
New Partners Initiative – Round Two

Camfed USA Foundation

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

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

FY09 Annual Workplan: October 1st 2008 – September 30th 2009

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Acronyms

Cama	The Camfed Association (previously called CAMA)
Camfed	The Campaign for Female Education (previously called CAMFED)
CDC	Community Development Committee
MVC	Most Vulnerable Children
OVC	Orphans and Vulnerable Children
UMATI	Uzazi na Malezi Bora Tanzania (the family planning association of Tanzania)

I. Executive Summary

Program Overview

This project works on the basis that even when young people have access to HIV information and services, their access to material and psycho-social support is critical in determining their ability to make choices about sexual relationships. This is particularly the case for orphaned and vulnerable children and adolescent girls living in poor rural communities. This project works to prevent infection by tackling the root causes of HIV vulnerability. It will strengthen local structures to provide comprehensive support for the most vulnerable at critical transition points: the transition from primary to secondary school; from secondary school to independent adulthood when orphaned and vulnerable girls are most at risk of entering sexual relationships in order to provide for their basic needs; or upon leaving primary school for those who cannot attend secondary school due to lack of places or other reasons beyond their control. Existing structures including Community Development Committees (CDCs) and Cama District Committees make it possible to manage and scale-up support to more vulnerable children and young women through this project.

Goal: Reduce vulnerability to HIV infection in Tanzania

- Objectives:**
1. Increase educational and employment opportunities for orphaned and vulnerable children and young women.
 2. Build responsive and sustainable community structures to support vulnerable children.

Strategic objectives, planned activities and expected results:

Strategic Objective	Activities for the project 2008-2011	Expected Results Oct 2008 – Sept 2009
1. Build the capacity of community structures to support 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; organize fora for best practice sharing and developing guidelines.	<ul style="list-style-type: none"> ▪ 18 Community Development Committee (CDC) members trained ▪ 750 school committee members trained ▪ Transparent systems in place for managing resources for vulnerable children ▪ Best practice guidelines developed around use of grants ▪ 6 CDC members have visited other program districts to share best practice
2. Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children	<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, and distribute health materials to schools.</p> <p>Trained teachers will provide guidance and counseling services, conduct regular Sexual Reproductive Health (SRH) and HIV prevention education sessions with the students, and give individual advice and psychological support.</p>	<ul style="list-style-type: none"> ▪ Constraints to orphaned and vulnerable children's education identified and solutions drawn up by communities ▪ 100 teachers trained and providing mentoring support in schools ▪ 12,150 boys and girls in primary and secondary schools will attend regular SRH and HIV prevention sessions in FY09, and have access to guidance and counseling from trained mentors. (One-to-one counseling is provided on the basis of need.) This number includes the orphaned and vulnerable children who will also benefit from financial support. The overlap is described on page 5.
3. Deliver financial support to orphaned and vulnerable children to attend primary and secondary schools	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"> ▪ 1,000 secondary education bursaries provided for vulnerable girls ▪ Safety Net Fund grants disbursed to 120 schools, benefitting an estimated 6,480 children (3,499 girls and 2,981 boys). <p>These children will also benefit from teacher mentor support and other whole-school initiatives.</p>

<p>4. Enable young women school leavers to attain economic independence through training and support to set up businesses</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 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.</p>	<ul style="list-style-type: none"> ▪ 180 young women trained in business and life skills sessions at community level ▪ 270 start up grants disbursed ▪ 15 Cama District Committee members trained ▪ 12 Cama members trained and conducted research; baseline survey carried out ▪ 2 exchange visits conducted, learning documented
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Total project costs for October 1st 2008 to September 30th 2009: \$1,024,881, of which \$420,518 is funded by USAID and \$604,363 is funded through Camfed's cost share.

Summary Table of PEPFAR Targets for FY09

Element	Indicator	Female	Male	Total
Prevention: Abstinence and Be Faithful	1. Number of individuals reached through community outreach that promotes HIV/AIDS prevention through abstinence and/or being faithful	6,075	6,075	12,150
	2. Number of individuals trained to promote HIV/AIDS prevention programs that promote abstinence and/or being faithful (teacher mentors)	100	-	100
	3. No of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful	180	-	180
Care: Orphans and Vulnerable Children	4. Number of orphans and vulnerable children (OVC) served by an OVC program, disaggregated by sex. (These children are also counted above, reached by community outreach that promotes HIV prevention through abstinence / being faithful)	4,499	2,981	7,480
	5. Number of providers/caretakers trained in caring for orphans and vulnerable children	384	384	768

Note: The children reached through the project benefit from multiple interventions. The breakdown of the types of support provided is described here, categorized by the relevant PEPFAR Target, and illustrated in the chart on the next page (showing the overlap where one child benefits from a number of services).

1. Individuals reached through community outreach that promotes HIV/AIDS prevention through abstinence and/or being faithful

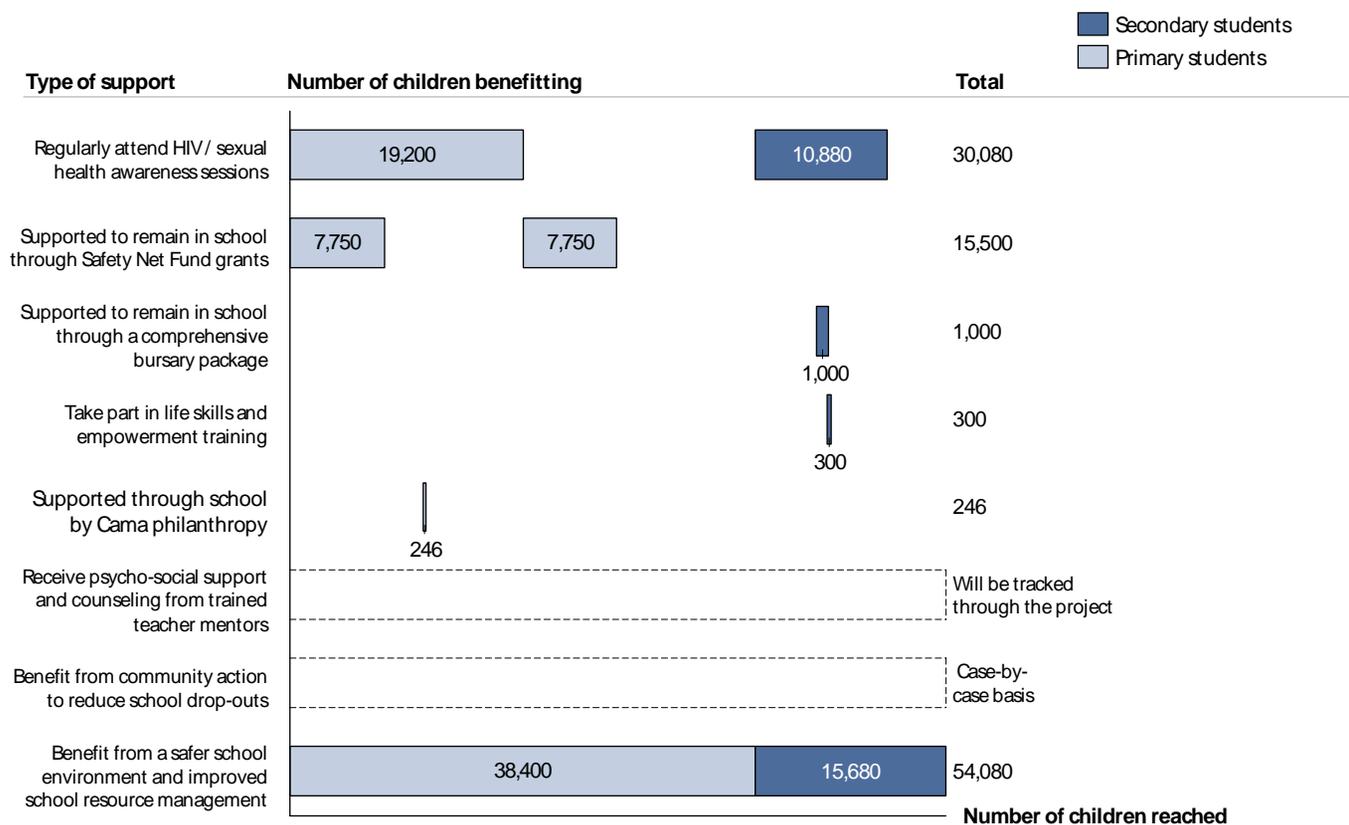
- **Receiving information about the prevention of HIV** through regular health awareness sessions delivered by trained teacher mentors (12,150 children benefiting this year, and a total of 30,080 children benefiting over the full project term).
- **Support to stay in school** also protects girls in particular from early marriage, and increased vulnerability to HIV infection.

4. Orphans and vulnerable children served by an OVC program:

- **Support to remain in school through Safety Net Fund grants** (3,499 orphaned and vulnerable girls and 2,981 boys benefiting this year, and 15,500 OVCs supported in total over the full project).
- **Support to remain in school through a comprehensive bursary package** (1000 girls benefiting for the full project term).
- **Taking part in life skills and empowerment training**, designed to empower girls and boys to identify problems in the school environment and take action, including tackling school drop-out, harassment of girls and unplanned pregnancies (300 students benefiting this year).
- **Receiving psycho-social support from trained teacher mentors** on personal problems, including circumstances which affect girls' vulnerability to HIV infection; for example, in the past teacher mentors have intervened where girls were exposed to sexual harassment where they stayed in rented accommodation near their school, and organized safer accommodation for them. One-to-one support is provided on the basis of need, and the total number of children benefiting will be tracked through the project as described Section II.
- **Support through school by Cama philanthropy**, resulting from Cama members' success in generating income from their businesses, which they use to support orphaned and vulnerable children to stay in school (an estimated 246 children will benefit across the project term).

- **Benefit from community action to reduce school drop-out**, including tracing children who have been missing from school and talking to their families to resolve problems and bring them back to school. For example, CDCs in Iringa and Kilolo have been very active in the past tracing girls who had gone to work as domestic workers in Dar es Salaam because they could not afford secondary school-going costs. Domestic workers face a high risk of vulnerability to HIV infection, and CDCs work with the girls' families to find the girls in Dar es Salaam and support them to return to school.
- **Benefit from a safer school environment and improved school resource management**, including through the implementation of Child Protection Policies and increased transparency in the management of resources for OVCs.

The chart below shows the estimated numbers of children benefiting over the full project term. Where the bars overlap vertically, this indicates that the same children are benefiting from more than one source of support. Hence the total number of unique children benefiting is 54,080.



II. Implementation Plan

This project works on the basis that even when young people have access to HIV information and services, their access to material and psycho-social support is critical in determining their ability to make choices about sexual relationships. This is particularly the case for orphaned and vulnerable children and adolescent girls living in poor rural communities. This project works to prevent infection by tackling the root causes of HIV vulnerability. It will strengthen local structures to provide comprehensive support for the most vulnerable at critical transition points: the transition from primary to secondary school; from secondary school to independent adulthood when orphaned and vulnerable girls are most at risk of entering sexual relationships in order to provide for their basic needs; or upon leaving primary school for those who cannot attend secondary school due to lack of places or other reasons beyond their control.

The main goal of this project, therefore, is to reduce vulnerability to HIV infection for orphaned and vulnerable children in three districts¹ in Tanzania through increasing their educational and employment opportunities, and building responsive and sustainable community structures to support them. As local structures play a lead role in program delivery, Camfed will invest in monitoring and financial management training for each stakeholder group involved in the project, i.e. Cama District Committees, Community Development Committees, school-based committees, and teacher mentors.

Strategic Objectives and detailed activity descriptions

A. Strategic Objective 1: Build the capacity of community structures to support orphaned and vulnerable children to stay in school

Activity 1.1: Provide follow-on training to CDCs in 3 districts on the needs and rights of orphaned and vulnerable children – and especially girls – to help them engage with communities and provide effective monitoring and support

Consultants will train 6 representatives from each of the 3 CDCs² on financial management and monitoring, and the rights of orphaned and vulnerable children. The committee members will use the skills acquired from the training to monitor funds given to schools for purposes of supporting OVCs and to ensure that rights of OVCs are not violated. The modules will include financial management, monitoring and Child Protection Policies, and the *National Guidelines for Community Based Care, Support, Social Protection and Security of Most Vulnerable Children*. In addition, the CDC representatives will learn training skills which they will use to train 750 school committee members. The training will be for a period of 4 days.

CDC members are selected when Camfed starts operating in a new district, and are already in place in the three districts under this project. This training builds on CDC members' experience of managing similar initiatives, including their knowledge of the potential weaknesses in school financial management and threats to the safety of vulnerable children, closely monitored through CDCs' regular school visits. The training will therefore maintain a practical focus on the delivery of project support, including introducing standardized financial reporting templates to raise transparency in financial management, and agreement on appropriate procedures for reporting mismanagement or suspected child abuse. The training will be delivered by Camfed staff with experience of project monitoring needs, working alongside external facilitators who will lead training on facilitation skills (to enable CDC members to lead training in

¹ Some activities under Camfed's cost share for the project are conducted jointly with other districts; this broadening of the scope of these activities beyond the three target districts to all seven districts where Camfed is operating in Tanzania will increase the overall project impact and learning.

² Community Development Committees (CDCs) are district-level committees that bring together a range of stakeholders including district level government departments, (particularly the District Education Office), civil society organizations (including faith and community-based organizations), head teachers, parents, Cama members and community leaders.

schools). The CDCs will visit schools and using specially designed monitoring checklists to check that funds reach the targeted OVCs and take action where there is any anomaly.

CDCs are key advocates for the children supported by the project, and the training includes agreement on their expectations and responsibilities. The CDC is a central part of the governance structure which defines Camfed's model, as illustrated in the governance diagram included as an appendix to this plan. CDCs sign up to Camfed's Child Protection Policy, which defines obligations in preventing the abuse of children and taking appropriate action in response to suspected abuse. All cases of suspected abuse are reported to the Camfed Tanzania Executive Director, who ensures that appropriate action is taken.

Activity 1.2: CDCs train 75 school committees (750 members) in project orientation and managing bursaries and Safety Net Funds

CDC members will be selected (based on their track record in managing the program, facilitation skills, and commitment to children's and women's rights) to deliver training to school committees, with the support of Camfed Tanzania program staff. 75 school committees will be trained to develop and implement transparent and accountable systems for identifying and supporting orphaned and vulnerable children and effectively managing grants to meet their educational and urgent material needs. Camfed's 15 years of experience informing and motivating the design of this project shows that financial management at the school level is a critical focus area for ensuring the delivery of support under this project. The guidelines for the management of bursaries and Safety Net Funds have been developed by local communities to ensure the highest levels of transparency, and incorporate community meetings where parents are able to review the list of children recommended for support and challenge the decisions. This ensures that the resources reach the children most in need and raises transparency to reduce the risk of abuse in the selection process. Camfed has defined clear guidelines for the management of resources and financial reporting. Critically, the guidelines incorporate checks at the school level, including interviews with girls and boys to ensure that beneficiaries' verbal reports match the school financial reports. School committees include parent representatives and can therefore play a key role, when empowered with appropriate training, in demanding greater accountability from school heads in the management of resources and enforcement of Child Protection Policies. School committees will use the regular committee meetings to identify OVCs, follow up on the effective use of the services offered and ensure that the OVCs are reached. This will be part of the agenda of the school committees and the minutes of such meetings will track progress.

Activity 1.3: 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

Activity 1.4: Exchange visits between districts to share best practice

Fora will be organized for best practice sharing. District committee members from each of 3 districts meet once a year to share lessons learned, review existing guidelines for selection of vulnerable children, and engage in discussions which lead to a cross-fertilization of ideas. Committee members will undertake exchange visits with other districts to learn how other committees operate and to further share best practice.

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

Activity 2.1: Conduct community consultations with a range of stakeholders to identify constraints to vulnerable children's and especially girls' education

Community consultations will be conducted to identify specific constraints facing orphaned and vulnerable children's – especially girls' – education. For example, OVCs increase their risk of contracting STDs and HIV if they are not protected from their vulnerability to sexual abuse, which threatens not only their health but also their education. On the basis of the identified constraints, school committees will encourage communities to draw up action plans to address the identified constraints and provide support to OVCs through existing community-based structures and fora such as village government committees

on OVCs, health and welfare committees, and village meetings. School committees will keep track of what the community has done to address the identified constraints to OVCs. This will eventually result in creating a safer environment for OVCs, reducing the risk of contracting HIV, and improving their access to education.

Activity 2.2: 100 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

100 female teachers will be trained and supported to provide health and psycho-social support to OVCs in schools. The Tanzania Ministry of Education has committed to ensuring that each school has a trained guidance and counseling teacher, and this project complements this initiative. Where existing teacher mentors have already been identified as school counselors Camfed aims to build the skills and commitment of those teachers already assigned with counseling responsibilities. Where teacher mentors are not identified already, a female teacher will be recommended based on her experience, approachability to students and commitment, as determined upon consultation with students and teachers. The teachers will receive training on guidance and counseling, reproductive health, mentoring, life skills and HIV and AIDS prevention from consultants so that they are equipped to provide much needed psychological and social support and health information to orphaned and vulnerable children.

After the training, the teacher mentors, in collaboration with other teachers, will conduct activities aimed at providing support to orphaned and vulnerable children in their schools. This will include the provision of guidance and counseling services, conducting Sexual Reproductive Health (SRH) and HIV prevention education sessions with the students, and giving individual advice and psychological support. Camfed will link the schools with organizations which produce and distribute health materials. Teacher mentors will report on the number of activities they have conducted in terms of health and HIV prevention classes, guidance and counseling, and psycho-social support to OVCs, including the number of OVCs they have reached. This will be in addition to the reports they will give relating to the disbursement of funds to OVCs at the school, as described under Strategic Objective 3.

The high rate of teachers transferring between schools in Tanzania is a challenge to the program which is being carefully addressed. Part of the training focuses on supporting the teacher mentor to develop an action plan for sharing lessons with her colleagues and embedding learning in school practice. Teacher mentors contribute significant time and energy on a voluntary basis in supporting the many needy children in their schools, and Camfed aims to recognize and reward their contribution through the extension of training opportunities for outstanding teacher mentors; for example, the opportunity to travel to a neighboring District to share experience and successes with other teachers being trained.

C. Strategic Objective 3: Deliver financial support to orphaned and vulnerable children in primary and secondary schools³

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

Bursaries will be provided to 1,000 secondary school orphaned or vulnerable girls. School-based committees (with parent representation) identify the list of girls to benefit from support based on greatest need. Support is not automatically directed to orphaned children if they are being cared for in a family where there are means to provide for their education (as is sometimes the case), but is assigned purely on the basis of need where a girl is at risk of dropping out of school without financial support. Communities rank the priority of children identified so that limited resources reach those most in need. The girls will be

³ Activities under Strategic Objective 3 will be funded through Camfed's cost share. Contributions to the project made through the cost share will be tracked through Camfed's comprehensive accounting system, where codes are assigned for the funder directly financing the activity as well as the matched funding element. Monitoring tools are also in place at the schools and with CDCs to track the disbursement of funds and materials to the OVCs.

provided with a comprehensive package of support, including school fees, exam fees, transport costs, school uniform, shoes, stationery, health fees and lodging/food if the recipient lives too far from school to travel daily. Grants for bursaries are transferred directly to the schools, and heads of schools are accountable for the funds. Teacher mentors in the schools play a key role in purchasing the required items for girls and liaising with the school administration to ensure that funds are distributed according to agreed budgets and as quickly as possible to ensure that girls' attendance is not jeopardized.

Activity 3.2: Provide Safety Net Fund grants to 120 schools to meet immediate school going costs for 6,480 orphans and vulnerable boys and girls

Block grants will be provided to 120 schools to support 6,480 orphaned and vulnerable children, both boys and girls, at risk of dropping out of school. These grants will provide discretionary support to meet urgent material needs, including uniforms, stationery, and other special needs such as spectacles. **(Cost share)**

Teacher mentors keep records of all the OVCs who will be reached by this support and also monitor their retention in school.

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

This project invests in the capacity of school committees to play a more active role in demanding and monitoring accountability from school heads in the management of resources channeled through schools. The system of checks and balances from the school, to CDCs, to Camfed Tanzania, Camfed USA and Camfed International is designed to ensure accountability to the child at all levels. Monitoring procedures are described in more detail in Section III.

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

Cama is a membership network which has grown organically in response to demand from young rural women for post-school training and opportunities. Cama offers a range of services to young rural women, in particular providing a bridge between secondary education and economic opportunity in the rural context where training and formal employment is scarce. The success of founding Cama members to date has been the driver for Cama's growth, as news of the network spreads by word-of-mouth. Cama's constitution, drawn up by its members in 2007, defines the terms of membership, which include any young rural woman aged between 18 and 30 who is committed to personal development and the development of her community.

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

180 young women will be trained in business skills, HIV/AIDS prevention and life skills. The training will be carried out by consultants from Enterprise Development Centre, UMATI and Camfed staff. The Cama constitution stipulates that young women must have been members of the network for 6 months and actively engaged in Cama's activities before they are able to benefit from training and grants. In Camfed's experience, the need to create self-employment opportunities is often the main motivation for young women joining Cama, after seeing the success of other young women already in the network. Business training offers a stepping stone to young women, from which they can access other training or employment opportunities, including in many cases using the profits from their businesses to pursue further education courses. The training includes basic business concepts adapted for the rural context with practical examples of how to research a business idea, how to calculate profit and loss, keeping track of debtors, and product pricing.

After the training, Cama members receive small grants to help them to boost the capital of their small businesses. The training and grants increase their profits and enable them to meet their basic needs. This reduces the vulnerability of these young women resulting from poverty and their consequent likely economic dependence on other people, particularly men, which can lead to sexual relations in exchange

for basic needs, sexual abuse, and HIV infection. Camfed also provides training in HIV and AIDS and life skills to Cama members; as young women aged 15 to 25, they are extremely vulnerable and often lack information or confidence to negotiate safe relationships. Tailored training equips the Cama members with critical knowledge and skills on how to protect themselves from HIV infection. The health training complements the practical support provided to reduce young women's vulnerability by enabling them to become economically independent.

Cama District Committees conduct monitoring visits to members' businesses and provide their peers with business advice. Cama members also make exchange visits between districts to learn from each others' experiences. Reports are written on these monitoring and exchange visits by the Cama District Committees and can be used to inform future activities.

Activity 4.2: 3 Cama District Committees gain training to manage finances and assess business grants

Cama District Committees play the key coordinating role in the management of Camfed's business training and grants program. Cama District Committees coordinate the applications for membership of the Cama network, registration of members and selection of young women to receive training. Liaising with Camfed Tanzania's Young Women's Empowerment Manager, Cama District Committees are responsible for training preparations (e.g. notifying members of training venues and dates) and for coordinating action plans developed in training, including receiving and assessing grant proposals, and monitoring the distribution and use of business grants. As the majority of Cama members have joined the network without formal employment, most are engaged in small-scale enterprise. Therefore the Cama District Committees always include experienced and successful entrepreneurs who can use their experience to mentor others and assess business proposals. This project will provide specific training to 15 Cama District Committee⁴ members to build their financial management skills, develop guidelines for assessing grant applications, and increase their capacity to monitor business grants in their district. The training will be carried out by consultants from Enterprise Development Centre, and is then further supplemented within each District by trainings led by members of the Cama District Committee who have been trained as trainers.

Activity 4.3: 3 Cama District Committees manage the distribution of 270 start-up business grants

Young women who have received business training will be eligible to submit applications for business start-up grants. Non-repayable grants have proved vital for this most vulnerable group of young rural women who have no assets or credit history and are not able to secure micro-finance from other sources to get their businesses off the ground. In this respect, Camfed's model is considered best practice in reaching a marginalized group of women underserved by micro-finance programs and most vulnerable to HIV due to their lack of safe livelihoods. Three Cama District Committees will assess grant applications and disburse 270 start-up business grants. The 270 women starting or developing their own businesses will have received business skills training: 90 women received training in Year 1, and 180 women will be trained in Year 2.

Cama District Committees assess the proposals to ensure that the applicant has a viable business plan, based on the strength of the applicant's market research, understanding of the risks and competition associated with their chosen business, and breakdown of expected costs and profits. Many young women

⁴ Cama District Committees are elected by Cama members to manage the Cama program in each district. Each committee is comprised of 6 members – Chairperson, Vice Chairperson, Secretary, Vice Secretary, Treasurer and Business Advisor (a senior Cama member with long-term experience in running a business). The Chairperson of each District Committee sits on the National Committee, which provides overall direction for the organization and meets quarterly to assess progress against workplans and discuss issues arising. As part of Cama's overall governance structure, there are also regular meetings at the district level where members can share experiences and develop solutions to common problems, and where the District Committee can consult membership on progress against workplans and new initiatives.

choose to engage in agriculture, trading of vegetables or basic groceries, or services, such as small restaurants. Young women report that one of the greatest challenges they face in setting up businesses is the pressure to provide goods on credit and later being unable to insist on payment. Additionally, coming from very poor families, Cama members face pressure in balancing the immediate needs of their families with the need to reinvest their profits to grow their businesses for greater profitability and sustainability in the long-term. To address these challenges, Cama District Committees monitor the progress of grant recipients and provide practical advice from their own experience.

Activity 4.4: 12 young rural women from Cama receive training in participatory research techniques and then participate in a baseline survey to assess young women's choices

Activity 4.5: Carry out a baseline survey 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.

Baseline data on young women's levels of economic activity was collected during the business training at the end of Year 1, including the number of dependents the business trainees are supporting, their current income, and the status of any enterprise they may already be running. The questionnaire was designed by the Cama District Coordinator with support from Camfed International's Research Manager. Data will be used for comparison later in the project. In-depth research building on the baseline data will be conducted in Year 2 with the aim of understanding the economic options available to young rural women, and the relationship between economic empowerment and decision-making about sexual relationships. Specifically the research will examine the risk factors for young women as they leave school that affect their choices about relationships, and the extent to which economic empowerment increases young women's ability to determine safer choices within a relationship.

Camfed had originally planned a small-scale data-collection exercise to assess changes in young women's income as a result of the business training and grants. We now have the opportunity to conduct more substantial in-depth research into the impact of the economic empowerment program in partnership with the London School of Hygiene and Tropical Medicine. The FY09 budget has been amended accordingly to reflect the new research opportunity, with co-funding provided from Camfed's cost share. The survey will be designed with the London School of Hygiene and Tropical Medicine and then 12 young women will be trained in participatory research techniques by the Camfed International Impact team. These young women will then implement questionnaires on young women's decision-making, attitudes to risk-taking and relationships, and their level of economic independence, which will be followed up by in-depth qualitative research through focus group discussions. The data will be analyzed by the Camfed Tanzania M&E Manager and Young Women's Empowerment Manager with support from the Camfed International Head of Impact. Findings will enable Camfed to target the economic empowerment program to the most vulnerable young women, better understanding their risk points and training needs. Learning will be shared across Camfed and Cama networks to inform programming, and with government and NGO partners.

Activity 4.6: Cama exchange visits to Zambia and Ghana

Four Cama members will participate in international exchange visits. These will build the international Cama network and ensure that Cama Tanzania benefits from learning from other country programs.

***NOTE:**

- 1. The grants under 3.1 and 3.2 above will be met by Camfed through cost share. Camfed has a range of committed corporate and individual funders investing in girls' secondary education. These donors will support 1,000 girls for the full four year O-level secondary education cycle, including 3 years as part of Camfed's cost share for this project.**

III. Monitoring and Evaluation (M&E)

Program M&E 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. The governance structures in place at each level are described in the governance diagram attached as an appendix to this plan. As the document demonstrates, Camfed takes a broad view of governance to look at accountability at all levels to 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, changes made where necessary, and sent on to 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 CDC. Items are purchased by the schools, with teacher mentors playing in a key role in ensuring girls receive their entitlement.
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 conducting interviews with girls themselves
6. CDCs report on all monitoring visits to Camfed, including any girls found to 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 and delays in disbursement of funds to girls, and in the past, have taken action against teachers to recover project funds, when necessary. Any cases of mismanagement are reported to the national Executive Director.
8. CDCs monitor health, guidance and counseling, and mentoring activities undertaken by teacher mentors for OVCs at the school level and, using the monitoring tool, record the number of activities undertaken and the OVCs reached.

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. Teacher mentors monitor and report on the distribution of funds.
3. Camfed checks the documentation, enters the number of girls and boys supported in the program database, and tracks monitoring visits to ensure that the beneficiaries receive their entitlements

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 additional opportunities used to plan and monitor programs, and reports are written.

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' progress, 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. Camfed and Cama track a cohort of Cama members who have received business training and start-up grants to establish if they are making profit in their businesses
4. Camfed works with Cama to record the number of new business initiated by Cama members after the training

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 national Camfed 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. Examples include: total number of children benefiting; improvements to the school environment measured through improved enrolment, retention and performance; and 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) is being measured through Camfed's recent Baseline Survey. Baseline data on the capacity of schools and community structures has been collected from 2 districts involved in this project (Iringa and Kilolo Districts) which will enable comparison at the end of the project to show the impact of investment in capacity through this

project. 2000+ key stakeholders (students, teachers, parents, school committees, 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 improvements in the school environment and increased protection for girls. The data collected is being reviewed by community activists at the end of 2008 and findings will be shared at a meeting with donors, partners and community representatives.

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 Education, which is a working group dedicated to assessing policy and delivery of care for orphaned and vulnerable children. Camfed 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.

As described above, Camfed is providing a holistic package of support in order to improve the school enrolment and retention of orphaned and vulnerable children. We therefore track the impact of our support both on the individual children benefiting from targeted initiatives as well as the broader impact of whole-school initiatives. We also act to mobilize communities to support the education of orphaned and vulnerable children, and we measure the impact of our work in changing attitudes and increasing community commitment and skills in this area. This project is fully integrated into Camfed's monitoring system, and the full list of data relevant for the PEPFAR project collected through this system is included here:

Outcome / Indicator	Means of Verification	How often	By Whom
Outcome 1: Improved access to and quality of primary and secondary education, especially for orphaned and vulnerable children			
Number of girls and boys receiving material support (in the form of bursaries / Safety Net Fund grants)	School reports sent to CDCs and information entered into Camfed program database	Termly	Camfed Tanzania Program Officer
Enrolment rates have increased and drop out rates have reduced in Camfed partner schools (indicator of effective psycho-social support and community action)	Annual school data collected by CDCs and submitted to Camfed	Annually	Camfed Tanzania Program Officer
Increased school attendance rates of girls supported with bursaries (indicator of effective psycho-social support and community action)	School data (to be piloted as a Key Performance Indicator in 2009)	Termly	Camfed Tanzania Program Officer
Increased protection of vulnerable children, including student / stakeholder knowledge of recourse options, willingness to report abuse, and	Baseline Survey	Conducted in 2008, and follow on	Camfed Tanzania Program Manager - Education and

action taken		survey to be conducted in 2010	Community Mobilization, with team of trained enumerators and support from Camfed International for survey design and implementation
Number of children reached with health awareness messages	Program Reports from teacher mentors, Cama members and Camfed monitoring reports	Annually	Camfed Tanzania Program Manager - Education and Community Mobilization
Increased knowledge around sexual reproductive health information, attitudes and behaviors, including modes of STI transmission, prevention, risk behaviors, reasons for testing for HIV, and sources of information	Baseline Survey	Conducted in 2008, and follow on survey to be conducted in 2010.	Baseline team
Outcome 2: Communities have increased capacity and commitment to support the education of orphaned and vulnerable children			
Number of community activists engaged in the program and their activities, including teacher mentors, CDC members, and Cama members	Workshop reports, CDC minutes, Cama membership registers, teacher mentor reports	Quarterly	Camfed Tanzania Program Managers
Community activists have greater awareness of the constraints to the education of vulnerable children and action on behalf of vulnerable children	Baseline survey	Conducted in 2008, and follow on survey to be conducted in 2010	Baseline team
Structures capable of financial oversight, action on financial mismanagement and transparency in decision-making around resources	Baseline survey	Conducted in 2008, and follow on survey to be conducted in 2010	Baseline team
Number of children supported through community philanthropy (indicating increased community commitment and action in leading education initiatives)	Program Reports from Cama, Mother Support Groups and CDCs	Annually	Camfed Tanzania Program Manager - Education and Community Mobilization
Outcome 3: Young rural women have improved access to safe livelihoods and are empowered to contribute to the development of their communities			
Number of young women trained and provided with business start-up grants. Number of successful businesses sustained and increases in monthly income	Training reports, and business grant proposals. Cama and Camfed monitoring reports and personal testimonies from young women who have established successful	Quarterly	Camfed Tanzania Program Manager - Young Women's Empowerment

	businesses.		
Young women have increased confidence overall and opportunities to participate in community initiatives and decision-making, including no of Cama members on CDCs, and joint action by Cama with local authorities	Personal testimonies, Cama and Camfed monitoring reports, Baseline Survey	Ongoing, Quarterly 2008, 2010	Camfed Tanzania Program Manager - Young Women's Empowerment
Greater control over life options and decision-making, including age at marriage, age of first pregnancy and control over resources generated from a business.	Baseline Survey	2008, 2010	Baseline team

IV. Management and Staffing

Program Management

Camfed Tanzania is the field implementing organization which will deliver this project. Camfed Tanzania is responsible for planning, conducting activities, management of sub-grants, ensuring compliance with grant regulations, financial management and program reporting. The Camfed Tanzania Executive Director is responsible for ensuring project delivery, reporting to the Camfed International Executive Team. The Camfed Tanzania Executive Director holds weekly conference calls with Camfed USA and Camfed International to report on progress.

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 described above, Camfed USA team members make regular field visits (included under the 'International Travel Matrix') to monitor progress, and to provide capacity building to the Camfed Tanzania team in compliance and reporting with regard to this Cooperative Agreement.

Camfed International will provide technical assistance to Camfed Tanzania in the implementation of the project, including monitoring and evaluation, financial management and reporting. Activity reports are produced by Camfed Tanzania staff and shared with the Camfed International Operations Team who provide support in project management and contract compliance. Senior staff members from Camfed USA and Camfed International will visit Tanzania on a quarterly basis to monitor program development, provide technical support and training and conduct periodic internal auditing.

Communications with USAID will be directed through the Camfed USA Director and Camfed Tanzania Executive Director.

Financial Management

Funds are received into a designated Camfed US bank account (used solely for the USAID project). Monthly requests are sent from Camfed Tanzania to Camfed USA to arrange transfer of funds from the US to a designated Camfed Tanzania bank account used solely for the USAID project. Camfed Tanzania uses Sun Systems to process financial transactions. Journals are posted to the Camfed Tanzania Sun Systems (in Tanzanian Shillings) and exported to the Camfed USA (US\$) ledger for financial reporting to USAID. The Camfed International finance team provides technical support to Camfed Tanzania to prepare financial reports and ensure compliance with grant conditions.

Staffing

(i) Key Personnel

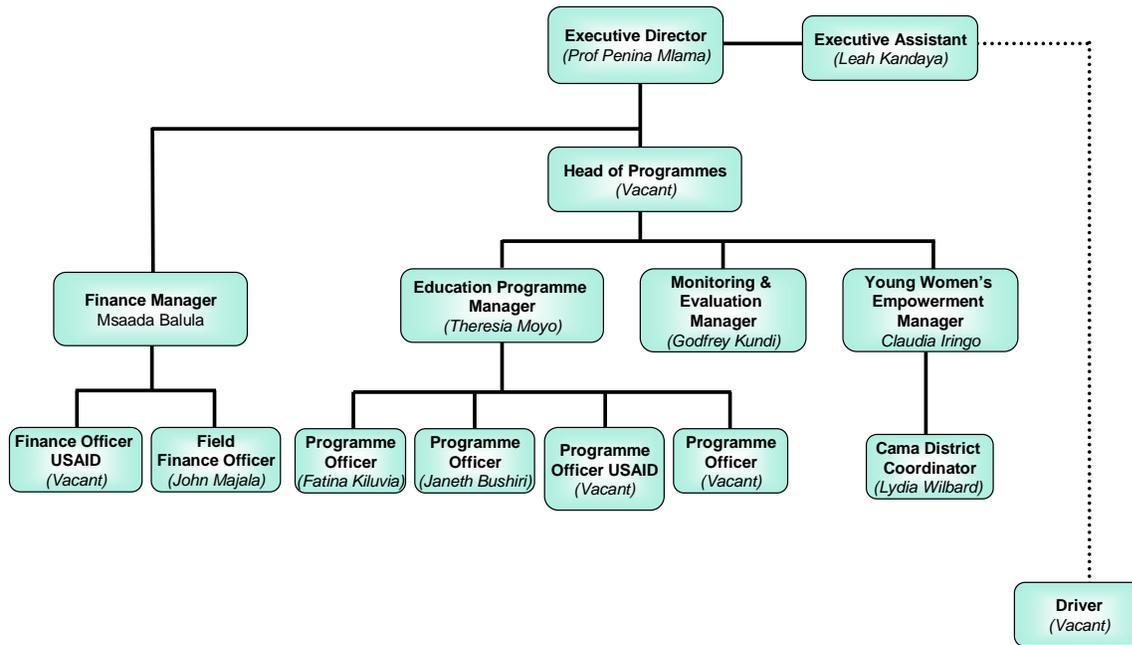
- Brooke Hutchinson, Director, Camfed USA
- Professor Penina Mluma, Executive Director, Camfed Tanzania
- Theresia Moyo, Program Manager, Camfed Tanzania

(ii) Professional Staff

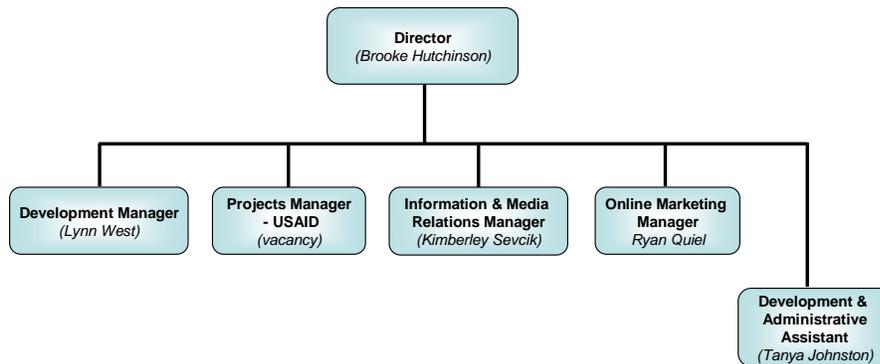
Positions remain the same as documented in the previous workplan. Camfed Tanzania is currently recruiting for the following positions:

- Camfed Tanzania Program Officer
- Camfed Tanzania Finance Officer
- Camfed Tanzania Driver

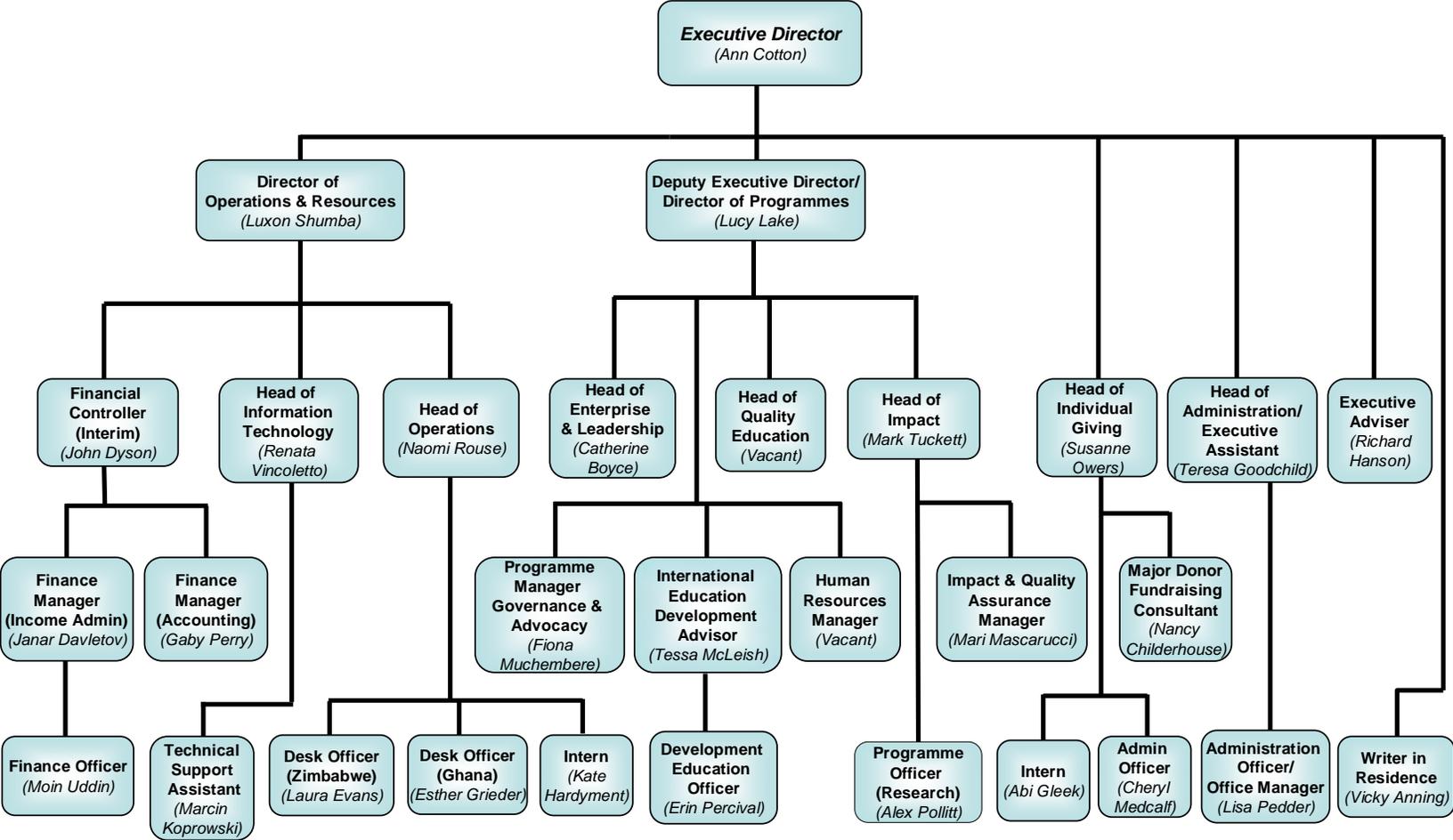
Camfed Tanzania



Camfed USA



Camfed International



V. Plan for Sustainability, Transition, and Close-out

Activities to be continued after NPI funding

All USAID-funded project activities are expected to continue beyond the time and resource boundaries of the project.

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

1. Camfed has an office, country program, systems, partnerships and networks in place that will continue beyond the time and resource boundaries of the project

Camfed enjoys long term and sustainable donor support. Its diverse range of donors, including institutional donors, banks and corporate institutions, trusts, foundations and individuals, have increased their commitment to Camfed over the years. Camfed's accounting systems can track project expenditure in great detail and this robust financial management has inspired great and continuing confidence among public and private sector donors. For the last two years, Camfed has been the *Financial Times'* (newspaper) chosen charity for their Seasonal Appeal, not least because field-based journalists could see best practice in the reduction of risk through high standards of transparent financial and data management across operations. Camfed has a long-term commitment to the communities it works with, and well-established partnerships with local government and non-governmental and community-based organizations at local, district and national levels. For example, Camfed has supported the development of the Cama network, which now has its own infrastructure and is starting to source and generate its own funding in addition to the support Camfed provides. Camfed will continue to work with partners in project communities to fulfill its mission of multiplying access education to the most vulnerable children and accelerating the benefits to individuals, their families and communities.

2. 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 tracking of 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 or 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.

3. 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 pride and 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. For example, in Zimbabwe (where Camfed initially began operations in 1993), community activism has increased each year and local groups, drawing upon their own resources, supported more than 43,000 children to go to school in 2007. We expect to see similar results in Tanzania over time.

VI. Budget and international travel

- Budget Overview (including budget notes that correspond to major line items in budget): attached
- Identification of International Travel
- Workplan Budget

International Travel Matrix

Number of trips	Dates	Individual (Title)	Origin - Destination	Purpose
1	November 2008	Theresia Moyo (Program Manager, Camfed Tanzania)	Tanzania - UK	Training/capacity building in reporting, finance, monitoring and evaluation
1	November 2008	Maria Mascarucci	UK - Tanzania	Capacity building – monitoring and evaluation
1	November 2008	Brooke Hutchinson (Director, Camfed USA)	US - Tanzania	Routine project monitoring*
1	May 2009	Projects Manager, Camfed USA (currently under recruitment)	US - Tanzania	Routine project monitoring
Total trips: 4				

* This activity is carried forward from the Year 1 workplan

Attachment A: Implementation timetable (Gantt chart)

Activity	Oct-08	Nov-08	Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Jul-09	Aug-09	Sep-09	Comments
Implementation													
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													
Exchange visits between districts to share best practice													
3 Cama District Committees manage the distribution of 270 start-up business grants													
Conduct community consultations with a range of stakeholders to identify constraints to vulnerable children's and especially girls' education													
Cama exchange visits to Zambia and Ghana													
Train 180 young women in business and life skills													
3 Cama District Committees gain training to manage finances and assess business grants													
100 Female Teachers receive counseling and HIV/AIDS training so that they are equipped to provide psychological and social support and health education to orphaned and vulnerable children													
Provide bursaries for school going costs for 1,000 vulnerable girls at secondary school													
Provide Safety Net Fund grants to 120 schools to meet immediate school going costs for 6,480 orphaned or vulnerable boys and girls													
CDCs conduct monitoring visits to schools													
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													
12 young rural women from Cama receive training in participatory research techniques													
CDCs train 75 school committees (750 members)													

Attachment B – Workplan Logic Matrix

Country: Tanzania

Program Area: Prevention – Abstinence/be faithful; Care - Orphans and Vulnerable Children

Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Frequency of data collection	Responsible Party (Person, Sub-partner, Government, NGOs, FBOs etc.)	Location (at least at district level)
	12 months					
<u>Strategic Objective 1:</u> Build the capacity of community structures to support orphaned and vulnerable children to stay in school						
<u>Activities</u> 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	18 CDC members trained.	Number of providers/ caretakers trained in caring for orphans and vulnerable children	Number of established information dissemination systems on children's rights at community level per district	Quarterly	Internal and another partner with specialism in OVC	Rufiji
2. CDCs train 75 school committees (750 members) in project orientation and managing bursaries and Safety Net Funds	150 school committee members trained. Transparent systems in place for managing resources for vulnerable children.	Number of providers/ caretakers trained in caring for orphans and vulnerable children	Ratio of current school attendance among orphans to that among non-orphans in the age range 10-14 years. Percentage of operational Village/ Locality MVC Funds per district	Semi-annual	Consultants	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.*	Guidelines developed	Number of providers/ caretakers trained in caring for orphans and vulnerable children	Percentage of operational Village/ Locality MVC Funds per district	Annual	CDCs	Kilolo

4. Exchange visits between districts to share best practice*	6 CDC members have visited fellow districts to share best practice.	Number of providers/ caretakers trained in caring for orphans and vulnerable children		Semi-annual	CDCs	Kilolo, Rufiji
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Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Frequency of data collection	Key Sub-partners (Government, NGOs, FBOs, etc.)	Location (at least at district level)
	12 months					
Strategic Objective 2: Strengthen the capacity of schools and teachers to provide health and psychological support to orphaned and vulnerable children						
1. Conduct community consultations with a range of stakeholders to identify constraints to vulnerable children's and especially girls' education*	Constraints identified and solutions drawn up by communities.		Ratio of current school attendance among orphans to that among non-orphans in the age range 10-14 years	Semi-annual	N/A	Iringa, Kilolo, Rufiji
2. 100 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†	100 teachers trained and providing mentoring support in schools.	Number of individuals trained to promote HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful. Number of providers/ caretakers trained in caring for orphans and vulnerable children.	Young people aged 15-24 who both correctly identify ways of preventing the sexual transmission of, and reject major misconceptions about, HIV transmission.	Quarterly	Consultants	Iringa, Kilolo, Rufiji

Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Frequency of data Collection and responsible person	Responsible Party (Person, Sub-partner, Government, NGOs, FBOs etc.)	Location (at least at district level)
	12 months					
Strategic Objective 3: Deliver financial support to orphaned and vulnerable children in primary and secondary schools						
Activities: 1. Provide bursaries for school going costs for 1,000 vulnerable girls at secondary school	1,000 secondary education bursaries provided for vulnerable girls.	Number of orphans and vulnerable children (OVC) served by an OVC program, disaggregated by sex	Ratio of current school attendance among orphans to that among non-orphans in the age range 10-14 years	Annual Program officers	CDCs, Camfed	Iringa, Kilolo, Rufiji
2. Provide Safety Net Fund grants to 120 schools to meet immediate school-going costs for 6,480 orphaned or vulnerable boys and girls	Safety Net Fund grants disbursed to 120 schools.	Number of orphans and vulnerable children (OVC) served by an OVC program, disaggregated by sex	Ratio of current school attendance among orphans to that among non-orphans in the age range 10-14 years	Annual Teacher mentors Program officers	CDCs, Camfed	Iringa, Kilolo, Rufiji

Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Frequency	Key Sub-partners (Government, NGOs, FBOs, etc.)	Location (at least at district level)
	12 months					
Strategic Objective 4: Enable young women school leavers to attain economic independence through training and support to set up businesses						
1. Train 180 young women in business and life skills	180 young women trained in business and life skills sessions at community level.	Number of individuals trained to promote HIV/AIDS prevention through other behavior	Percentage of IGA projects targeting MVC versus other people in District/Ward	Quarterly Program Officers District Coordinators	Consultants from the Enterprise Development Centre and UMATI	Iringa, Kilolo and Rufiji

		change beyond abstinence and/or being faithful.				
2. 3 Cama District Committees gain training to manage finances and assess business grants	15 Cama District Committee members trained. Business grants assessed and disbursed.	Number of individuals trained to promote HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful.	Percentage of IGA projects targeting MVC versus other people in District/Ward	Semi-annual Program Officers District Coordinator	Consultants from the Enterprise Development Centre	Kilolo
3. 3 Cama District Committees manage the distribution of 270 start up business grants‡	270 start up grants disbursed.	Number of individuals trained to promote HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful.	Percentage of IGA projects targeting MVC versus other people in District/Ward	Quarterly Program Officers District Coordinator	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 *	12 Cama members trained and have conducted research.	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful	Young people aged 15-24 who both correctly identify ways of preventing the sexual transmission and who reject major misconceptions about HIV transmission.	Annual M&E Manager	N/A	Rufiji
5. Carry out a baseline survey 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*	Baseline survey carried out by young women.	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence	Young people aged 15-24 who both correctly identify ways of preventing the sexual transmission and who reject major misconceptions about HIV transmission.	Annual Teacher mentors Program officers and District coordinators	N/A	Iringa, Kilolo and Rufiji

		and/or being faithful				
6. Cama exchange visits to Zambia and Ghana	Exchange visits conducted, learning documented.			Annual Program Officers	N/A	Zambia and Ghana

* These activities are carried forward from the Year 1 workplan

† This activity includes the carried over activity from the Year 1 workplan (30 teachers trained)

‡ This activity includes the carried over activity from the Year 1 workplan (90 grants disbursed)

The full list of activities in the Year 1 workplan that have been carried forward to Year 2 are:

2.1. Conduct community consultations with a range of stakeholders to identify constraints to vulnerable children's and especially girls' education.

2.2. 30 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.

2.4. 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.

2.5. Exchange visits between districts to share best practice

3. 3 Cama District Committees manage the distribution of 90 start up business grants.

3.4. 12 young rural women from Cama receive training participatory research techniques and then carry out a baseline survey to assess young women's choices. The survey will focus on the link between their risk-taking and their economic empowerment.

3.5. Carry out a baseline survey to assess young women's life choices and economic options.

International Travel: Project monitoring visit to Camfed Tanzania by Camfed USA