Jun -11	Jul -11	Aug -11	Sep -11	Oct -11
<b>Implementation</b>													
Activities 1.1-1.3 Training and Capacity Building of Community Development Committee and School Based Committee Members:													
Activity 1.4: Annual General Meetings													
Activity 2.1: Community Consultations -Monitoring of the community action plans to address constraints to orphaned and vulnerable children’s education													
Activity 2.2: 157 teacher mentors continue to support vulnerable children in schools by providing psychosocial support and conducting HIV/AIDS prevention sessions in class													
Activity 3.1: Provide bursaries for school going costs for 1,000 vulnerable girls at secondary school													
Activity 3.2: Provide Safety Net Fund grants to primary schools to meet immediate school going costs for orphans and vulnerable boys and girls													
Activity 3.3: Provide effective monitoring of bursary and block grants at the school, district and national level to ensure that resources reach the most vulnerable children													
Activity 4.1-4.2: Train 560 young women in business and life skills; and Cama District Committees manage finances and assess Cama businesses													

<b>Activity</b>	<b>Oct -10</b>	<b>Nov -10</b>	<b>Dec -10</b>	<b>Jan- 11</b>	<b>Feb -11</b>	<b>Mar -11</b>	<b>Apr -11</b>	<b>May -11</b>	<b>Jun -11</b>	<b>Jul -11</b>	<b>Aug -11</b>	<b>Sep -11</b>	<b>Oct -11</b>
Activity 4.3 Cama District Committees manage the distribution of 560 start-up business grants													
Activity 4.4- 4.5 Cama research and continuation of baseline survey to assess young women's life choices and economic options:													
Activity 4.6: Cama exchange visit to Ghana													
Monitoring and Evaluation: External evaluation													
<b>Close-Out Activities</b>													
Develop comprehensive close-out plan, including close-out checklist													
Submit disposition of property approval request													
Submit final SF-270 request													
Submit final SF-269, inventory report and VAT report													
Request for final USAID project debrief													
Transfer title on bank accounts, liquidate funds and reconcile advances													
Submit final performance report													
Submit any outstanding deliverable reports to DEC													
Submit final audit report and finalize indirect rate													

## Attachment B: FY2011 Annual Work Plan Logic Matrix

Objective/Activity	Emergency Plan Indicator Target for this workplan	Responsible Party (Person, Sub-partner, Government, NGOs, FBOs etc.)	Location (at least at district level)
<b>Strategic Objective 1:</b>			
<b>Build the capacity of community structures to support 15, 500 orphaned and vulnerable children to stay in school</b>			
<b>Activities:</b>			
1. Provide follow-on training to CDCs in 3 districts in the needs and rights of orphaned and vulnerable children and especially girls to help them engage with communities and provide effective monitoring and support	Number of eligible children provided with shelter and care-giving	Internal and another partner with specialism in OVC	Iringa, Kilolo, Rufiji
2. CDCs train school committee members in project orientation and managing bursaries and Safety Net Funds	Number of eligible children provided with Education and/or vocational training Number of eligible children provided with shelter and care-giving	CDCs	Iringa, Kilolo, Rufiji
3. CDCs from 3 districts meet once with each other and with participating schools to share best practice and to review guidelines around the use of the grants.	Number of eligible children provided with Education and/or vocational training Number of eligible children provided with shelter and care-giving	CDCs	Kilolo, Iringa and Rufiji
4. Exchange visits between districts to share best practice	Number of eligible children provided with Education and/or vocational training Number of eligible children provided with shelter and care-giving	CDCs	Kilolo, Rufiji and Iringa
	Number of eligible children provided with Education and/or vocational training		
Objective/Activity	Emergency Plan Indicator Target for this workplan	Responsible Party (Person, Sub-partner, Government, NGOs, FBOs etc.)	Location (at least at district level)
<b>Strategic Objective 2:</b>			
<b>Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children</b>			
1. Conduct community consultations with a range of stakeholders to identify constraints to vulnerable children's and especially girls' education	Number of eligible children provided with shelter and care-giving	N/A	Iringa, Kilolo, Rufiji

2. Female Teachers receive counseling and HIV/AIDS training so that they are equipped to provide psychological and social support and health education to orphans and vulnerable children.	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	Teacher Mentors	Iringa, Kilolo, Rufiji
	Number of eligible adults and children provided with psychological, social, or spiritual support		

Objective/Activity	Emergency Plan Indicator Target for this workplan	Responsible Party (Person, Sub-partner, Government, NGOs, FBOs etc.)	Location (at least at district level)
<b>Strategic Objective 3: Deliver financial support to orphaned and vulnerable children</b>			
<b>Activities:</b>			
1. Provide bursaries for school going costs for 1,000 vulnerable girls at secondary school.	Number of eligible adults and children provided with a minimum of one care service	CDCs, Camfed	Iringa, Kilolo, Rufiji
	Number of eligible children provided with Education and/or vocational training		
2. Provide Safety Net Fund grants to 120 schools to meet immediate school going costs for orphans and vulnerable boys and girls.	Number of eligible adults and children provided with a minimum of one care service	CDCs, Camfed	Iringa, Kilolo, Rufiji
	Number of eligible children provided with Education and/or vocational training		

Objective/Activity	Emergency Plan Indicator Target for this workplan	Responsible Party (Person, Sub-partner, Government, NGOs, FBOs etc.)	Location (at least at district level)
<b>Strategic Objective 4: Enable young women school leavers to attain economic independence through training and support to set up businesses</b>			
1. Train 560 young women in business and life skills.	Number of eligible adults and children provided with Economic Strengthening Services	Consultants	Iringa, Kilolo and Rufiji
	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		
2. 3 Cama District Committees gain training to manage finances and assess business grants.	Number of eligible adults and children provided with Economic Strengthening services	Consultants	Kilolo, Iringa and Rufiji
3. 3 Cama District Committees manage the distribution of 560 start up business grants	Number of eligible adults and children provided with Economic Strengthening services	Cama District Committees	Iringa, Kilolo and Rufiji
4. 12 young rural women from Cama receive training participatory research techniques and then carry out a baseline survey to assess young women's choices.	Number of eligible adults and children provided with Economic Strengthening services	N/A	Rufiji, Kilolo and Iringa
5. Carry out research to assess young women's life choices and economic options. The survey will focus on the link between their risk-taking and their economic empowerment.	Number of eligible adults and children provided with Economic Strengthening services	N/A	Iringa, Kilolo and Rufiji
6. Cama exchange visit to Ghana	Number of eligible adults and children provided with Economic Strengthening services	N/A	Ghana

**ATTACHMENT C: INTERNATIONAL TRAVEL MATRIX**

<b>NUMBER OF TRIPS</b>	<b>DATES</b>	<b>INDIVIDUAL (TITLE)</b>	<b>DESTINATION</b>	<b>PURPOSE</b>
2	March 2011	Lauren Barnard (USAID Grants Manager)  Gaby Perry (Head of Finance)	Tanzania	Project close out
3	January 2011	2 Cama Members (participants to be determined) and 1 Camfed Tanzania staff member	Ghana	Cama exchange visit
		<b>TOTAL NUMBER OF TRIPS</b>	5	

## **ATTACHMENT D: PROJECT MONITORING AND EVALUATION PLAN**

Camfed has developed robust procedures and reporting tools for monitoring the provision of support to orphaned and vulnerable children. A system of checks and balances is built from the school and community to district and national levels to ensure that resources reach the most vulnerable children.

### **Monitoring provision of bursaries to vulnerable girls:**

1. Primary schools conduct research and draw up a list of recommendations for the most vulnerable girls in need of bursaries in order to proceed to secondary school;
2. The list is approved by community structures at village and ward level, with changes made where necessary, and then sent to the CDCs;
3. CDCs collate and review the list. When Standard 7 results are released in September they identify girls who have passed (who are eligible for secondary school) and finalize the list of girls to receive bursary support;
4. This list is sent to Camfed Tanzania, who review the list, enter girls' names into the program database, draw up lists for each school, send appropriate bursary lists and transfer payments to each school, and send the lists to CDCs;
5. CDCs use this list on monitoring visits, verifying the funds received in the school bank account, and tracking the distribution of funds to girls by examining supporting documentation and interviews with girls themselves;
6. CDCs report on all monitoring visits to Camfed, including any girls who may be absent from school and action to trace them;
7. Camfed Tanzania conducts regular monitoring visits to schools to verify the use of project funds, and assess the quality of CDC monitoring to ensure that monitoring procedures are being followed appropriately. Cases of abuse of the system, e.g. mismanagement of funds, are reported to the Ministry of Education. The CDCs have experience of uncovering sub-standard financial record keeping or delays in disbursement of funds to girls, and taking action to recover funds. Any cases of mismanagement are reported to the national Executive Director.

### **Monitoring provision of Safety Net Fund grants for orphaned and vulnerable children:**

1. The Safety Net Fund program follows a similar monitoring procedure to the bursary program, as described above. Following the disbursement of funds as agreed with the relevant partner schools under the Safety Net Fund program, the school committee approves a list of children to benefit, items required, and costs;
2. Schools purchase items and provide them to the identified children, who sign for items received. Invoices and lists of children benefiting as well as minutes of the school committee meeting detailing the selection process are sent back to Camfed, and copied to the CDC;
3. Camfed checks the documentation and enters the number of girls and boys supported in the program database.

### **CDC monitoring:**

1. CDCs undertake at least twice-yearly monitoring visits to partner schools. They send monitoring reports to Camfed after each visit, which include details of activities undertaken in the school and community as well as bursary monitoring;
2. CDCs meet quarterly for feedback, learning and planning. Minutes are taken and provided to Camfed. Training and exchange visits are other opportunities used to plan and monitor programs, and reports are written for these activities.

### **Cama monitoring:**

1. Cama sends reports to Camfed on training undertaken, including names of young women trained, which are logged in the program database;
2. Cama District Committees meet quarterly to monitor Cama activities in the district, including businesses, health outreach, community mobilization and advocacy. Minutes are taken and sent to Camfed. National review meetings enable sharing of lessons between districts and with Camfed Tanzania.
3. A cohort of Cama members are tracked by Cama district leaders and Camfed who have received business training and start-up grant to establish if they are making a profit in their business.
4. The number of new businesses launched after trainings are tracked by Cama District Committees and Camfed.

#### **Management of Cama business grants program:**

1. Cama members submit business plans/grant applications to the Cama District Committee;
2. The committee assesses applications and sends a list of recommendations to the Camfed national office;
3. The list is reviewed and payments are sent to the Cama District Committee, which disburses grants to Cama members. Names of recipients are entered into the program database. Supporting documentation is sent to Camfed for review;
4. Cama District Committees monitor progress of businesses and send reports twice per year to Camfed.

#### **Camfed Tanzania Monitoring and Impact Assessment:**

1. Camfed Tanzania provides training for CDCs and Cama to maximize the quality of monitoring activities.
2. Camfed Tanzania Program Officers regularly visit schools, working with CDCs to assess the quality of monitoring, ensure that resources are reaching vulnerable children, and collect qualitative and quantitative program data.
3. Camfed has developed a set of **output indicators** which are continually tracked. Reports against targets are produced on a quarterly basis from the program database, including the number of schools supported, number of girls receiving bursaries, and number of people trained.
4. **Impact and reach indicators** are collected and reported on annually, for example, total number of children benefiting, improvements to the school environment measured through improved enrolment, retention and performance, or number of children supported by community philanthropy as an indicator of increased community capacity and commitment to support orphaned and vulnerable children's education.
5. Impact analysis is supported by **qualitative data** – e.g. case studies of effective community action to support vulnerable children to stay in school and personal testimonies from girls and young women benefiting from the project.
6. **Longer term impact** (specifically, increased capacity of community structures, increased economic independence of young women, improvements to the learning environment and increased knowledge of HIV prevention) was measured through Camfed's 2008 Baseline Survey. Baseline data on the capacity of schools and community structures was collected from 2 districts involved in this project (Iringa and Kilolo Districts) which will enable comparison at the end of the project to help show the impact of the investment made by USAID. 2000+ key stakeholders (students, teachers, parents, school committee, CDC and Cama members) were interviewed by Camfed trained community activists. The baseline also included data on awareness of HIV prevention (we expect to see increased awareness as a result of Cama and teacher mentor outreach and health teaching) and also knowledge of recourse options in the case of abusive behavior, to assess improvement in the school environment and increased protection for girls.

**Camfed International** provides training and technical support to Camfed Tanzania to manage the program database, and design evaluation tools, including substantial involvement in the design and delivery of the baseline survey. Camfed Tanzania sends monthly back-ups of the program database to Camfed International for data cleaning, technical support and analysis. During this project, the program database is being redesigned to enable more in-country analysis by Camfed Tanzania Program Officers.

### **Sharing lessons and advocacy**

Camfed Tanzania will continue to document and share best practice in delivery of support to orphaned and vulnerable children with partners in Tanzania. Camfed Tanzania is a member of the Tanzania Girls' Education Initiative and is represented on the Implementing Committee for the Most Vulnerable Children run by the Ministry of Health and Social Welfare, which is a working group dedicated to assessing policy and delivery of care for orphaned and vulnerable children. Camfed International is a member of the Global Campaign for Education and the United Nations Girls' Education Initiative, through which we are advocating for adoption of best practice in child protection and the highest levels of transparency in the use of resources generated for the benefit of vulnerable children.