
**New Partners Initiative – Round Two
FY08 Annual Workplan Template**

(Revised June 2008)

Name of Organization: Camfed USA Foundation

Date: 10th April – 30th September, 2008

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 psychosocial 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 external reasons.

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

The project implementation will be guided by the following strategic objectives:

1. Build the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school.

Activities: 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;

2. Build the capacity of school and multi-stakeholder structures to provide health and psychological support and better meet the needs of orphaned and vulnerable children.

Activities: 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; train district committees to engage proactively with and monitor OVC support; organize fora for best practice sharing and developing guidelines.

3. Ensure that orphans and vulnerable girls and boys receive educational support through provision of school fees, mentoring and psychosocial support.

Activities: 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.

4. Enable young women school leavers to attain economic independence through training and support to set up businesses.

Activities: Business training, start-up grants and ongoing support to enable 560 young women to set up their own businesses; training for 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.

Expected Results for May to September 2008:

Result 1	Result 2	Result 3
<ul style="list-style-type: none"> ▪ Transparent systems in place for managing resources at school/district level ▪ 18 CDC members and 150 school committee members trained to manage OVC resources 	<ul style="list-style-type: none"> ▪ Constraints and solutions to girls’ and OVC education identified by communities ▪ 30 teachers trained and providing health education and mentoring support in schools ▪ 18 CDC members trained in OVC support ▪ Guidelines developed for the use of grants ▪ Practice shared between districts ▪ 4050 orphaned and vulnerable children receive psycho-social support 	<ul style="list-style-type: none"> ▪ 90 young women trained in business and life skills ▪ 15 Camas committee members trained in grant assessment and financial management ▪ 90 businesses started ▪ 12 Cama members trained and conduct research on economic opportunities and life choices

Total project costs for 10th April, 2008 – 30th September, 2008: \$255,488

Contributed by USAID: \$201,596

Project co-financing: \$53,892

[UK Department for International Development (DFID), Big Lottery Fund, Merrill Lynch, Roger Federer Foundation, Wise, Anonymous Donor, Camfed Unrestricted funding]

Summary Table of PEPFAR Targets

Element	Indicator	Female	Male	Total
Prevention: Abstinence and Be Faithful	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through abstinence and/or being faithful	1013- Primary 1013- Secondary	1012 – Primary 1012 - Secondary	4050
	Number of individuals trained to promote HIV/AIDS prevention programs that promote abstinence and/or being faithful (teacher mentors)	30	-	30
	Number of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful	90	-	90
Care: Orphans and Vulnerable Children	Number of orphans and vulnerable children (OVC) served by an OVC program, disaggregated by sex.	2026	2024	4050*
	Number of providers/caretakers trained in caring for orphans and vulnerable children	84	84	168

Note: 4050 orphaned and vulnerable children will access improved psycho-social support in schools provided by trained teacher mentors – as these children will also be reached with information and life skills training to promote HIV prevention, they are also captured under the Prevention targets. Additional material support for orphans and vulnerable children’s school-going costs will be provided through grants disbursed in December ‘08 and January ‘09 for the new academic year, in line with Tanzania school cycle.

I. 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 psychosocial support is critical in determining their ability to make choices about sexual relationships. This is particularly the case for orphaned and vulnerable children and especially 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 external reasons.

The main goal of this project therefore, is to reduce vulnerability to HIV infection for orphans and vulnerable children in three districts in Tanzania through increasing their educational and employment opportunities and building responsive and sustainable community structures to support them.

The project will involve the participation of a range of stakeholders including district and local education authorities, Community Development Committees, school committees, teachers, community members, a network of young women as well as orphans and vulnerable children. Such broad based participation is to ensure transparency and accountability, effective management of the support to OVCs and tracking the impact of the intervention in line with the District Plans to support OVCs.

The project will fall primarily under PEPFAR's prevention/abstinence program through reducing vulnerability to HIV for orphaned and vulnerable children, girls and young women. Orphaned and vulnerable children will be better able to abstain from sex when they have the means and support to go to school and be economically independent, are empowered, and have psychological support structures in place. Girls and young women will be galvanized to protect themselves from exploitative and abusive sexual relationships. The project will also contribute to PEPFAR's OVC program through strengthening district, community and school level supportive structures for orphans and vulnerable children.

Strategic Objectives

The project implementation will be premised on the following strategic objectives:

1. Build the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school.
2. Build the capacity of school and multi-stakeholder structures to provide health and psychosocial support and better meet the needs of orphaned and vulnerable children.
3. Ensure that orphans and vulnerable girls and boys receive educational support through provision of school fees, mentoring and psychosocial support.
4. Enable young women school leavers economic independence through training and support to set up businesses

Detailed activity descriptions

1. Build the capacity of community structures to support 15,500 orphaned and vulnerable children to stay in school.

Activities:

- i) **CDC Training:** Consultants will train 6 representatives from each of the 3 CDCs (district committees) on financial management and monitoring and the rights of orphans 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 they will be trained on training skills which they will use to train 150 school committee members. The training will be for a period of 4 days.
- ii) 15 school committees 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. This process will ensure that the support is delivered to the targeted beneficiaries on time.
- iii) Organize **fora 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.

2. Build the capacity of school and multi-stakeholder structures to provide health and psychosocial support and better meet the needs of orphaned and vulnerable children.

Activities:

- i) Conduct **community consultations** to identify specific constraints to orphaned and vulnerable children's, especially girls' education. Information from these consultations will guide the community to take action to provide support for OVCs.
- ii) **Train and support 30 female teachers** to provide health and psychological support to OVCs in the schools. They 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 the much needed psychological and social support to orphans and vulnerable children. The training will be conducted for 4 days and will involve one female teacher from participating schools.

3. Ensure that orphans and vulnerable children receive primary and secondary education through support to meet school going costs, mentoring and psychosocial support.

Activities: (cost share)

Provide financial support to OVCs to meet school-going costs for Primary and Secondary education. In rural Tanzania, orphaned children are often taken in by relatives from the extended family or neighbors willing to support children's basic needs including food and shelter. These community support structures are providing a vital lifeline for orphaned children, and ensuring that basic needs can be met in a family context (rather than institutional care). However, the costs

of education (stationery, uniforms and fees) are often beyond the means of rural families particularly coping with the additional needs of orphaned children brought into the family. The project will cover educational costs to enable orphaned and vulnerable children to stay in school. Material support is supplemented by psychosocial support and protection (Result 2), providing a comprehensive package of support and reducing vulnerability of orphaned and vulnerable children.

This will include:

- i. Providing bursaries to 1,000 secondary school orphans and vulnerable girls. Eligible girls will be identified by CDCs and school committees and the bursaries will be guaranteed for four years (the duration of secondary school). The girls will be provided with a comprehensive package, including school fees, exam fees, transport costs, school uniform, shoes, stationery, health fees and lodging/food where the recipient lives too far from school. Grants for bursaries are given directly to the schools and Heads of schools are accountable for the funds. Teacher mentors in the schools manage the funds which are monitored regularly by Community District Committees.*****
- ii. To provide block grants to 30 schools to support 4,300 orphans and vulnerable children, both boys and girls, at risk of dropping out of school. These grants will provide discretionary support to meet the urgent material needs which include uniforms, stationery, school fees, exam fees and other special needs such as spectacles.*****

Careful monitoring at the school, community and national level is required to ensure that resources reach the most vulnerable children. Monitoring procedures are described in more detail in Section II.

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

Activities:

- i) Train 90 young women in business skills and HIV/AIDS prevention. The training will be done by consultants.
- ii) Train 15 Cama District Committee members in grants assessment, financial management and monitoring business grants in district. The training will be done by consultants and will build the capacity of the Cama district committee to assist their members to run successful businesses and enhance their economic independence.
- iii) 3 Cama District Committees disburse 90 start-up business grants which will enable trained young women to start businesses towards improving their livelihood.
- iv) Train 12 young women (4 from each district) in participatory research techniques who will then carry out a baseline survey to assess the link between young women's risk-taking and their economic empowerment. They will be trained by consultants in data collection techniques, data entry and analysis. The training will be for 7 days and the baseline survey will be on a pilot scale in 3 districts. The results of the survey will feed into improving the Camfed economic empowerment program in a way that will contribute more significantly to reducing risk behavior relating to HIV infection.

NOTE: *****

- 1. The grants under 3, i) and ii) above will be met by Camfed through cost share**
- 2. The targets mentioned above represent annual figures; the funds for all beneficiaries are given at the beginning of the school year and cannot therefore be broken into six month periods.**

3. **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: for the first 3 years as part of Camfed's cost share, and beyond the project term to enable them to complete the fourth year of their secondary education.**
4. **These funds will be disbursed in December '08 and January '09 in readiness for the new academic year, in line with the Tanzania school cycle.**

II. 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 in from the school, community to District and national levels to ensure that resources reach the most vulnerable children. These tried and tested procedures will be used in this project:

Monitoring Provision of Bursaries to vulnerable girls:

1. Primary school committees conduct research and draw up a list of recommendations for the most vulnerable girls in need of bursaries at 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 on the database, draw up lists for each school, send appropriate bursary lists and payments to each school and send lists to CDCs
5. CDCs use this list on monitoring visits, collecting and checking payments are to the right girls and record keeping is appropriate
6. CDCs report all monitoring visits to Camfed, including any girls who may be absent from school and action to trace them

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

1. A similar procedure applies to the Safety Net Fund scheme. School Committees draw up a list of children, items required and costs
2. This goes through the Ward Education Committee and District Education Officer to the CDC
3. CDCs review the list and send it to Camfed National Office
4. Camfed reviews the list and disburse grants to schools to cover costs
5. Schools purchase items and provide them to the identified children, who sign for them. Invoices and lists of children benefiting are sent back to Camfed
6. Camfed checks the documentation and enter numbers of girls and boys supported in the 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 includes 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.

Cama

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.

Management of Cama Business grants scheme

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, who disburse grants to Cama members. Names of recipients are entered into the program database. Supporting documentation is sent to Camfed for review
4. Cama District Committee monitors progress of businesses and sends reports twice per year to Camfed

Camfed Tanzania Monitoring and Impact Assessment

1. Camfed Tanzania provides regular training for CDCs and Cama to raise 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, e.g. number of schools supported, number of girls receiving bursaries, 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, 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, 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 the 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 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 designed to enable more in-country analysis by Camfed Tanzania Program Officers.

M&E matrix

Strategic Objectives	Inputs/outputs (April-Sept 2008)	Long term Project Outcomes	Responsible person to collect data	PEPFAR indicators
<p>1. Build capacity of community structures to support orphaned and vulnerable children to stay in school.</p>	<p>- 18 CDCs and 150 school committee members trained in financial management, monitoring and policies on protection of OVCs</p>	<p>-Sustainable support provided to OVCs by CDCs and school committees.</p>	<p>Camfed Staff CDCs</p>	<p>Number of providers/caretakers trained in caring for orphans and vulnerable children. -Number of individuals reached through community outreach that promotes HIV/AIDS prevention through abstinence and/or being faithful</p>
<p>2. Build the capacity of school and multi-stakeholder structures to provide health and psychological support and better meet the needs of orphaned and vulnerable children.</p>	<p>- 30 teacher mentors trained - Constraints to OVCs' education identified and solutions drawn up</p>	<p>-High retention rates for OVCs in school, -Reduced vulnerability to HIV/AIDS infection</p>	<p>CDCs</p>	<p>-Number of providers/caretakers trained in caring for orphans and vulnerable children -Number of individuals trained to promote HIV/AIDS prevention programs that promote abstinence and/or being faithful (teacher mentors)</p>
<p>3.Enable young women school leavers' economic independence through training and support to set up businesses</p>	<p>-90 young women trained in business skills and HIV/AIDS prevention - 90 start up grants</p>	<p>-Young women are empowered and attain economic independence -Reduced</p>	<p>Cama district committee</p>	<p>Number reached through community outreach that promotes HIV/AIDS prevention through</p>

	disbursed - 12 young women trained in participatory research techniques and pilot baseline survey conducted in 3 districts - 15 district committee members trained in financial management and grants assessment and monitoring of businesses	vulnerability to HIV/AIDS infection		abstinence (subset of AB). -Number of individuals reached through community outreach that promotes HIV/AIDS prevention through other behavior change beyond abstinence and/or being faithful <i>(through increased economic independence and life choices)</i>
4. Deliver financial support to OVCs to meet school going costs *****	1000 girls receive bursaries for 4 years of secondary education 4300 OVCs, boys and girls, receive support to meet school going costs	-Access to education and retention of OVCs in school -Reduced vulnerability to HIV/AIDS infection	Camfed Staff receive data from schools	Number of orphans and vulnerable children (OVC) served by an OVC program, disaggregated by sex.

***** School fees for 1000 secondary school girls and 4300 OVCs to be met through Camfed's cost share

Work plan Logic Matrix

Country: Tanzania

Program Area: Prevention - Abstinence,
Care - Orphans and Vulnerable Children

Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Key Sub-partners (Government, NGOs, FBOs, etc.)	Location (at least at district level)
	6 months				
Strategic Objective 1: Enable representative and inclusive school committees to deliver financial assistance to orphaned and					

vulnerable children					
Activities: 1. Train 3 district committees in financial management and monitoring; train 15 school committees (150 members) in project orientation and managing bursaries and safety net funds	Transparent systems in place for managing resources for vulnerable children. 18 CDC members trained, in turn training a further 150 school committee members	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	Consultants	District training Iringa. Schools trainings at school level in Iringa, Kilolo, Rufiji

Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Key Sub-partners (Government, NGOs, FBOs, etc.)	Location (at least at district level)
	6 months				
Strategic Objective 2: Build the capacity of school and multi stakeholder structures to ensure that vulnerable children are educated in a safe school environment with the psycho-social support					
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	N/A	Iringa, Kilolo, Rufiji
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.	30 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	Young people aged 15-24 who both correctly identify ways of preventing the sexual transmission and who reject major misconceptions about HIV transmission.	Consultants	Iringa, Kilolo, Rufiji

		orphans and vulnerable children.			
3. Train 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	Internal and another partner with specialism in OVC	Iringa
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.	Guidelines developed	Number of providers/ caretakers trained in caring for orphans and vulnerable children	Percentage of operational Village/ Locality MVC Funds per district	CDCs	Iringa
5. 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		CDCs	Iringa, Kilolo and Rufiji

Objective/Activity	Outputs	Emergency Plan Indicator Target for this workplan	*National Indicators supported by this intervention	Key Sub-partners (Government, NGOs, FBOs, etc.)	Location (at least at district level)
	6 months				
<u>Strategic Objective 3:</u> Provide training in life skills to 560 young women school leavers through the Cama network so they are able to make safe life choices and improve their income by 50%					
1. Train 90 young women in business and life skills	90 young women trained in business and life skills sessions at community level.	Number of individuals trained to promote HIV/AIDS prevention through other behavior change beyond abstinence	Percentage of IGA projects targeting MVC versus other people in District/Ward	Consultants from the Enterprise Development Centre and UMATI	Iringa, Kilolo and Rufiji

		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	Consultants from the Enterprise Development Centre	Kilolo
3. 3 Cama District Committees manage the distribution of 90 start up business grants.	90 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	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. The survey will focus on the link between their risk-taking and their economic empowerment.	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.	N/A	Rufiji
5. Carry out a baseline survey to assess young women's life choices and economic options.	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 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.	N/A	Iringa, Kilolo and Rufiji

III. 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.

Camfed USA is responsible for overseeing the management of the project and providing quality reporting to USAID.

Camfed International will provide technical assistance to Camfed Tanzania in the implementation of the project, including Monitoring and Evaluation, Financial Management and reporting. 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:

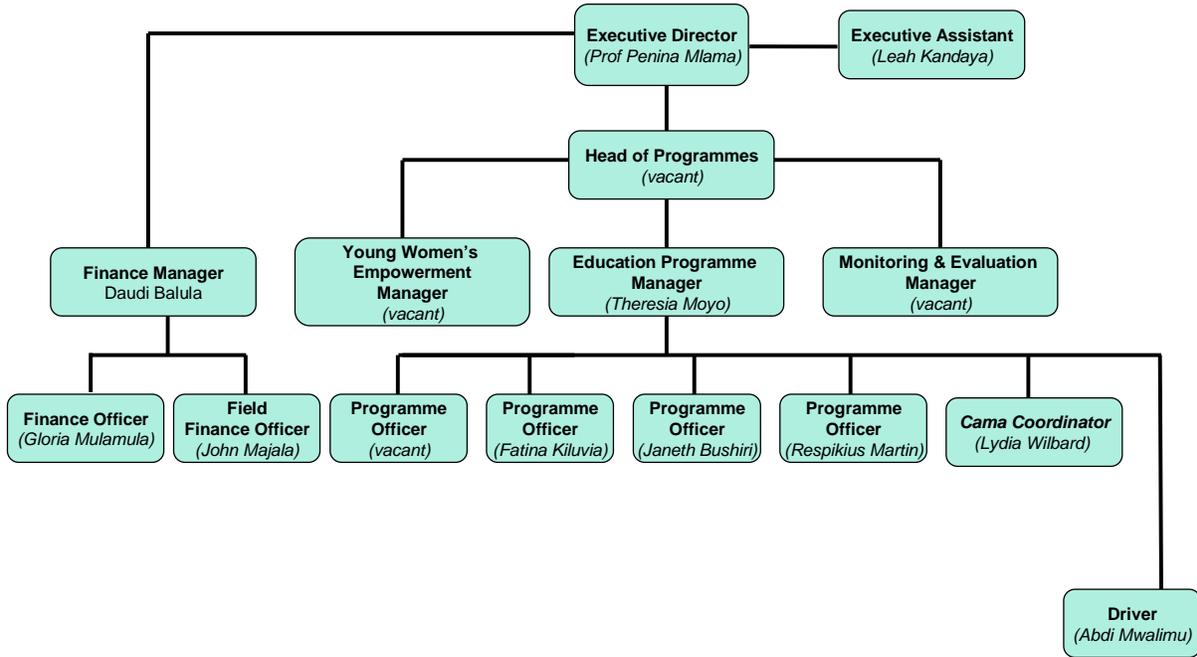
Funds will be received into a designated Camfed US bank account (used solely for the USAID project). Monthly requests are sent from Camfed Tanzania to Camfed US to arrange transfer of funds from the US to a designated Camfed Tanzania bank account used solely for the USAID project. Camfed Tanzania uses Sun Systems to process financial transactions. Journals are posted to the Camfed Tanzania Sun Systems (in Tanzanian Shillings) and exported to the Camfed US (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.

Organizational procedures and compliance with US Government Provisions:

Camfed has developed an Operations Manual which applies to all Camfed branches including Camfed USA Foundation and Camfed Tanzania. Camfed is undergoing a review of its Operations Manual to update procedures in line with US Government Provisions. All staff involved in the project will complete timesheets for actual time worked on the project.

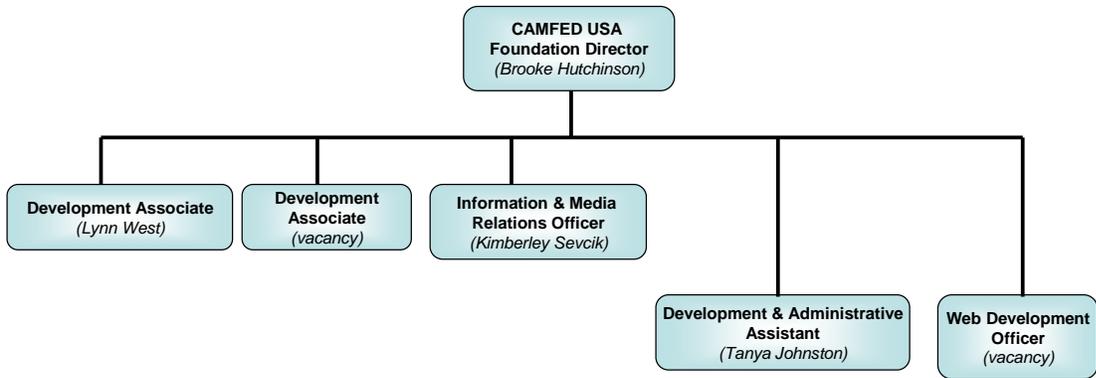
Staffing

Camfed Tanzania

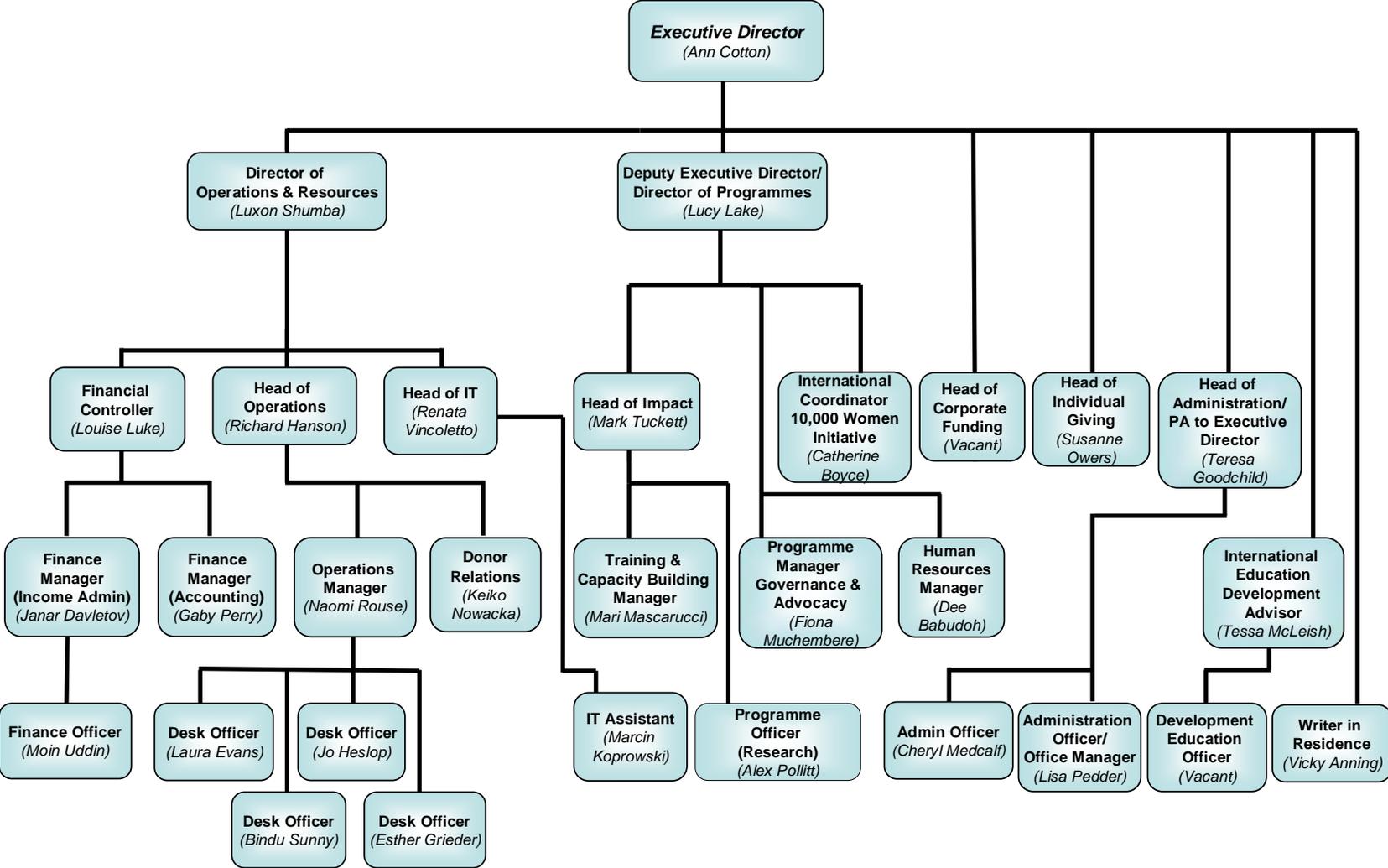


As at 1 July 2008

Camfed USA Foundation



Camfed International



As at 1 July 2008

Personnel.

(i) Key Personnel

Brooke Hutchinson, Director, Camfed USA

The Camfed USA Director will lead on liaising with USAID on program plans, budgets, monitoring and reports, in addition to conducting monitoring visits to the program and providing technical support and training to Camfed Tanzania staff.

Professor Penina Mlama, Executive Director, Camfed Tanzania

The Camfed Tanzania Executive Director will provide strategic oversight and direction to the project, and will particularly support high level engagement with government and other partners. The Executive Director reports to the Board of Trustees in Tanzania and to the Executive Director for Camfed International.

Theresia Moyo, Camfed Tanzania Program Manager

The Program Manager will be responsible for managing the program, setting and monitoring activity plans and budgets and producing program reports. She reports to the Executive Director, Camfed Tanzania.

(ii) Professional Staff

Camfed Tanzania Program Officers – Fatina Kiluvia and 2 to be appointed

The Program Officers will support the Program Manager in managing the program, monitoring activity plans and budgets and producing program reports. Program Officers manage communication with schools, training, grant disbursements to Cama and monitoring visits to schools. The Program Officers report to the Program Manager.

Gloria Mulamula, Camfed Tanzania Finance Officer

The Finance Officer will manage day to day finance operations, including providing financial reporting on this project, and ensuring that financial management complies with procedures set out in Camfed's Operations Manual. The Finance Officer reports to the Camfed Tanzania Finance Manager.

Camfed Tanzania Driver – to be recruited

The Driver will support field visits to schools and rural Districts in the project. The Driver will report to the Program Manager.

(iii) Camfed International UK staff

The following Camfed International UK personnel will support the Camfed Tanzania team:

Janar Davletov, Camfed International Finance Manager

The Camfed International Finance Manager will provide financial training to Camfed Tanzania finance team and conduct internal audits in this project, as well as assisting with financial expenditure tracking and reporting. The Camfed International Finance Manager reports to the Financial Controller.

Maria Mascarucci, Camfed International Research Manager

The Camfed International Research Manager will provide technical support to the Camfed Tanzania team in areas of research, monitoring, evaluation and documentation. The Research Manager will report to the Head of Impact, Camfed International.

(iv) National and local groups

In this project Camfed will also work with the following Tanzanian national and local groups:

- Ministry of Education – as the key partner in delivery of the project, at the national and District levels
- Community Development Committees – inclusive stakeholder groups which include representatives from the District Education Office, health, community development, etc.
- School Based Committees in primary and secondary schools
- Cama – a network of young rural women, which is overseen by elected District Committees.
- Mothers Support groups – voluntary associations of rural mothers committed to supporting orphaned and vulnerable children
- Consultants from local organizations to provide training on HIV/AIDS prevention, reproductive health, life skills, business training, financial management and monitoring. The organizations include the Enterprise Development Centre for business training and UMATI for reproductive health, life skills and guidance and counseling.

All these groups will be coordinated by the Program Officer in charge of the project at the Camfed Tanzania national office who reports to the Executive Director, Camfed Tanzania.

IV. Budget and international travel.

Details are attached in a separate table, on page 24.

Attachment A: Implementation timetable (Gantt chart)

Activity		Responsible Person(s)	April	May	June	July	Aug	Sept	Comments
Start-up									
1	Developing workplans	ED and PM Tanzania, with US/UK support		X	X				
2	Implementing recommendations from the pre-award audit	FM, UK; FO, Tanzania		X	X	X	X		
3	Recruitment of program officer, driver and 2 district coordinators.	Admin				X			
4	Procurement office furniture, PC, printer, office car	FO, Executive assistant				X			
Implementation									
1	Train 3 district committees in financial management and monitoring; train 15 school committees (150 members) in project orientation and managing bursaries and safety net funds	PO					X		
2	Conduct community consultations with a range of stakeholders to identify constraints to vulnerable children's and especially girls' education and use this information to address the constraints	PO						X	
3	30 Female Teachers receive counseling and HIV/AIDS training so that they are equipped	PO					X		

	to provide psycho-social support and health education to orphans and vulnerable children.								
4	Train 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	PO					X		This will be on the same training as in Activity 1 above
5	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.	PO						X	This will be a joint AGM of the 3 districts
6	Exchange visits between districts to share best practice	PO				X	X		
7	Train 90 young women in business and life skills	Cama Coordinator					X		
8	3 Cama District Committees gain training to manage finances and assess business grants.	PO-Cama				X			
9	3 Cama District Committees manage the distribution of 90 start up business grants.	Cama National Chair person						X	
10	12 young rural women from Cama receive training participatory research techniques and then carry out a	PO Cama				X			

	baseline survey to assess young women's choices. The survey will focus on the link between their risk-taking and their economic empowerment.								
11	Carry out a baseline survey to assess young women's life choices and economic options.	PO				X			
Administration									
1	Developing systems and tools for M&E					X			
2	Reporting – On trainings from POs, consultants						X		
3	Project site monitoring visits by CDC, Cama and Camfed Tanzania staff.					X	X		
4	Monitoring and capacity building visits from the US and UK office	DO/FO			X	X		X	
5	Quarterly Financial Report SF 269 for the period of April 08-June 08 (30 th July)					X			
6	Operational Plan for Year 2 (1 st Sep)							X	
7	Biannual Report (30 th Sep)							X	

Attachment B - Marking/Branding Plan

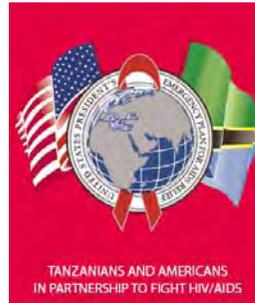
The following branding will apply, using

- USAID logo
- Tanzania PEPFAR logo (note: we will acquire the correct logo for use from USAID staff)
- Camfed logo

The logos will be of an equal size.



USAID
FROM THE AMERICAN PEOPLE



They will appear on the following materials:

- All reports and publications produced for the project
- Event and training invitations and other public communications
- A banner will be produced for use at public events or trainings for the project
- PC equipment and large items (including boxes containing training supplied distributed in communities, like guidelines and training manuals) will be marked. We will produce stickers for these purposes.
- Project vehicle

NOTE: To obtain the approved logo from the USAID mission in Tanzania.

INTERNATIONAL TRAVEL MATRIX

NUMBER OF TRIPS	DATES	INDIVIDUAL (TITLE)	DESTINATION	PURPOSE
1	August 08	Janar Davletov (Finance Manager, Camfed International)	Tanzania	Setting up financial systems for the project
1	August 08	Maria Mascarucci (Research Manager, Camfed International)	Tanzania	Setting up M&E Plan and systems for the project
1	August 08	Mark Tuckett (Head of Impact, Camfed International)	Tanzania	Strengthening M&E systems and staff training
1	Sept 08	Name Brooke Hutchinson (Director, Camfed USA)	Tanzania	Routine project monitoring
4		<i>TOTAL NUMBER OF TRIPS</i>		