Final Mid-Term Evaluation Report

Joint Programme on Empowering Adolescent Girls and Young Women through Education

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Independent External Evaluation

"Joint Programme on Empowering Adolescent Girls and Young Women through Education"

Country Report: The United Republic of Tanzania

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Acronyms

BEMP	**Basic Education Master Plan**
ESR	Education for Self-Reliance
COBET	Complementary Basic Education Programme in Tanzania
ECCD	Early Childhood Community Care
EFA	Education for All
EMIS	Education Management Information System
ESP	Education Sector Plan
FAWE	Forum for African Women Educationalists
FFA	Education 2030 Framework for Action
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GRB	Gender-Responsive Budgeting
GRP	Gender Responsive Pedagogy
HSSP	Health Sector Strategic Plan
ICBAE	Integrated Community-Based Adult Education
ICT	Information and communication technology
IAE	Institute of Adult Education
JP	Joint Programme
KOICA	Korean International Cooperation Agency
LGA	Local Government Agencies
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoCLA	Ministry of Constitution and Legal Affairs
MoEST	Ministry of Education, Science and Technology
MoHCDGEC	Ministry of Health, Community Development, Gender, Elderly and Children
MoLEYD	Ministry of Labour, Youth and Employment Development
NFDP	National Five-year Development Plan
NGO	Non-governmental organization
NSC	National Steering Committee
NSGP	National Strategy for Gender Development
PORALG	President's Office Regional Authority and Local Government
PWC	Pastoral Women's Council
RBM	Results-Based Management
SDG	Sustainable Development Goal
SRGBV	School-related Gender-based Violence
SRH	Sexual and Reproductive Health
TC	Technical Committee
THESODE	Theatre for Social Development
TIE	Tanzania Institute of Education
ToC	Theory of Change
ToR	Terms of Reference
ToT	Training of Trainers
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UPE	Universal Primary Education
UN Women	The United Nations Entity for Gender Equality and the Empowerment of Women
VAWC	Violence against Women and Children
VETA	Vocational Education Training Authority
VICOBA	Village Community Bank
WACDES	Women Association for Community Development Strategies
ZSGPR	Zanzibar Strategy for Growth and Reduction of Poverty

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Executive summary

In February 2020, UNESCO commissioned an independent external mid-term evaluation of the "Joint Programme on Empowering Adolescent Girls and Young Women through Education". The preparation of the country report for Tanzania was completed between February and November 2020 and is part of a comprehensive mid-term evaluation of the status of implementation in the three Joint Programme (JP) countries Tanzania, Nepal and Mali. Implementation in Tanzania started in 2016 and it ending in June 2021, if not extended to December 2021.[1] The mid-term evaluation is undertaken in the fourth year of implementation.

The objectives of the Joint Programme are translated into four components at global level. These are:

- **Component 1.** Quality education: Improving the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management.
- **Component 2.** Health and well-being: Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls and young women at risk of early pregnancy and school dropout through the provision of water and sanitation facilities, and CSE.
- **Component 3.** Enabling environments: Addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination.
- **Component 4.** Building the data and evidence base: Documenting and collecting relevant data to target interventions, and to inform gender-responsive policies and actions.

The global results framework has been translated into a country logframe with five intended outcomes in Tanzania. The goal has remained the same and reads: "Adolescent girls and young women are healthy and educated and are able to successfully transition into adulthood and fully participate in society". Under the leadership of UNESCO, and in partnership with UNFPA and UN Women, the Joint Programme is implemented through six implementing partners. These are operating in most regions of Tanzania. The programme has been implemented in four districts which include Mkoani in Pemba Island, Sengerema in Mwanza region, Kasulu in Kigoma region and Ngorongoro in the Arusha region of Tanzania mainland.

The evaluation design combines a mixed methods approach with qualitative and quantitative analysis. Both primary and secondary data have been used in the evaluation. Data collection has included desk and project document review, administration of questionnaires[2], key informant interviews (KII) with 50 persons and 10 focus group discussions. Due to the challenges posed by the COVID-19, some interviews were carried out via Skype and phone, while visits to Ngorongoro were disrupted. The conclusions and recommendations of the report are based on data collection procedures covering the entire period of the implementation, to date. The evaluation uses the evaluation criteria: 'Relevance and Appropriateness', 'Assessment of Outcomes and Pathways to Impact', 'Efficiency and Effectiveness', 'Sustainability' and finally 'Coordination and Partnership'.

The emergence of the COVID-19 pandemic has brought the UN programme implementation to a standstill and all activities stopped in March 2020. Freedom of movement has been restricted and effects will probably be felt for some months to come. This will constrain and delay implementation. With the recent UNESCO HQ call for an extension of the Joint Programme in all three countries, implementation could be extended until 31.12.2021. So far, the implementation rate of the components in Tanzania is around 75% as of April 2020.

Relevance and appropriateness: The Joint Programme fits into the relevant strategic and reference frameworks at national[3] and international level[4]. It reflects gender and education programming

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[1] Discussions are currently ongoing with the donor.
[2] In Kiswahili for two questionnaires developed by the evaluation team for implementing partners and for beneficiaries.
[3] Education and Training Policies (2014), Zanzibar Education Policy (2016), Tanzania Guidance and Counselling and Child Safeguarding guide (2018).
[4] E.g., The Dakar Framework for Action: Education for All: meeting our collective commitments (including six regional frameworks for action). World Education Forum, Dakar, 2000. UNESCO (2019) 'From access to empowerment. Strategy for

preferences of UNESCO and is relevant for its beneficiaries. The overall JP Logframe foresees four components. Component 5 (Resources mobilized and used for girls' empowerment improved in selected communities) has been added in Tanzania. The design of the project Logframe in Tanzania is suitable to achieve the desired objectives. It addresses elements that have faced challenges in implementation.

Assessment of Outcomes and Pathways to Impact: Increased access to education and life skills for adolescent girls and young women who are part of the JP has led to encouraging outcomes. The improvement of the economic empowerment of young women has partially worked. Pathways to impact are visible e.g. in Maasai communities where impact seems highly likely if no major disruption of economic activities occurs. Although the support of young women to the programme is vivid, there may be a need to go beyond the programme and to restructure the school education system which retains some discriminatory practices.

Efficiency and effectiveness: The total budget for the programme is USD 5,000,000, the implementation rate as percentage of cash disbursement is 44.79% as of 31 December 2019. The programme is yet to receive the year 3 and 4 tranches. Despite the delay of funds, no activity was stopped or abandoned and good leadership and coordination of the programme activities have ensured the success of the programme. Deficiencies remain for monitoring.

The programme has made sufficient progress for the outcomes 1-4. All UN agencies agree that the funding is not adequate and not timely. Until the end of March 2020, the year 3 and 4 tranches have not been received. More delays would put the programme implementation at risk. Issues of reporting need to be addressed to harmonize the donor expectations with the current biannual and annual reporting by the UN partners.

Sustainability: The programme implementation started in 2017 only, almost one year behind schedule and the continued delay of disbursement of funds and changes in UNESCO leadership and the initial absence of a programme coordinator have had an effect on the timely implementation of the programme. The COVID-19 pandemic has made it necessary to stop all activities from mid-March 2020, for an unknown period of time. This makes the extension of the programme an important issue of discussion between the donor and UN partners. A no-cost extension until 31.12.2021 is being proposed.

Coordination and Partnership: The evaluation found that the collaboration of UN agencies with implementing partners works well and will be stable until the end of the current programme period and beyond. The programme is working with six implementing partners. The Institute of Adult Education (IAE), the Forum of African Women Educationalists (FAWE-Mainland) operating in Tanzania Mainland and the Forum of African Women Educationalists (FAWE Zanzibar), New Leaf, Theatre for Social Development (THESODE) and the Institute of Adult Education Zanzibar (IAE) work in Zanzibar as well as Pastoral Women's Council (PWC) working in the North of Tanzania. UN partners acknowledge that strategies should be in place to foster a stronger relationship and coordination among them.

Contribution to UNESCO's Global Priority Gender Equality: Gender equality is at risk in Tanzania for girls who become pregnant during schooling. When they are in government schools, they are obliged to stop education and they are not readmitted, again. For those who experience early marriage, early child-bearing is common and that leads to the same phenomenon of exclusion. The JP is very helpful to open alternative pathways to education, even if it has not been able to bring about change.

Strategies and modalities for strategic partnership and resource mobilization: KOICA remains the only international donor to the programme. No additional funding has been mobilized at national level. UN partners complement some of the JP outcomes with their own programmes or projects. The strategic partnership between the three UN partners has room for more joint action.

Conclusions: It is time to plan for the period when the COVID-19 pandemic will subside and programme implementation is possible, again.

Recommendations: The following recommendations have resulted from the analysis underlying this report:

Gender Equality in and through Education (2019-2025); UNESCO strategy on education for health and well-being: contributing to the Sustainable Development Goals of 2016.

Criteria	Recommendation	Directed at
Relevance and Appropriateness		
R+A 1	UN Partners should arrive at jointly planning a relevant and appropriate continuation of the JP after the lockdown based on a better understanding of each other's planning perspective.	UNESCO, UNFPA, UN Women
Assessment of Outcomes and Pathways to Impact		
O+PI 1	Increase emphasis on a more beneficiary and needs-centred approach of the income generation outcomes of Component 1 and 3 to ensure long-term impact.	UNESCO, UN Women
O+PI 2	Prioritize the use and uploading into EMIS of the already approved data collection tools to ensure the availability of sex-disaggregated data in Tanzania.	UNESCO
Efficiency and Effectiveness		
E+E 1	Promote reduced gender disparities in education outcomes by aiming for a larger intake of adolescent girls and young women into initiatives under their respective programme components.	UNESCO, UN Women
E+E 2	Further strengthen the capacity of the focal points of the Joint Programme at ministerial and local government agencies (LGA) level through results-based management training.	UNESCO
E+E 3	Follow up on the endorsement of the UNFPA 'Life Skills Manual' for out of school youth by the Ministry of Youth whose approval is pending for too long.	UNFPA
E+E 4	Achieve a formal recognition of UNESCO-provided training and ensure continuous support of participants together with the Vocational Education Training Authority (VETA) of Tanzania	UNESCO
E+E 5	Pave the way for the introduction of gender-based budgeting through the endorsement of the President's Office Regional Authority and Local Government (PORALG).	UN Women
E+E 6	Ensure a more frequent field monitoring of UNESCO's implementing partners and a more formalized mission reporting.	UNESCO
E+E 7	Prevent multiple donor reporting and harmonize reporting deadlines.	UNESCO
Sustainability		
S 1	Prepare strategies and priorities for the time when implementation can resume after the current lockdown sufficiently early to ensure sustainability of the current phase 1.	UNESCO
S 2	Strengthen the linkage between training and gainful employment or self-employment by reviewing factors such as access to seed money / funding, market access, availability of materials and the interest of the beneficiaries.	UNESCO, UN Women
S 3	Draft a sustainability and exit strategy for phase 1 together with all key stakeholders.	UNESCO, UN partners, Local level
Coordination and Partnership		
C+P 1	Schedule coordination meetings of the Technical Committee more often and allow for forward-looking planning.	UNESCO
C+P 2	Introduce more frequent and longer joint monitoring of UN partner agencies to strengthen partnership among the UN agencies and between them and local partners.	UNESCO

Introduction

The present country report for Tanzania is part of documents presented for the mid-term evaluation of the 'Joint programme on empowering adolescent girls and young women through education' commissioned by UNESCO. The report includes ten (10) sections which are:

1. Relevance and appropriateness
2. Assessment of outcomes and pathways to impact
3. Efficiency and effectiveness
4. Sustainability
5. Coordination and partnership
6. Contribution to UNESCO's Global Priority Gender Equality
7. Strategies and modalities for strategic partnership and resource mobilization.
8. Conclusions
9. Recommendations
10. Lessons learned and appendices.

Tanzania is a country in Eastern African with a surface area of 945,100 square kilometres. Tanzania - formerly Tanganyika - got its independence from Britain in 1961. It united with Zanzibar on 26 April 1964, forming The United Republic of Tanzania. Its President is both head of state and head of government. Tanzania is practising a multiparty system since 1994.

Tanzania's estimated population is 59.73 million in 2020, up from an estimated 50.8 million in 2014.[5] The country was ranked 24th in the world, as per the National Population and Housing Census report of 2012, with a population of 44,928,923 (of which 1,303,569 people were in Zanzibar). The Tanzania National Bureau of Statistics reports a real Gross Domestic Product (GDP) growth of 7.0% in 2018. Government interventions have led to sizeable gains between 2007 and 2016, evidenced e.g. by the reduction of the country's poverty rate from 34.4% to 26.8%. The potential consequences of the appearance of COVID-19 in Tanzania in March 2020 strongly threaten these gains.[6]

Efforts to reform education started directly after independence, with the introduction of the Education for Self-Reliant (ESR) policy in 1967 whose focus was developing critical thinking, problem -solving and patriotism among learners.[7] This was followed by the introduction of Universal Primary Education (UPE) in 1974.[8] A new education policy launched in 1995 placed emphasis on science and technology, closely followed by the Basic Education Master Plan (BEMP) of 1996, in an effort to address issues of equity, quality and access to education.[9] The of Ward secondary schools was part of the implementation of the BEMP. More recently there was The Education and Training Policy of 2014. Expansion of free education to include primary and secondary education (class I to form IV) was implemented in 2016; doubling the number of enrolled students while infrastructure and resources remained roughly the same.

Through its education reforms, the government has made considerable efforts to promote social inclusion. This is evidenced in government policies, among others, The Women's Development Policy, National Youth Development Policy. In 1999, the government initiated the Complementary Basic Education in Tanzania (COBET) with support from UNICEF .[10] COBET programme gave access to education to those between 8-13 years for cohort I and 14-18 years old for cohort II who could join a

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[5] https://www.worldometers.info/world-population/tanzania-population/

[6] https://www.worldbank.org/en/country/tanzania/overview

[7] Julius Kambarage Nyerere. Education for Self-Reliance (ESR). http://arjess.org/education-for-self-reliance-nyereres-policy-recommendations-in-the-context-of-tanzania/

[8] The 1977 Universal Primary Education in Tanzania: a historical base for quantitative enquiry. https://doi.org/10.1080/1743727X.2011.609551

[9] Basic Education Master Plan (BEMP). Medium Term Strategic and Programme Framework. Inter-Ministerial Education Task Force, 1997. https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/tanzania_bemp.pdf

[10] Evaluation report: COBET material and Learner achievement https://www.unicef.org/evaldatabase/files/TNZ_00-081.pdf

special two-year programme which compressed class one to four, and after two years they sat for class four examination and they could transition to class five in the formal education system.

Tanzania is one of two African countries that explicitly ban pregnant girls from government schools. In recent years, many African governments have made strong commitments to ensure that pregnant girls and mothers can attend and re-enter school. Unlike most out-of-school children who have a choice of returning to school, pregnant girls are arbitrarily denied that right and forced into a parallel system, if they wish to continue education. Tanzanian schools also routinely force girls to undergo intrusive pregnancy tests. It is estimated that the number of girls who drop out of school due to pregnancy reaches 5,500 per year.[11] More than one third of all girls in Tanzania are married by the age of 18. Alternative pathways have thus become an issue of debate.[12]

In recent years, girls' performance has been improving gradually, with the number of girls taking science subjects increasing. Although free education policy increased the number of enrolled children, girls' enrolments are still low compared to those for boys. For example, in 2018, girls' enrolment in secondary education was 41.39% in comparison to that of boys.[13]

Overall, there are some key issues which affect Tanzania at the time of the mid-term evaluation:

Free Primary Education policy 2016: The free Primary Education Policy of 2016 opened the door for many children who had missed the opportunity to enrol in school previously, due to school fees and other costs. As a result of its introduction, enrolment is expanding every year, while the school infrastructure, human and material resources remains the same. Classrooms are overcrowded, especially in rural areas where the number of teachers is low.

Refugees from Burundi and the Democratic Republic of Congo: Tanzania has been receiving refugees from Burundi and the DRC over the last three decades. The presence of 325,291 refugees from countries affected by conflict creates instability in the Kigoma region which hosts the refugee camps. Robbery and use of guns and other military weapons have become the order of the day in Kigoma especially Kasulu, where Nyarugusu, the biggest camp is located. The programme is working in the schools around the refugee camps.

COVID-19 outbreak: The first infected patient in Tanzania was identifying on 18th March 2020. In response to the outbreak government has taken precautions to control infections, including the closure of all schools, colleges and universities and restrictions to public gatherings. It is unclear for how long the shutdown will last and what consequences there will be on the sustainability of the educational gains that have been achieved under the Joint Programme.

1. Relevance and appropriateness

The global framework of the Joint Programme has been translated into a logframe with five intended outcomes in Tanzania (instead of the four used for the overall results framework). The goal has remained the same.[14] The five outcomes are:

Outcome 1: Access, quality and relevance of education for adolescent girls and young women in Tanzania improved.

Outcome 2: Multi-sectoral functional systems in place for increased access to quality, age and cultural appropriate sexual and reproductive health (SRH) information & services, as well as other social protection support systems of vulnerable for in- and out-of-school adolescent girls and young women.

Outcome 3: Societal attitudes are transformed and governance structures and mechanisms mobilized to become more conducive to the empowerment of adolescent girls and young women through education.

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[11] https://www.worldbank.org/en/news/factsheet/2020/03/31/tanzania-secondary-education-quality-improvement-program-sequip
[12] 'Controversy over $500m loan that allows Tanzania to take pregnant girls out of their classroom'. *The Guardian*, 10.04.2020.
[13] UNESCO Institute for Statistics (http://uis.unesco.org/)
[14] After its initial design, the logical framework for Tanzania was revised between February and June 2018.

Outcome 4: Data and evidence-based gender-responsive education policies and action is built.

Outcome 5: Resources mobilized and used for girl's empowerment improved in selected communities.

The Joint Programme's objective is to promote gender equality and empower adolescent girls and young women in selected regions of Tanzania through a holistic and comprehensive approach to quality education.[15] The Programme is to complement government efforts in promoting girls' education as well as education for out-of-school young women.

The Programme is aligned with international instruments, guidelines and UNESCO priorities, and those of the UN partners UNFPA and UN Women. Tanzania has ratified the 'Convention on the Elimination of All Forms of Discrimination against Women' (CEDAW) in 1985 and the International Covenant on Economic, Social and Cultural Rights (CESCR) in 1976. It has made significant progress in implementing global agreements and frameworks through its National Five-year Development Plan (NFDP) 2016/17-2020/21 and the Tanzania Development Vision 2025. There are also the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGPR) 2016/2020 and the Zanzibar Development Vision 2020.

At national level, the Joint Programme is aligned with the Education Sector Development Programme (2016/17-2020/21), the Education and Training Policy 2014, and the Zanzibar Education Development Plan II 2016-2021. These frameworks were developed to address Sustainable Development Goals (SDG) and especially Goals 4 and 5. Interventions to improve access to quality education have been implemented by the government itself in partnership with implementing partners in the education sector. The programme is therefore fully aligned with the government´s national development objectives for education. It is in compliance with the National Strategy for Gender Development (NSGP) of 2008 which clearly elaborates how to ensure gender equality and empowerment of women in all social-economic activities and programmes.

UNESCO undertakes quarterly monitoring missions to the project sites for which it invites UN partners and KOICA. KOICA had accepted to participate in monitoring missions once, and UNFPA and UN Women joined monitoring missions twice in connection with the Technical Committee meetings and Steering Committee meetings at country level. It makes sense that UNESCO would lead joint monitoring missions but these happen insufficiently. More formalized reporting on missions should be available and more missions to the project sites should be undertaken. Insecurity in refugee camps has affected field monitoring in Kasulu where the security of the staff cannot be guaranteed. Frequent donor reporting has not allowed for reasonably long reporting periods with meaningful results, to date.

Governance structure: To ensure the efficiency of the deliverables, the Programme has a Technical Committee (TC), which comprises representation from all three UN partner agencies, field teams, implementing partners and government officials. The main role of the TC is to provide strategic direction and oversee the implementation progress. The TC is supposed to meet twice a year but the frequency seems to be insufficient considering such an important task. It has only met four times since the Programme started in July 2016 and its latest meeting was held on 24 October 2019. The National Steering Committee (NSC) meets once per year and has the role to validate and oversee the strategic plan implementation.

A learning needs assessment has been conducted by the Institute of Adult Education (IAE) for Outcome 1 in preparation of an increased access to literacy and non-formal education for out-of-school adolescent girls and young women.[16] But no other baseline or scoping studies are known that should have captured the needs of partners and beneficiaries before implementation. An Operational Strategy was developed to accelerate project delivery and remains undated, subject to consultations with key stakeholders and partners.

The evaluation considers the Programme's objectives and activities relevant to address the real needs of the beneficiaries. All interviews conducted with implementing partners, stakeholders, potential stakeholders and the adolescent girls and young women beneficiaries confirm that the Programme is considered relevant. The Programme is not in a position to currently overcome inequalities and

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[15] See Appendix 4. Tanzania logical framework.
[16] 7th biannual narrative report for the period 1 July 2019 to 29 February 2020, p.15.

discriminatory practices in education per se but culturally sensitive approaches have been adopted. The potentially added value of UNESCO, UNFPA and UN Women spearheading and supporting the Joint Programme at national level has not been fully used. The current Joint Programme governance structures is respected but modifications to the working modus of UN partners would be beneficial.

Programme Governance Structure
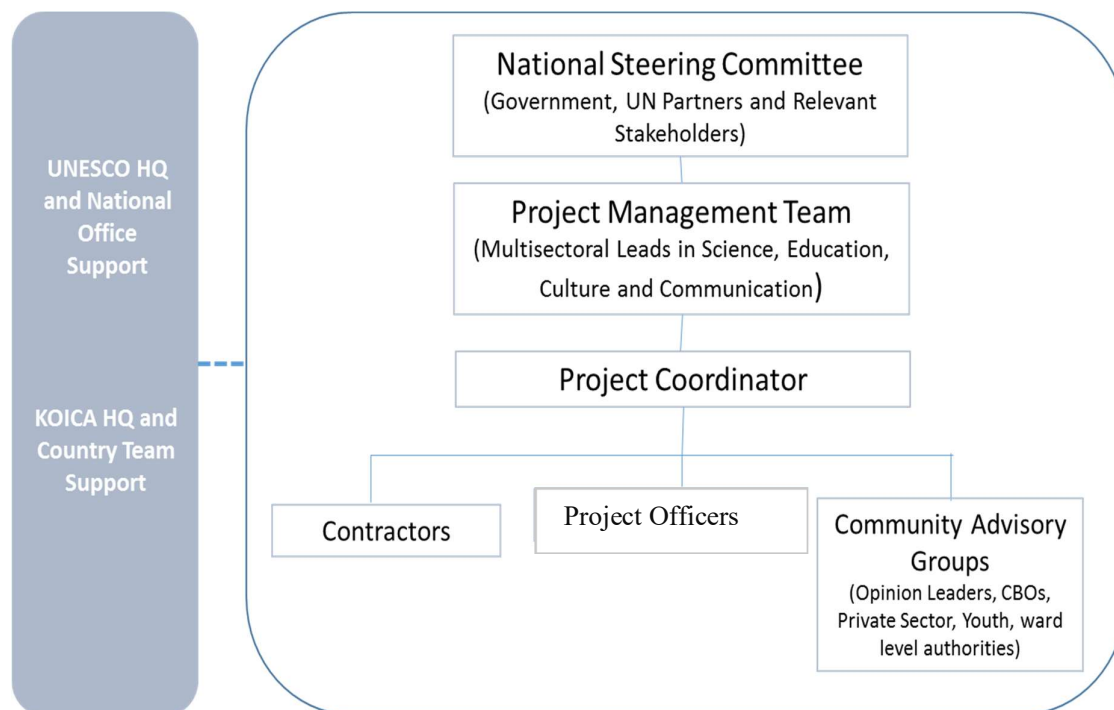
2. Assessment of outcomes and pathways to impact

The Joint Programme has brought positive outcomes through its interventions. Adolescent girls and teenage mothers have access to opportunities in developing life skills as well as basic skills in literacy and numeracy, and entrepreneurship. It contributes to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach. Transformation of young teenage mothers has been observed and they acknowledge the changes that they have seen since they joined the JP activities. And many are considering this a pathway into the future.

UNESCO is funding the 'Women's Association for Community Development Strategies' (WACDES which is an organisation bringing together five groups. UNESCO established WACDES and registered the CSO in Mkoani. WACDES has a total of 100 young women members from five Shehias in Mkoani.[17]

When the groups started und WACDES was first formed by the JP, it had more than 20 young women, the majority of whom did not know how to read and write as they had never attended a school. Only a few had limited literacy and numeracy skills. After three months of literacy ICT programme, all 20 girls were able to read and write.

On top of this training, each participant qualified for further training in making mats, embroidery of pillow cases and bed sheets, as well as learning how to budget and market these four products. After having adequate stock of their products, they started to sell to the community and in the open markets. They started to make money and slowly each individual member could support themselves. They also agreed that for whatever commission on sales they made, they would pay a commission to the organisation.

The group is registered and they have opened their own savings scheme, which allows them to get small loans to improve their individual small project and the interest earned goes to increasing the group's capital. Each member has contributed Tanzania Shillings 45,000 to the saving scheme capital. This is the equivalent of roughly $20. The group has created a pool of facilitators who provide training to other girls in literacy, tailoring, knitting, entrepreneurship. They are dedicated to expanding into other Shehia and provide training to other girls who missed educational opportunities.

The group has the ambition to open a big souvenir shop where they can sell their products to tourists. They are in the process of establishing a website to sell online.

In terms of achieving lasting outcomes, there is a need to put in place mechanisms to look at the post training phase, at the provision of support and information, at access to tools and materials, markets and finance, depending on the capacity and level of engagement of individual teenage mothers in their entrepreneurship activities. If this happens then most likely achievement are measurable and lasting, primarily at local and regional level. Outcomes in behavioural changes all already noticed and are contributing to societal change. Through the capacity building of the 'Community Protection Committees' at ward level, the community awareness about needs for the protection of children and women against any form of gender-based violence has increased and this is a clear strength of the Joint Programme.

The UNESCO data collection tool for sex-disaggregated information will increase transparency once introduced. It will be used to find out what is happening to the out-of-school girls and teenage mothers, and is the first tool in Tanzania that will make such information available in official statistics.[18] Another potential impact is related to the institutional capacity building for government and local structures. For example, training has been carried out on gender-based budgeting at the district level, and it has improved the understanding of local government teams of the importance of including gender issues into development and planning.

UN Women is implementing a programme together with Pastoral Women Council (PWC) where Maasai girls have received tangible perspectives for their life. After training, some girls are now self-employed, others are employed by private companies, while some have already established Village Community Banks (VICOBA) for savings and to improve their petty businesses. Teenage mothers in Ngorongoro with skills in solar and biogas installation, use and maintenance are now advocating for the utilization of alternative renewable energy systems in the community based on the project:

The Pastoral Women Council's (PWC) is an organization in the Maasai community aiming to support girls and teenage mothers to access education and empower them with skills to face life challenges.

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[17] Shehia in Zanzibar is the equivalent of a ward in mainland Tanzania.
[18] Policy review and reforms are also underway e.g., for the Marriage Act of 1971 which permits a girl under the age 18 to get married, which then contravenes the Convention on the Rights of the Child. This could constitute a pathway to impact.

PWC is funded by UN Women in the amount of $200,000 and helps adolescent girls, teenage mothers and young women to access education and life skills that will improve their lives under the so-called energizer project. The project has trained 100 teenage mothers in different skills, including basic computer skills, literacy and, in collaboration with government and the private sector, works on alternative renewable energies with private companies such as CARMATEC, Mobisol and SSE. It trains girls on solar installation and maintenance, and on building small-scale biogas digesters.

Two cohorts of 30 young women each completed their training in 2019 and the last batch of 35 young girls will complete the training after re-opening the training centre when the COVID-19 pandemic situation subsides. The Programme would have originally ended in May 2020.

The solar and biogas projects in Ngorongoro for out-of-school, disadvantaged Maasai young girls and women not only provides employment in the formal and informal sector but also income. The UN Women annual report 2019 shows that girls are engaging in different income generating activities like selling solar panels, mobiles and light (12 girls); food & domestic goods (14 girls), constructing and plastering houses (4 girls), working for tour companies (1 girl), selling handicraft products and working for Village Community Banking (VICOBA) as secretaries (16 girls). In total, six formal and informal business outlets have been established by the girls at Maasai bomas (round houses) that house souvenir shops.

Community perception has changed and it is being accepted that girls can make a profitable contribution to their individual life, to the family income and to the society. Former participants have used their new skills to support the project beyond its formal end. UN Women will use the currently debated no-cost extension to invest additional own resources. The project can be scaled up and combine girl's empowerment with better ways of addressing global climate issues and to promoting green businesses. It has therefore been showcased as an example contributing to the achievement of outcomes and pathways to impact.[19]

This project has the potential to create impact provided its implementation can be accelerated.

All UN partners are found to not fully use the potential of regular internal monitoring, and monitoring is not as strong as it should be. Field visits are not sufficiently often undertaken. This relates to both individual agency visits and joint missions. This is remarkable because there is sufficient funding available for monitoring. At the end of the COVID-19 lockdown, UN Partners need to plan for a relevant and appropriate continuation of the current Programme. Outcomes would be enhanced if the Joint Programme would be less thinly spread and would cover fewer regions and thematic areas and develop more focus. Significant lessons learned also remain undocumented.

3. Efficiency and effectiveness

Efficiency: The efficiency of the Programme assesses the extent to which the planned or intended objectives have been attained against the resources provided. To date, five instalments were received from the General Fund and these total $3,674,642. One transfer is recorded for 2016 ($790,000) and one for 2018 ($1,000,000). For the period of April to September 2019, the Programme received a total amount of $1,849,480.00 in three instalments. The total disbursement from the start in 2016 to December 2019 for outcome 1-4 is $2,129,096.31, or 43% of the total JP country budget for Tanzania. In addition, management costs of $257,630.14 and costs for project management of $748,464.53 for outcome 5 (resources mobilized and used for Girls' empowerment improved in selected communities) apply bringing total disbursement to $2,239,400.28 against a total budget of $5,000,000.

While the Programme is doing a great job of empowering adolescent girls and young women as participants, the total number of projected direct beneficiaries is low at 6,028 in comparison with the budget allocation.

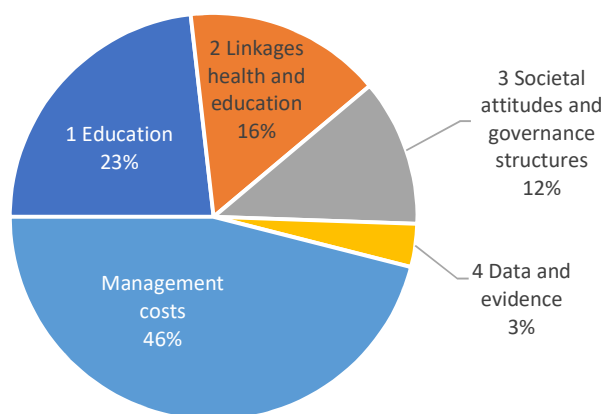Despite the fact that the on-site implementation started late, UNESCO claims that 80% of all activities started have been carried out as per April 2020 figures. For the end of 2019, and against the total budget, the implementation rate as percentage of cash disbursement is 44.79%.[20] In February 2020, the

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[19] Source: Interviews with PWC and UN Women.
[20] Financial Status Report as at 31 December 2019.

UNESCO field office documented results linkable to 13 out of 46 activities. In early April 2020, the estimated disbursement stands at 51% of the total budget.[21]

Budget allocation by component

1 Education 23%
2 Linkages health and education 16%
3 Societal attitudes and governance structures 12%
4 Data and evidence 3%
Management costs 46%

Looking at budget allocation, the most striking element is the size of the management costs, calculated as the sum of the formally indicated "management cost" and budget allocated to Outcome 5. Together, these utilise almost half of the total budget. 45% of the budget allocated to these lines of cost has been used.

Another recognizable pattern is the allocation balance among components, with almost a quarter of the budget allocated to Component 1, a sixth to Component 2, an eighth to Component 3, and only 3% to Component 4.

Effectiveness:

The Joint Programme implementation in Tanzania began in July 2016. It was halted in March 2020 due to the COVID-19 pandemic and has resumed in June 2020 after the government restrictions were lifted. Before the lockdown, it was estimated to reach 6,028 direct and 2,485,954 indirect beneficiaries.

Under Component 1 (Access, quality and relevance of education for adolescent girls and young women in Tanzania improved) it has been found that the capacity of the focal points of the Joint Programme at ministerial and Local Government Agencies (LGA) level is rather limited. UNESCO has therefore conducted results-based management training to assist them to perform better.

Output 1.1 calls for education and child protection legal & regulatory frameworks to be reviewed and implemented to ensure adolescent girls and young women benefit from safe and quality educational opportunities. The 7th Biannual Report refers to 20 teachers (5 female, 15 male) in Kasulu who were trained to enhance community-level alliances and partnerships on the implementation of sexuality and HIV prevention education, guidance and counselling (G&C) and education-related legal and regulatory frameworks at school, community and national levels.[22] Under Output 1.1, effective and expedite responses to reports of violence against students and other forms of abuse in school settings and protection from violence against girls and young women are addressed.

For Output 1.2 "Pre-service & selected in-service teachers including key education personnel equipped adequately to deliver relevant and quality citizenship and comprehensive sexuality education in basic education programme" the Open University in Dar es Salaam is assisting UNESCO and sent a mission to the Ministry of Education in Zanzibar to invite them to join their training. This offer is optional and relates to the Open University citizenship package which teacher who are trained under the JP activities can attend.

A 'gender-responsive pedagogy' package on 'guidance and counselling' was developed in 2019 related to Output 1.2. and 1.3.

Output 1.3 reads: Functioning systems for guidance and counselling of students in place, promoting safe environments for adolescent girls in schools. Under this heading, UNESCO focusses on schools and on teachers' skills and knowledge on gender-responsive pedagogy so as to improve guidance and

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[21] The figures are drawn from interviews with the UNESCO Project Coordinator for Tanzania.
[22] 7th Biannual Report for the period of 1 July 2019 - 29 February 2020, p.51.

counselling of students. This aims to directly improve teaching and learning processes for better outcomes. Under output 1.3 the establishment of some 120 self-supporting school youth clubs for adolescent girls was intended. Against this target, UNESCO has set up 165 Safe Space-TUSEME clubs. TUSEME youth clubs provide a platform for peer-led activities on life skills. Among these, 112 clubs are running in 60 target schools with 550 young women beneficiaries. The establishment of the TUSEME Safe Space youth clubs in all primary and secondary schools in the Programme area is considered a full success. Some 4,000 community members participated in project activities such as training on the establishment of Safe Space-TUSEME and of youth centres for non-formal education provision. The evaluation confirms that the 165 Safe Space-TUSEME youth clubs have been established with 6,040 students (4,107 females, 1,933 male).[23] 1,354 teachers in 60 project schools have been trained on gender-responsive pedagogy and guidance and counselling. This has resulted in an improvement in teaching and learning in the Programme schools. Teachers are now applying gender responsive pedagogy in teaching. This approach encourages the active participation of girls in the learning process. *"I was so happy when my teacher picked me to answer a question in a class, as he always picks boys", a* TUSEME Safe Space youth club chairperson elaborated.[24]

Output 1.4 addresses literacy and non-formal education provision to out-of-school adolescent girls and young women, and national capacity strengthening to develop and implement life skills (ECCE-parental education, citizenship education and self-esteem). This area has been scaled up and training modules have been developed which consist of basic literacy, mathematical operations, communicating in English and Swahili, life skills, SRH, HIV and AIDS, gender equality, entrepreneurship and financial management skills, environmental and civic and human rights education. For learners who do not have basic literacy and numeracy skills, reading and writing are taught.

Output 1.5 calls for an increase of formal and non-formal TVET and entrepreneurial skills development opportunities provision for livelihoods development of adolescent girls and young women at secondary level and out of school. The focus in the implementation of this output lies on pre-vocational and entrepreneurial skills. Activities 1.5.3 to 1.5.5 call for advocacy for the development and implementation of qualification frameworks for the non-formal and life skills education programme and for mainstreaming in formal education systems. Internship programmes and national and sub-national efforts to provide technical and vocational skills development opportunities are also mentioned. Here, the evaluation finds that vocational training under the Joint Programme should go beyond advocacy. Together with the Vocational Education Training Authority (VETA) of Tanzania a formal recognition of UNESCO-provided training and continuous support should be achieved.

Output 1.6 focuses on improved hygiene (water and sanitation) environments for girls in selected schools. It addresses the shortcomings of schools. About 80% of the project schools do not have budgets allocations for school water sanitation and hygiene (SWASH). This complicates the maintenance of installations where these exist. The Joint Programme does not itself construct latrines but mainly sensitizes community members and trains teachers to manage systems where these exist and encourages local authorities to embrace change. It advocates for the introduction of rainwater harvesting systems in schools as a backup for piped water. UNESCO has agreed to complete the WASH component under Output 1.6.

Output 1.7 emphasizes knowledge and attitudes at school and community levels in favour of gender-responsive education. Output 1.7.1 deals with early childhood community care (ECCD) and an assessment of Parents' Knowledge, Attitude and Practice on Early Childhood Development has been undertaken. A draft generic model was developed based on the assessment for the establishment and the implementation of community-based Early Childhood Care and Education (ECCE) and parental education. Government approval is pending.[25]

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[23] 60 in Kasulu, 30 in Mkoani, 15 in Ngorongoro, and 60 in Sengerema.
[24] Interview at Titye secondary school in Kasulu on 11 March 2020.
[25] 7th Biannual Report, p.16-17.

Component 2 reads: Multi-sectoral functional systems in place for increased access to quality, age and cultural appropriate SRH information & services, as well as other social protection support System of vulnerable for in-and out of-school adolescent girls and young women. Under this component, UNFPA has developed a Life Skills Manual for out-of-school girls and boys in collaboration with the Ministry of Prime Minister's Office Labour, Youth, Employment and Persons with Disability. The first document was approved in 2018, but when the permanent secretary changed in 2019, the ministry asked to revise the otherwise completed document before approval. Now the document is waiting for the Minister to validate it. UNFPA is working closely with the ministry to ensure the manual is approved and used.[26] UNFPA has not completed the remainder of Component 2 activities, yet.

Output 2.2 addresses strengthened linkages between schools, health and social and legal protection services with regard to synergy and adequate information and services provision and protection from violence against girls and young women. Each community ward has one community protection committee. Observation during evaluation missions suggest that few of these community protection committees actually engage in gender-based violence prevention. There is still an opportunity to engage communities better for achieving wider impact.

Under Component 3 (Societal attitudes are transformed and governance structures and mechanisms mobilized to become more conductive to the empowerment of adolescent girls and young women through education).

UNESCO implements income generation, i.e. in soap making, tanning of clothing materials (Batik making/ty and dye), maize flower mixes for children and pregnant women, and it supports training in and production of bed sheet embroideries as well as mat weaving. UNESCO provides materials in the form of in-kind inputs which it replenishes over time to stimulate market access. In Sengerema, soap and batik making and selling enable young women to support their families. A total of 70 out-of-school adolescent girls and young women in Ngorongoro built their skills in entrepreneurial and business development (renewable energy-Biogas and Solar), life skills and computer literacy through PWC. The number will increase to 105 as the last batch of 35 of these girls are in the centre for the same training. UN Women has actively supported the setting up of businesses of the girls who graduated. In another move, UN Women has facilitated the resource mobilization of Local Government Authorities (LGA) to build 10 changing rooms for girls in schools in Kasulu District. In December 2019, UN Women successfully conducted a training for 222 participants in two districts of Kasulu and Sengerema aiming at increasing awareness of and accountability for gender-based violence in the communities. The activity supported the government efforts to end violence against women and children under the National Plan of Action to End Violence against Women and Children (NPA-VAWC).[27] A planned training in Ngorongoro and Mkoani was not conducted due to the COVID-19 pandemic.[28]

Under Output 3.1, capacity, coordination, and cooperation of relevant government officials across sectors are increased and facilitated to enable the formulation of gender-responsive policies, legislation and budgets relating to educational opportunities for adolescent girls and young women.

UN Women undertook a child rights assessment on the issue of early marriage and is advocating for the raising of marriage age from 15 to 18 which would comply with international law. UN Women has implemented a successful programme together with the Pastoral Women Council (PWC) where Maasai girls have received tangible perspectives for their life.

Component 4 (Data and evidence-based gender-responsive education policies and action is built): At the Ministry of Education, Science and Technology, UNESCO has supported the development of a data collection tool that allows for sex-disaggregated data collection and out of school information gathering

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[26] Life Skill A National Standards and Training Manual for Out of School Youth Dodoma 2018
[27] In addition, UN Women works with the committees to assess the management of the cases reported after the training. Source: field visit to Kasulu and Sengerema.
[28] UN Women Training report: *Strengthening capacity of protection committees in the Districts of Kasulu and Sengerema,* December 2019.

and processing (drop-outs). While training has been completed at the district level, there is a need to ensure that data are actually collected and used afterwards. So far, these activities are not completed. The President's Office Regional Authority and Local Government (PORALG) has to actively support that process.

Component 5 (Resources mobilized and used for girls' empowerment improved in selected communities) has been added in Tanzania to the overall Logframe of the JP. It is being used for project management costs at community level. Of a total of 5,000,000 USD for the JP at country level, some 46% of the budget are allocated to management costs.[29] This seems rather high. Interviews suggest that both personnel and procurement costs are funded under this component. While funding is available there is still insufficient monitoring capacity in implementing partners, an issue that needs to be addressed both in Tanzania mainland and Zanzibar.

Overall analysis of Component 1-5: The multi-sectoral gender-sensitive approach enables the Programme to address a number of issues related to adolescent girls and young women's access to education well. SRH, life skills and entrepreneurship skills as well as community engagement in promoting girls' education and gender protection are understood as being of relevance. In all interventions but for Component 5 we can see tangible changes in the beneficiaries' lives. The Programme is working in very efficient manner and cost effective. However, fewer thematic areas and a careful selection of sites could bring more impact.

More 'community protection committees' at ward level should engage in gender-based violence prevention to create wider impact. Less emphasis is required for the mapping of existing implementing agencies at local level because potential partners are already known to the UN agencies. This would speed up UNESCO and UN Women's implementation.

The Programme has been effective in achieving its objectives according to all beneficiaries who were interviewed as well as implementing partners and other stakeholders. At the same time and in all four components, there is a significant change in the beneficiary's life, attitudes and perceptions. However, effectiveness is not achieved at all levels of programme management. Gender disparities in education outcomes would also be better reduced if the intake of adolescent girls and young women into programme initiatives would be higher.

Specific measures to address COVID-19-related service delivery interruptions and delays and to facilitate continued learning are of utmost relevance.

4. Sustainability

Individual beneficiaries recognize different results of the Programme, as each young woman participating in the Programme has her own motivation. There is no doubt that programme-initiated activities will be sustained, for example guidance and counselling and gender responsive pedagogy as part of the teaching and learning process in schools. However, the sustainability of the children clubs "Safe Space-TUSEME Club" may be a challenge if trained teachers are transferred to other schools without prior skills transfers to other teachers within that school.[30] At the same time, it is possible that the trained teachers can transfer the skills to their new school, therefore having a multiplier effect. For sustainability to prevail, this multiplier effect should be ensured not only at the level of schools benefitting from the JP but also at the individual teacher level, if expansion to other schools is to be realised.

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[29] Calculations made by the evaluation team based on the available finance status at 31 December 2019.
[30] The Kasulu Executive Director of the Ministry of Education Science and Technology said in an interview: "As the Programme's objectives align with the regional framework of improving girls' retention in school, we have started to strengthen youth clubs which were already in schools but life skills knowledge was forgotten to be transferred to other girls in schools which are not in the Joint Programme."

Sustainability is also an issue in TVET. The evaluation is confident that some initiatives will be sustainable regardless of further support. This is true for some vocational training initiatives like liquid soap-making. The activity is less viable in terms of self-reliance but, at the same time, soap-making requires few inputs. Other initiatives like the dyeing of materials are at risk of coming to an end, since the materials used for demonstration are not locally available and the young women trained may face difficulty to travel to procure them. Good prospects exist for former PWC training participants since the project adopts a needs-based approach and is culturally well-embedded in Maasai structures.

Most JP income-generation initiatives lack bridging grants to support self-employment. They still need strategic support. In terms of sustainability, the currently observed approach of 'one size fits all' does not promote sustainability as almost all the young women's groups are producing the same products regardless of the market needs. The top-down approach has to be reversed if sustainability is to be achieved. The fact that many young women groups are now officially recognized by the Local Government Authorities (LGAs), local communities, and community leaders is encouraging. The LGAs have the potential to support those who have completed training to obtain interest-free loans and to establish businesses and trade links.

The Joint Programme's approach of working in and with the government structure is a strong asset for sustainability.[31] For instance, the revised and approved guidelines entitled 'Guidance and counselling for teacher training colleges' of 2018 are now used in the formal and non-formal education sector. The UNESCO data tools are developed and systematic data collection may begin in August or September of 2020. Both will be or are introduced county-wide and will ensure the use of JP products beyond the end of implementation.[32]

At the country level, the assessment regarding 'sustainability' is more positive than negative due to the alignment of the Programme initiatives with the national and regions priorities in promoting access to education for all. A possible extension of the project until 31.12.2021 is being proposed and would strengthen sustainability.

The Programme made a significant effort to support the re-entry of girls whose pregnancy has excluded them from attending state schools to complete their education. Unfortunately, the government shows no flexibility, to date, to address this issue in a human rights-based fashion.

'Gender-Responsive Pedagogy' and 'Guidance and Counselling' Guidelines for teacher colleges were approved and launched by the Ministry of Education Science and Technology in 2018. They will be sustainable. The Life Skills draft guideline for the out of school children as developed by the Programme in collaboration with the Ministry of Labour, is at the ministry for endorsement. If approved it will also be a lasting result of the JP.

UNESCO has a sufficiently big and effective team to achieve the intended goal and promote sustainability since each field office has its own officer to provide technical support to JP beneficiaries and partners for successful implementation. A sustainability and exit strategy for the Joint Programme in Tanzania is still missing. Current UN partners are being funded to set up parallel programmes similar to the JP but UNESCO is not being included in these partnerships. The current donor has not sent signs of wishing to continue the Programme.

5. Coordination and partnership

Interviews confirm that the UNESCO-led Joint Programme in Tanzania benefits from all three UN agencies having a well-established partnership with Ministries and local NGOs. Evidence suggests that the Programme achievements have been substantial in spite of a rather limited cooperation between the three UN partners. The scope of action is often still limited. Implementing partners and UN agencies

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[31] Workshop Report for the elaboration of the Year 1 Project Implementation Plan (Pip), 5th & 6th September 2016.

[32] The Joint Programme focal person at MoEST stated in an interview that "We have been involved in all stages of data collection tool development, and now we have no excuse, we will ensure that data will be released and utilized."

work well together and may do so after the Programme life cycle. The Programme is implemented in partnership with FAWE-Tanzania Mainland and Zanzibar, New Leaf, THASODE (Zanzibar), Institute of Adult Education both in Mainland and Zanzibar and PWC.

Based on interviews and observation, it is found that the coordination between UN partners and their implementing partners is organized and well implemented. Yet, the capacity of partners is not always sufficient and needs to be further developed regarding results-based management.

The partnership between UNESCO and its partners to advance gender equality is rather loose at country level. UN partner initiatives under the Joint Programme are frequently coordinated with other programmes and projects of the same agency rather than among partners. But UN Women and UNESCO increasingly share tasks of implementing elements. Formalized partnerships between the Joint Programme and its components on the one hand side and other initiatives or formalized programmes at national level have not been reported.

6. Contribution to UNESCO's Global Priority Gender Equality

Tanzania is one of the three countries implementing the Joint Programme on Empowering Adolescent Girls and Young Women through Education under the 'Global Partnership for Girls' and Women's Education' entitled 'Better Life, Better Future'. UNESCO, UNFPA and UN Women as UN partners are implementing the Programme together with NGOs / CSOs and seeks to empower girls and young women to access basic services as well as skills to improve their livelihood. The Joint Programme aligns with the 'Tanzania Development Vision 2025' and the 'National Strategy for Gender Development (NSGP) of 2008.' which clearly explain the strategies to ensure gender equality and empowerment of women in all social-economic activities and programmes.

Beyond that, the Joint Programme contributes to the achievement of the UNESCO Global Priority Gender Equality by providing access to education to out of school girls and young women, introducing to them life skills and entrepreneurship knowledge. The communities were empowered to monitor and take action against any violence against women and children in the community.

At national level, the Programme objective complements the efforts of both Tanzania mainland and Zanzibar; Education Policies Tanzania Mainland (2014) and Zanzibar 2006) which promote education for all and those in the marginalized groups (girls inclusive) as well as encouraging non-formal approaches to education.

7. Strategies and modalities for strategic partnership and resource mobilization

The Joint Programme is in line with all relevant international instruments and supports government implementation of priorities and national action plans and strategic documents. The project design is clear. It includes well-interconnected project outcomes, outputs, indicators and strategies. Feasible and overall-relevant strategies have been identified to serve the project purposes, and indicators are predominantly measurable. Relevant national stakeholders are engaged in the Programme at different levels and they are strategic partners. The NSC is active and meets once per year.

The evaluation finds that UN partners and implementing agencies have diverse backgrounds but share a common vision on girls' and women's empowerment. They show commitments and work towards the common goal of empowering beneficiaries.

8. Conclusions

The conclusions of the report are based on the use of triangulation to verify and link data from different sources including final beneficiaries, government officials, implementing partners, the donor and UN staff. The time for the evaluation was very short, since the travelling from one site to another took long and as the Programme sites are spread in areas that are very far from each other. Field visits were conducted in three sites (Kasulu, Mkoani and Sengerema) but no visit was possible to Ngorongoro due

to the travel restrictions following the outbreak of the COVID-19 and the UN travel ban of non-essential travel. Due to the fact that COVID-19 affected field visits and interviews, alternative means such as Skype and mobile phone were used to collect information towards the end of the field phase in addition to verifying written information and reports.

Overall: The evaluation confirmed that all UN partners and implementing agencies are working towards the common goal of empowering beneficiaries. The Programme's multi-disciplinary approach provides tangible results for adolescent girls and young women and their communities. There are significant changes in behavior among in-school adolescent girls as witnessed by teachers who participated in the evaluation as observed during field visits. The Programme also creates a strong working relationship within the government at all levels and during all implementation stages. According to interviews at the Ministry of Education, Science and Technology and at the Ministry of Constitution and Legal Affairs, the JP serves the added purpose of institutional capacity building in line ministries.

However, corrective actions should be taken to improve the capacity of all UN partners to achieve the overall objective through a multi-disciplinary approach. Closer working relations are needed. This will require coordination of the UN partners to go beyond joint field visits and more frequent meetings of the Technical Committee. Lessons learned could well inform future initiatives. Efforts are also required to invest in the necessary means to adequately monitor the Programme's progress and enhance sustainability.

The Joint Programme is too scattered geographically, with distances of over 1,000 kilometers between programme sites such as Pemba, Ngorongoro and Kigoma. It also has a wide thematic range which makes it costly and time consuming to monitor. Should there be a next phase of the Joint Programme, then there is a need to consider strategic thematic areas and to review focus and geographical coverage.

Component 1 uses training in literacy and numeracy in all programme areas. Tablets are used for the transmission of knowledge and off-line learning. The introduction of information and communication technology (ICT) has had positive impacts although it is difficult to be scaled up due to cost and infrastructure challenges in the remote areas.

However, the project had a much belated start. Communities need to better understand the functioning of individual programme components so that they can support it in the future and after the end of the actual phase. Equally, more awareness-raising, information sharing, and promotion of beneficiaries' initiatives in their own communities is needed.

Monitoring is not as strong as it should be and there is need for a close follow up to ensure that initiatives are on track and are even accelerated. Competence of the implementing partners needs to be reviewed with, activities in Tanzania mainland schools being ahead of those in Zanzibar. For example, all schools in the Programme districts received support of TZS 100,000 to start a small business while in Pemba they haven't received any at the time of evaluation. In Kasulu, insecurity in refugees' camps has affected performance monitoring in the area, as the security of the staff is not guaranteed. Delays and inadequate funding diminish options for performance. The sharing of resources has resulted in USD 500,000 for UN Women and UNFPA each over the entire implementation period. This is insufficient to ensure the achievement of the desired results. On top of that, the availability of funding is belated.

9. Recommendations

The recommendations below are prioritized to signal areas where joint or individual action is required before the end of the JP.

Criteria	Recommendation	Directed at
Relevance and Appropriateness		
R+A 1	UN Partners should arrive at jointly planning a relevant and appropriate continuation of the JP after the lockdown based on a better understanding of each other's planning perspective.	UNESCO, UNFPA, UN Women
Assessment of Outcomes and Pathways to Impact		
O+PI 1	Increase emphasis on a more beneficiary and needs-centred approach of the income generation outcomes of Component 1 and 3 to ensure long-term impact.	UNESCO, UN Women
O+PI 2	Prioritize the use and uploading into EMIS of the already approved data collection tools to ensure the availability of sex-disaggregated data in Tanzania.	UNESCO
Efficiency and Effectiveness		
E+E 1	Promote reduced gender disparities in education outcomes by aiming for a larger intake of adolescent girls and young women into initiatives under their respective programme components.	UNESCO, UN Women
E+E 2	Further strengthen the capacity of the focal points of the Joint Programme at ministerial and local government agencies (LGA) level through results-based management training.	UNESCO
E+E 3	Follow up on the endorsement of the UNFPA 'Life Skills Manual' for out of school youth by the Ministry of Youth whose approval is pending for too long.	UNFPA
E+E 4	Achieve a formal recognition of UNESCO-provided training and ensure continuous support of participants together with the Vocational Education Training Authority (VETA) of Tanzania	UNESCO
E+E 5	Pave the way for the introduction of gender-based budgeting through the endorsement of the President's Office Regional Authority and Local Government (PORALG).	UN Women
E+E 6	Ensure a more frequent field monitoring of UNESCO's implementing partners and a more formalized mission reporting.	UNESCO
E+E 7	Prevent multiple donor reporting and harmonize reporting deadlines.	UNESCO
Sustainability		
S 1	Prepare strategies and priorities for the time when implementation can resume after the current lockdown sufficiently early to ensure sustainability of the current phase 1.	UNESCO
S 2	Strengthen the linkage between training and gainful employment or self-employment by reviewing factors such as access to seed money / funding, market access, availability of materials and the interest of the beneficiaries.	UNESCO, UN Women
S 3	Draft a sustainability and exit strategy for phase 1 together with all key stakeholders.	UNESCO, UN partners, Local level
Coordination and Partnership		
C+P 1	Schedule coordination meetings of the Technical Committee more often and allow for forward-looking planning.	UNESCO
C+P 2	Introduce more frequent and longer joint monitoring of UN Partner agencies to strengthen partnership among the UN agencies and between them and local partners.	UNESCO

10. Lessons learned

Significant lessons learned remain undocumented. Since the Programme has remarkable achievements, best practices should be documented to facilitate both sustainability and advocacy work. This part is not greatly addressed in the Programme.

- ❖ The Joint Programme enjoys credibility and is highly supported at ministerial level. UNESCO and its UN partners are seen to support government efforts to empower adolescent girls and young women.
- ❖ The use of well-performing and competent NGOs / CSOs such as Pastoral Women Council is crucial for the Programme's impact and sustainability.
- ❖ UNESCO has a JP team sufficiently big to be able to support the Programme well.
- ❖ Regular monitoring needs to be strengthened to identify potential problems in early stages and to find adequate solutions.
- ❖ All UN agencies agree that the funding is not adequate and not timely.

Appendices

    A. **Mission calendar**
    B. **Key documents consulted**
    C. **List of Interlocutors**
    D. **Tanzania logical framework**

A. Mission calendar

Date	Activity	Location
25/02/2020	Travel to Mkoani	Dar Es Salaam - Pemba
	Meet with UNESCO Field Assistant	Mkoani
	Interview with the Assistant District Education Director	Mkoani
	Interact with youth group	Mkoani
26/02/2020	Meet with the UNESCO Field Assistant	Mkoani
	Interact with teachers and secondary school Students	Mtambile Secondary school - Mkoani
	Travel back to Dar es Salaam	Pemba- Dar es Salaam
27/02/2020	Travel to Mwanza	Dar es Salaam - Mwanza
	Travel to Sengerema	Mwanza - Sengerema
	Meet with UNESCO Field Assistant, government focal person of District Social Welfare, and secondary school students	Sengerema
28/02/2020	Meet with Ward Education Officer, primary school teachers and TUSEME club members	Sengerema
	Travel to Mwanza	Sengerema - Mwanza
10/03/2020	Travel to Kasulu (all day)	Mwanza -Kasulu
11/03/2020	Meet with government officials (District Executive Officer, District Adult Education Officers, District Community Development Officer)	Kasulu
	Visit Heru Ushingo primary school	Kasulu
	Visit Kihenya secondary School	Kasulu
12/03/2020	Visit primary school	Kasulu
	Meet youth group	Kasulu
13/03/2020	Travel back to Mwanza	Kasulu Mwanza
14/03/2020	Travel to Dar es Salaam	Mwanza- Dar es Salaam
16/03/2020	Meet with UNESCO, KOICA Tanzania Office, Open University of Tanzania and UN Women Officers	Dar es Salaam
17/03/2020	Meet with UNFPA and FAWE Tanzania	
	Travel to Dodoma	
18/03/2020	Interview with the Ministry of Education, Science and Technology, the President's Office Regional and Local Government and the Ministry of Constitutional and Legal Affairs	Dodoma
19/03/2020	Meet with the New Leaf Consultancy and Training, Institute of Adult Education, and UNESCO NATCOM	Dar es Salaam
20/03/2020	Meet with the UNESCO Team	Dar es salaam
21/03/2020	Interview with the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDEC) and WASH Consultant	Dar es Salaam
22/03/2020	Travel back to Mwanza	Ngorongoro

B. Key documents consulted

- UNESCO Joint Programme documentation (intranet).

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C. List of Interlocutors

S. N	Name	Title	Place/Contact
1.	Justin Mori	Field Assistant - UNESCO	Mkoani - Pemba
2.	Haji Kombo Kali	Assistant Director Education	Mkoani - Pemba
3.	Warda Waly Mohamed	Women Association for Community Development Strategies	Mkoani - Pemba
4.	Adam Chacha	Field Assistant - UNESCO	Sengerema- Mwanza
5.	Abel Barnabas Mosha	Focal Person, District Community Development Officer	Sengerema- Mwanza
6.	Tumaini Ndamla	Patron - Mwabaluni secondary school	Sengerema- Mwanza
7.	Lilian Nasari	Matron - Mwabaluni secondary school	Sengerema- Mwanza
8.	Neema Thomas	Twaweza Group	Sengerema- Mwanza
9.	Flora Elikana	Twaweza Group	Sengerema- Mwanza
10.	Joanitha Rutizibwa	Ward Education Officer - Nyampukano Ward	Sengerema- Mwanza
11.	Scholastica Deonis	Patron - Ibisabageni primary school	Sengerema- Mwanza
12.	Ng'oyela Mwanzalima	Head teacher - Ibisabageni primary school	Sengerema- Mwanza
13.	Leonia Kasamia	Lecturer - Tanzania Institute of Adult Education	754599291
14.	Samwel Gasuku	Lecturer - Tanzania Institute of Adult Education	692488222 gasuku@hotmail.com
15.	Pius Nambiza	Education Programme Manager - KOICA	pius@overseas.koica.go.kr
16.	Jennifer Kota	National Associate Project Officer - UNESCO	j.kotta@unesco.org
17.	Mathias Herman	National Professional Officer - UNESCO	m.herman@unesco.org
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D. Tanzania logical framework

Key changes made to the Logical Framework:

An overall strengthening process of the logical framework was conducted over a 4-month period from February to June 2018. In close consultation with the UN partners, UNESCO HQ, UNESCO Regional Office and government counterparts, the logical framework was reviewed with the view to enhance consistency and increase outcome and output level indicators. These indicators are aligned with the updated targets that are more achievable, measurable and time bound against the updated baseline data.

The process aimed to ensure stronger linkages between the implementation of the planned activities and the desired results to track the Programme delivery better through clarity of expressions and updated baselines and targets. All the changes are highlighted in yellow in the logical framework above.

Key changes are summarized as:

- **Activities in highlight are rephrased** in more action- and results-oriented expression.
  1. Concerning Activity 1.3.3, the government has already developed the quality learning materials on SRH education for adolescent girls. Hence, the activity was re-oriented **from 'develop' to 'review'**. This revision is reflected subsequently from the 3rd Biannual Narrative Report.
  2. Activity 4.1.2 and 4.1.3, relating to the re-entry of teenage mothers, were removed due to the sensitivity and negative political climate on this specific issue *as per the brief explanation on the Changes of the Plan in 1. PROJECT SUMMARY (table).* Discussions are underway with UN partners on this component.

- **Replacement of one responsible agency** is reflected.
  During the review process of the log frame and M&E matrix, the column for 'key responsible partners' was amended to align with the changes. In the responsible party and partners columns, **COMNETA has been replaced with TADIO**. COMNETA was disbanded in March 2017 due to its organizational challenges. Followed by the election of interim leaders and the appointment of a legal expert, a newly formulated NGO named Tanzania Development Information Organization (TADIO) took over the previous functions of COMNETA. Accordingly, UNESCO confirmed the partnership with TADIO.

The M&E framework are duly updated in alignment with the revisions and updates.

Project Name	EMPOWERING ADOLESCENT GIRLS AND YOUNG WOMEN THROUGH EDUCATION IN TANZANIA									
Goal	Adolescent girls and young women are healthy and educated and are able to successfully transition into adulthood and fully participate in society									
Objectives	To promote gender equality and the empowerment of adolescent girls and young women in selected regions of Tanzania through holistic and comprehensive approach to quality education									

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators *(Baseline and Target)*	Risks and Assumptions
	2016	2017	2018	2019	2020					
OUTCOME 1: Access, quality and relevance of education for adolescent girls and young women in Tanzania improved										
	190,000	700,000	425,000	255,000	35,000				Budget (USD): 1,605,000	
Output 1.1: Education and child protection legal & regulatory frameworks reviewed and implemented to ensure adolescent girls and young women benefit from safe and quality educational opportunities										
	20,000	50,000	45,000	5,000	0				Budget (USD): 120,000	
Act 1.1.1: Review the implementation of the guidelines for schools effective and expedite response to reports of violence against students and other forms of abuse in the school setting and protection from violence against girls and young women.		10,000	5,000	5,000		20,000	UNESCO MoEST PO-RALG	UN Women District Council	1. Percentage of target schools with functional structure/system implementing the guidelines related to prevention against school violence and other forms of abuse in the school setting specifically for girls	**RISK:** Contradictory traditional and formal norms leading to resistance at community level for law enforcement measures.
Act 1.1.2: Strengthen capacity of local authorities, school management and school-parent committees to effectively implement legal and regulatory frameworks in promoting girls and adolescents' education.	20,000	40,000	40,000			100,000	UNESCO PO-RALG District Council	MoEST	**Baseline:** 45 % primary school and 75 % secondary school **Target:** 100% primary school and 100% secondary school

2. Number of persons from local authorities, | **ASSUMPTION:** Community sensitization is the key for getting buy-in on risks of early marriage and |

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
									school management and school-parent committees aware of the existing legal and regulatory framework **Baseline**: 0 **Target**: 15 headmasters and teachers, 6 district officials, and 30 parents from each district – in total, 204 in the 4 target districts	teenage pregnancy.
Output 1.2: Pre-service & selected in-service teachers including key education personnel equipped adequately to deliver relevant and quality citizenship and comprehensive sexuality education in basic education programme										
	40,000	100,000	75,000	65,000	20,000				Budget (USD): 300,000	
Act 1.2.1: Develop, introduce and implement (global) citizenship education (peace and tolerance, environment, civic, human rights and gender) education in teacher colleges and selected schools.	40,000	15,000	15,000	30,000		100,000	UNESCO MoEST TIE OUT Teacher Colleges	District Council CBOs FBOs	1. Number of in-service teachers, headmasters and tutors equipped with knowledge on providing (Global) Citizenship Education and Comprehensive Sexuality Education **Baseline**: 0 **Target:** A total of 300 teachers and teachers from the 60 target schools and 20 principals and tutors from the 4 Teacher Colleges	**RISK:** Teachers and community resistance to sexuality education. **ASSUMPTIONS:** 1. Community sensitization and mobilization of cultural leaders for the importance of sexuality education to
Act 1.2.2: Align national teacher education curriculum on comprehensive sexuality education with national cultural contexts and international standards.		25,000	25,000			50,000	UNESCO MoEST NACTE TIE	UNFPA MoHCDGEC TACAIDS		
Act 1.2.3: Provide capacity building programme for in-service, pre-service teachers and college tutors on delivery of		40,000	20,000	20,000	20,000	100,000	UNESCO MoEST NACTE TIE	UNFPA MoHCDGEC TACAIDS Teacher Colleges		

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators *(Baseline and Target)*	Risks and Assumptions
	2016	2017	2018	2019	2020					
comprehensive sexuality education.									2. Number of teacher training curriculum on citizenship and CSE developed in alignment with national cultural contexts and international standards **Baseline:** 0	reduce teenage pregnancy. 2. Synergies with health facilities for extra-
Act 1.2.4: Develop and produce quality teaching and learning materials on citizenship and sexuality education.		20,000	15,000	15,000		50,000	UNESCO MoEST NACTE TIE	UNFPA MoHCDGEC TACAIDS Teacher Colleges	**Target:** 2 (1 for OUT, 1 for teacher education diploma levels) 3. Number of schools and Teacher Colleges providing supplementary teaching and learning materials on Global Citizenship Education and Comprehensive Sexuality Education **Baseline:** 0 **Target:** 40 primary, 20 secondary schools and 4 Teacher Colleges in the 4 target districts	curricular delivery of sexual and reproductive health education of students in primary and secondary school.
Output 1.3: Functioning systems for guidance and counselling of students in place, promoting safe environments for adolescent girls in schools										
	0	85,000	50,000	15,000	0				Budget (USD): 150,000	
Act 1.3.1: Establish self-supporting school youth clubs in particular for adolescent girls.		20,000	20,000	10,000		50,000	UNESCO PO-RALG District Council	UNFPA UN Women MoEST MoHCDGEC CBOs FBOs	1. Percentage of target adolescent students (boys and girls) accessing guidance and counselling	**RISK:** Traditional, conservative and punitive

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
Act 1.3.2: Strengthen youth focused guidance and counselling support services at school level including referral systems for SGBV.		25,000	20,000	5,000		50,000	UNESCO PO-RALG District Council	UNFPA UN Women MoEST MoHCDGEC CBOs FBOs	services on SRH and SGBV at school level **Baseline**: 0% **Target:** 70% at the 15 target schools in 4 districts	approaches of school matrons and patrons in dealing with adolescents
Act 1.3.3: Review/adapt quality-learning materials on SRH education for adolescent girls in schools.		40,000	10,000			50,000	UNESCO MoEST TIE	UNFPA MoHCDGEC	2. Number of self-supporting school youth clubs for adolescent girls established and run **Baseline**: 0 **Target:** 120 (2 each at 15 target schools per district) 3. Number of schools with functioning youth clubs providing referral, guidance and counselling services **Baseline:** 17 primary and 11 secondary schools **Target:** 40 primary and 20 secondary schools in the 4 target districts 4. Number of youth clubs using quality learning materials on SRH education for adolescent girls adapted **Baseline**: 0	**ASSUMPTION:** Undertake training, sensitization, exercises of school teachers and counsellors and develop inspection mechanisms.

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
									Target: 120 (2 youth clubs in each target school)	
Output 1.4: Literacy and non-formal education provision to out of school adolescent girls and young women are scaled up										
	75,000	55,000	50,000	30,000	0				Budget (USD): 210,000	
Act 1.4.1: Provide (ICT-based) second-chance Literacy and Numeracy Education Programmes targeting out of school adolescent girls and young women.	75,000	25,000	20,000			120,000	UNESCO MoEST IAE	District Council MoHCDGEC CBOs FBOs	1. Number of out-of-school girls enrolled and completed literacy and numeracy skills development trainings **Baseline: 0**	**RISK:** Heavy workload of young mothers and adolescent girls as well as limited support by community for teenage and young mothers' re-enrolment in education.
Act 1.4.2 Strengthen national capacity to develop and implement Life Skills (ECCE-parental education, citizenship education and self-esteem).		30,000	30,000	30,000		90,000	UNESCO MoEST IAE PO-RALG	MoHCDGEC TADIO CBOs FBOs	**Target:** 440 girls enrolled (220 per year for Y3 and Y4) and 240 girls completed (120 per year for Y3 and Y4) 2. Percentage of target out-of-school girls with improved level of knowledge in literacy and numeracy **Baseline: 0%** **Target:** 70% 3. Number of non-formal education centers providing ICT-based literacy and numeracy skills training courses **Baseline: 0**	**ASSUMPTIONS:** 1. Community sensitization on importance of out-of-school girls and young women education. 2. Support the establishment of community child care linked with Governments' policy of 1 year free and compulsory pre-

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
									Target: At least 1 center in each target district per annum 4. Number of participants trained on Life Skills development (ECCE-parental care education, citizenship education and self-esteem) **Baseline**: 0 **Target:** 160 government officers (64 at Ministry level and 96 at district level) in the 4 target districts	primary education centers.

Output 1.5: Formal and non-formal TVET and entrepreneurial skills development opportunities provision for livelihoods development of adolescent girls and young women at secondary level and out of school increased

Key activities	2016	2017	2018	2019	2020	Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	40,000	215,000	100,000	70,000	15,000				**Budget (USD): 440,000**	
Act 1.5.1: Strengthen national and sub-national efforts to introduce and implement pre-vocational and entrepreneurial skills in secondary schools and other non-formal education settings.	40,000	15,000	15,000			70,000	UNESCO MoEST PO-RALG TIE IAE	ILO FAO UN Women Employers As. Farmers Assoc. Tourism Assoc. District Councils	1. Number of secondary schools with adopted extracurricular pre-vocational and entrepreneurial skills development curriculum **Baseline: 0** **Target:** 16 secondary schools in the 4 target districts	**RISK:** In the past schools had farming land which is currently exploited by individuals. Hence, it is expected that getting that land back for school use under the Junior Farmer
Act 1.5.2: Develop vocational training manuals and conduct training in the area of creative industries, green businesses		100,000	25,000	25,000		150,000	UNESCO UN Women MoEST PO-RALG District Council	MoEST CBOs Farmers Associations FAO	2. Number of targeted adolescent girls and	

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
based on local resources, market analyses and value chain promotion including the introduction of Junior Farmer Schools in selected Secondary Schools.							Folk Development Colleges		young women participating in pre-vocational and entrepreneurial skills development in non-formal educational settings **Baseline:** 0 **Target:** 440 out of school teenage girls and young women have learnt a vocational skill trade	School concept will likely to meet the resistance of the teachers and community members who are currently farming that land. **ASSUMPTION:** Community sensitization for support of school farming to substitute the previously WFP school feeding programme and improve students' nutrition.
Act 1.5.3: Advocate for development and implementation of qualification framework for non-formal and life skills education programme for mainstreaming in formal education systems.			15,000	5,000		20,000	UNESCO MoEST PO-RALG TIE VETA ILO	MoEST PO-RALG NECTA PMO-LYED		
Act 1.5.4: Establish internship programmes with private and public enterprises for adolescent girls, teenage mothers and young women.		20,000	15,000	10,000	5,000	50,000	UNESCO UN Women VETA MoEST	PMO-LYED Private Sector Local Government ILO	3. Percentage of adolescent girls, teenage mothers and young women completed internship through the non-formal vocational training system **Baseline:** 0 **Target:** 60% of the adolescent girls, teenage mothers and young women placed in the internship programme	
Act 1.5.5: Strengthen the capacity of national and sub-national efforts to provide technical and vocational skills development opportunities including creative industries and green business to adolescent girls and young women in- and out of school.		80,000	30,000	30,000	10,000	150,000	UNESCO UN Women VETA ILO	UN Women MoEST MoALF District Council CBOs Private Sector FAO	4. Number of district vocational training centers adopting the inclusion of creative industries and	

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
									green business into the training courses **Baseline:** 0 **Target:** 4 centers (1 in each district)	

Output 1.6: Improved hygiene (water and sanitation) environments for girls in selected schools

Key activities	2016	2017	2018	2019	2020	Budget (USD)	Responsibility Party	Partners	Output Indicators	Risks and Assumptions
	15,000	90,000	35,000	10,000	0				Budget (USD): 150,000	
Act 1.6.1: Mobilize District Authorities for budget allocation for adequate hygiene infrastructure availability, including toilets and clean water provision in selected schools.	15,000	10,000	5,000			30,000	UN Women PO-RALG District Council CBOs FBOs UNESCO	Private Sector CBOs FBOs	1. Number of schools with adequate hygiene infrastructure including toilets and clean water provision **Baseline:** 27 primary and 19 secondary schools in the 4 target districts **Target:** 40 primary and 20 secondary schools in the 4 target districts	**RISK:** Limited buy-in and willingness of private sector and communities to support provision of water and sanitation facilities in schools.
Act 1.6.2: Develop models for rain water harvesting to improve water supply in schools to be used for hygiene purposes and extracurricular activities such as gardening and farming.		50,000	10,000			60,000	UNESCO PO-RALG District Council	Private Sector CBOs FBOs	2. Number of school management personnel equipped with knowledge on management and maintenance of water and sanitation facilities at the target schools	**ASSUMPTION:** Engage high level officials and traditional leaders in community and private sector and local government mobilization for support for creation adequate
Act 1.6.3: Develop mechanisms for support installation of boreholes by communities, local governments, civil society and the private sector.		20,000	10,000			30,000	UNESCO PO-RALG District Council	Private Sector CBOs FBOs	**Baseline:** 0 **Target:** 1 management/ maintenance staff or division at each target school	
Act 1.6.4: Build capacity of schools for management and maintenance of water and toilet infrastructures.		10,000	10,000	10,000		30,000	UNESCO PO-RALG District Council	Private Sector CBOs FBOs		

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
										hygiene infrastructures.
Output 1.7: Knowledge and attitudes at school and community levels in favour of gender-responsive education improved										
	0	105,000	70,000	60,000	0				Budget (USD): 235,000	
Act 1.7.1: Develop and implement models for community-based ECCE and parental education.		25,000	10,000	10,000		45,000	UNESCO MoEST PO-RALG TADIO	District Council MoHCDGSC CBOs FBOs	1. Number of models for community-based ECCE and parental care education developed **Baseline**: 0 **Target:** 1 in each target district	**RISK:** Prevailing discriminatory and cultural practices and community resistance against the promotion of education for teenage girls and young women.
Act 1.7.2: Mobilize community support on girls' retention, access to SRH education, information and protection from violence against girls and young women through socio-cultural dialogue.		50,000	50,000	50,000		150,000	UNESCO PO-RALG	UN Women UNFPA District Council CBOs FBOs TADIO	2. Percentage of target community members' awareness increased in support of gender-responsive education **Baseline:** 0% **Target:** 70%	
Act 1.7.3: Support the design and development of locally tailored communication sensitization campaign for community radios to support empowerment of adolescent girls, teenage mothers and young women and the fulfilment of their rights.		30,000	10,000			40,000	UNESCO TADIO	UN Women UNFPA CRs District Council CBOs FBOs	3. Number of radio programmes with content supporting adolescent girls and young women empowerment **Baseline:** 0 **Target:** 80 programs per year in the 4 target districts 4. Number of communication	**ASSUMPTION:** Community sensitization campaign through socio-cultural approach and community radios outreach.

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
									==sensitization campaigns undertaken in target districts== **==Baseline:==** ==0== **==Target:==** ==2 per target districts==	

OUTCOME 2: Multi-sectoral functional systems in place for increased access to quality, age and cultural appropriate sexual and reproductive health (SRH) information & services, as well as other social protection support systems of vulnerable for in- and out-of-school adolescent girls and young women

	2016	2017	2018	2019	2020	Budget (USD)	Responsibility Party	Partners	Output Indicators	Risks and Assumptions
	100,000	125,000	145,000	20,000	0				**Budget (USD): 390,000**	

Output 2.1: Capacity of health service providers increased to support community outreach and deliver SRH information, counselling and services to out-of-school adolescent girls, teenage mothers and young women

Key activities	2016	2017	2018	2019	2020	Budget (USD)	Responsibility Party	Partners	Output Indicators	Risks and Assumptions
	80,000	30,000	60,000	10,000	0				**Budget (USD): 180,000**	
Act 2.1.1: Support delivery of culturally, pedagogically appropriate and youth-friendly SRHE package for health providers to out-of-school adolescent girls and young women.	50,000	20,000	10,000			80,000	UNESCO UNFPA	MoHCDGSC TACAIDS MoEST IAE MoS PMO-LYED CBOs FBOs	1. Number of youth-friendly SRHE and counselling sessions held by health officials and community health promoters at youth centers levels **Baseline:** 0	**RISK:** Traditional and religious leaders and community resistance to sexual education programmes.
Act 2.1.2: Strengthen national capacity to develop and implement sexuality education programmes targeting out of school adolescent girls, teenage mothers and young women.	30,000	10,000	10,000			50,000	UNFPA	UNESCO MoEST PO-RALG CBOs FBOs	**Target:** ==1 session every 6 months per youth center.== ==2. Percentage of health providers using SRHE package for out-of-school girls and young mothers== **==Baseline:==** ==0%== **==Target:==** ==70%==	**ASSUMPTION:** 1. Community sensitization on the importance of sexual and reproductive health education programmes.
Act 2.1.3: Develop a model for leveraging ICT and other mobile technologies and information			40,000	10,000		50,000	UNESCO UNFPA	UN Women PO-RALG MoHCDGSC CBOs		2. Promotion of synergies

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
platform to provide sexual and reproductive health information.								FBOs TADIO	3. Number of national officials trained on sexuality education programme implementation **Baseline**: 0 **Target:** 4 per target district, 9 from ministry level	between formal and traditional health providers for wider community outreach.
Output 2.2: Programmatic linkages between youth clubs and girls' safe environment platforms in and out of school with other social protection and health programmes reinforced										
	20,000	95,000	85,000	10,000	0				Budget (USD): 210,000	
Act 2.2.1: Strengthen linkages between schools, health and social and legal protection services for synergy and adequate information and services provision and protection from violence against girls and young women.		20,000	5,000	5,000		30,000	UNESCO UNFPA	UN Women PO-RALG MoEST MoHCDGSC CBOs FBOs	1. Number of youth clubs and youth centers formed **Baselines:** 0 **Target:** 30 youth clubs and 1 youth center in each district 2. Number of schools and youth centers linked with SRH services delivery and support facilities **Baseline:** 0 **Target:** 15 schools and 1 youth center in each district	**RISK:** Prevailing discriminatory and cultural practices and community resistance against the promotion of education for teenage girls and young women.
Act 2.2.2: Support the establishment and strengthening of multi-purpose community-based youth centers for out of school youth, based on volunteer schemes and community support for effective and sustainable management of the centers.	20,000	60,000	70,000			150,000	UNESCO UNFPA	UN Women PO-RALG MICAS Private Sector CBOs FBOs		**ASSUMPTION:** Community sensitization for the importance of educational activities for the healthy development of
Act 2.2.3: Provide managerial and programmatic capacity development for the delivery of		15,000	10,000	5,000		30,000	UNESCO UNFPA	PO-RALG CBOs FBOs	3. Percentage of youth capable of managing peer-led services and programmes in youth	

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators *(Baseline and Target)*	Risks and Assumptions
	2016	2017	2018	2019	2020					
peer-led services in youth centers including linkages with public health and other services.									centers with linkage to public health and other services. **Baseline**: 0 **Target:** 30%	adolescent girls and young women.
OUTCOME 3: Societal attitudes are transformed and governance structures and mechanisms mobilized to become more conducive to the empowerment of adolescent girls and young women through education										
	105,000	130,000	105,000	120,000	35,000				Budget (USD): 495,000	
Output 3.1: Capacity, coordination, and cooperation of relevant government officials across sectors are increased and facilitated to enable the formulation of gender-responsive policies, legislation and budgets relating to educational opportunities for adolescent girls and young women.										
	105,000	35,000	30,000	35,000	25,000				Budget (USD): 230,000	
Act 3.1.1: Lobby and advocate for the harmonization of discriminatory legal frameworks.	30,000	5,000	5,000	5,000	5,000	50,000	UN Women UNFPA	UNESCO Parliament MoHCDGEC MoEST CSOs TADIO	1. Number of functioning mechanisms at district and community level for defense of girls and women rights[33]	**RISK:** Prevailing discriminatory and cultural practices and community resistance against the promotion of education for teenage girls and young women.
Act 3.1.2: Advocate and support the establishment of district and community level mechanisms to disseminate, coordinate and monitor implementation of education, legal and regulatory frameworks for the empowerment and fulfilment of rights of adolescent girls, young mothers and young women.	70,000	20,000	20,000	25,000	15,000	150,000	UN Women UNESCO	UNFPA TADIO PO-RALG MoEST Region Adm District Council CBOs FBOs	**Baseline:** 0 **Target:** 4 functioning mechanisms at district and community level. 2. Number of national/regional/district/community plans addressing a coordinated approach on gender-responsive policy development, legislation and budgeting. **Baseline**: 0	**ASSUMPTION:** Community sensitization campaign through socio-cultural approach
Act 3.1.3: Support capacity strengthening for government officials on results-based and	5,000	10,000	5,000	5,000	5,000	30,000	UN Women	UNESCO District Council MoEST		

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[33] *Mechanisms for defense of girls and women's rights* include protection committees, community development and social welfare officers, police gender and children's desks and school committees (with protection roles) including the parents teachers association and school boards.

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
gender-responsive planning and budgeting in selected districts.								MoHCDGSC PO-RALG	**Target**: 4 GRP (one per districts) 3. Number of government officials equipped with knowledge on results-based and gender responsive planning and budgeting **Baseline:** 0 **Target:** 20 government officials in the 4 districts	and community radios outreach.
Output 3.2: Economic empowerment of teenage mothers in selected communities promoted										
	0	95,000	75,000	85,000	10,000				**Budget (USD): 265,000**	
Act 3.2.1: Strengthen the capacity of out of school adolescent girls and in particular teenage mothers to start up local resource-based creative industry and green business livelihoods.		60,000	45,000	45,000		150,000	UN Women UNESCO District Council	PO-RALG Private Sector MoALF MITI	==1. Number of income generating groups and associations of out-of-school adolescent girls and teenage mothers formed== ==**Baseline:** 0==	**RISK:** Unavailability of affordable childcare services deter young mothers to attend training sessions.
Act 3.2.2: Develop mechanisms for revolving funds financing and association forming for business creation for out of school adolescent girls and in particular teenage mothers.		30,000	10,000	10,000		50,000	UN Women UNESCO District Council	PO-RALG Private Sector SACCOS CBOs FBOs	==**Target:** 2 in each district== 2. Number of district councils allocating funds for business creation in support of out-of-school adolescent girls and teenage mothers **Baseline:** 0 **Target:** All 4 districts	**ASSUMPTION:** Support the establishment of community childcare centers.
Act 3.2.3: Mobilize local government, communities and private sector for support of start-up businesses of out of		5,000	5,000	5,000		15,000	UN Women UNESCO PO-RALG District Council	District Council Private Sector CBOs FBOs		

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators *(Baseline and Target)*	Risks and Assumptions
	2016	2017	2018	2019	2020					
school adolescent girls, teenage mothers and young women.								UN Women	3. Number of market outlets selling products produced by adolescent girls and teenage mothers **Baseline:** 0 **Target:** 3 market outlets in the 4 districts	
Act 3.2.4: Support and promote linkages between out-of-school adolescent girls and teenage mothers production groups and markets.			15,000	25,000	10,000	50,000	UN Women UNESCO PO-RALG District Council	Private Sector Producers Associations		

OUTCOME 4: Data and evidence-based gender-responsive education policies and action is built

	73,000	27,000	38,779	12,000	66,000				Budget (USD): 216,779	

Output 4.1: Institutional and technical capacities are strengthened to generate data and evidence across sectors to promote adolescent girls' and young women's learning

	40,000	25,000	16,779	0	5,000				Budget (USD): 86,779	
Act 4.1.1: Strengthen existing mechanisms for data collection and management at district level on the prevalence of issues related to adolescent girls, teenage mothers and young women.	15,000	10,000	5,000			30,000	UNESCO UNFPA UN Women	PO-RALG MoEST TADIO NBS District Council	1. Number of districts with data collection mechanisms to capture adolescent girls and teenage mothers' specific information **Baseline:** 0	**RISK:** Limited quality and accuracy of data due to poor importance given to evidence-based planning and giving in to political pressures.
Act 4.1.2: Link up data collection on adolescent girls, teenage mothers related areas with central Education Sector Management and Information Systems (ESMIS) at regional and national levels to inform and strengthen gender-sensitive health and education policies and programmes formulation.		10,000	6,779			16,779	UNESCO	UN Women MoEST PO-RALG District Council	**Target:** All 4 districts (2 in Year 3 and 2 in Year 4) 2. ESMIS reflecting wider indicators on gender equality, girls empowerment and quality education **Baseline:** No **Target:** Yes	**ASSUMPTION:** Mobilizing buy-in of high-level officials at district level on importance of quality data

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
										collection systems.
Output 4.2: Produce, publish and disseminate information, knowledge materials and data to support the implementation of a cross sectoral approach to the education of girls and young women										
	33,000	2,000	22,000	120,00	61,000				Budget (USD): 130,000	
Act 4.2.1: Conduct situational analysis on girls' education and empowerment for the development of Project Baselines and Endlines.	30,000				20,000	50,000	UNESCO	UN Women UNFPA MoEST PO-RALG ILO NBS OCGS District Council TADIO UDSM	1. Number of project-based analysis including baseline and end-line and cross-sectoral assessment reports, publications and policy briefs produced and shared **Baseline:** 0 **Target:** 2 analysis/ assessment reports, 2 best practices documentaries, Mid-term and Final evaluation reports 2. Skills training completion rates, prevalence rates on violence against women and children, needs assessment collected from target groups and reflected in project reports and monitoring reports. **Baseline:** 0	**RISK:** Low reliability and non-validation of data and information. **ASSUMPTION:** 1. The use of baseline surveys will improve the quality of available data. 2. Assurance of data reliability will further be monitored through consultation and validation meetings.
Act 4.2.2: Develop and implement the Project M&E framework including progress review mechanisms.	3,000	2,000	2,000	2,000	1,000	10,000	UNESCO	UN Women UNFPA ILO District Council PO-RALG MoEST TADIO		
Act 4.2.3: Support documentation and publication of best practices.				10,000	10,000	20,000	UNESCO	UN Women UNFPA ILO District Council TADIO		
Act 4.2.4: Mid Term and End Project Evaluation and dissemination for policy formulation.			20,000		30,000	50,000	UNESCO	UN WOMEN UNFPA District Council TADIO UDSM		

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators *(Baseline and Target)*	Risks and Assumptions
	2016	2017	2018	2019	2020					
									Target: 2 survey/assessment reports	
OUTCOME 5: Resources mobilized and used for girls empowerment improved in selected communities										
	231,115	367,885	458,000	391,000	270,000				Budget (USD): 1,718,000	
Output 5.1: Project managed in a cost effective and timely manner										
	231,115	367,885	458,000	391,000	270,000				Budget (USD): 1,718,000	
Act 5.1.1: Deployment of project personnel (HQ and Dar Office).	193,115	342,885	388,000	316,000	240,000	1,480,000	UNESCO	UNFPA UN Women	1. Number of approved annual work plans and reports **Baseline:** Not Applicable **Target:** 5 annual work plans and 10 reports (8 biannual, 1 synthesis, and 1 final)	RISK: Resources not available on a timely manner. ASSUMPTION: 1. Reports submitted within the deadline to ensure funding transfer. 2. Structured and clear delegation of tasks among the project team members.
Act 5.1.2: Ensure project visibility.	5,000	10,000	10,000	10,000	15,000	50,000	UNESCO	UNFPA UN Women Government Authorities KOICA MEDIA		
Act 5.1.3: Project reporting and planning endorsement.	15,000	5,000	10,000	5000	15,000	50,000	UNESCO	UNFPA UN Women		
Act 5.1.4: Deployment of project equipment.	18,000	10,000	50,000	60,000		138,000	UNESCO	District Council	2. Number of project personnel in place **Baseline:** 0 **Target:** 6 (2 at HQ and 4 in the Dar Office) 3. Number and modality of visibility action plans conducted and published **Baseline:** 0 **Target:** 12 news articles per year, quarterly updates on the website, UNESTEAMS and social networking sites	

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
Total (excluding 13% PSC)	699,115	1,349,885	1171,779	798,000	406,000	4424,779				
13% PSC	90,885	175,485	152,331	103,740	52,780	575,221				
Grand Total	790,000	1,525,370	1,324,110	901,740	458,780	5,000,000				

E. Tanzania country note

Independent External Evaluation of the "Joint Programme on Empowering Adolescent Girls and Young Women through Education"

COUNTRY VISIT

EVALUATOR: COUNTRY:	Jennifer Mhando Tanzania

SUMMARY OF KEY ISSUES	Below are some key issues which affect Tanzania at the time of the mid-term evaluation: **Free Primary Education policy 2016:** The free Primary Education Policy of 2016 opened the door for many children who had missed the opportunity to enrol in school previously, due to school fees and other costs. As a result of its introduction, enrolment has continued to expand every year, while the school infrastructure, and the human and material resources have not matched the increasing numbers. Classrooms are overcrowded, especially in rural areas where the number of teachers is low. **Burundi and the DRC Congo refugees:** Tanzania has been receiving refugees from Burundi and the DRC Congo over the last three decades. The presence of 325,291 refugees from countries affected by conflict creates instability in the Kigoma region which hosts the refugee camps. Robbery and use of guns and other weapons have become the order of the day in Kigoma, and especially Kasulu where Nyarugusu, the biggest camp, is located. The Joint Programme is working in the schools around the refugee camps. **COVID-19 Disease Outbreak:** The first infected patient in Tanzania was identifying on 18th March 2020. In response to the outbreak, government has taken all precaution to control infections, including closing all schools, colleges and universities and restricting public gatherings. Particularly, due to the COVID-19 outbreak and the containment measures the government has taken, it is unclear for how long the shutdown will last and which consequences it will have on the sustainability of education gains of adolescent girls and young women that have been accomplished under the Joint Programme in Tanzania.
1. CONTEXT	Tanzania is a country in Eastern Africa with a surface area of 945,100 square kilometres. Tanzania - formerly Tanganyika – got its independence from Britain in 1961. It united with Zanzibar on 26 April 1964 and formed The United Republic of Tanzania. Its President is both head of state and head of government. Tanzania is practising a multiparty system since 1994. Tanzania's estimated population is 59.73 million in 2020, up from an estimated 50.8 million in 2014. The country was ranked 24th in the world, as per the National Population and Housing Census report of 2012, with a population of 44,928,923 (of which 1,303,569 people were in Zanzibar. The Tanzania National Bureau of Statistics reports a real Gross Domestic Product (GDP) growth of 7.0% in 2018. Government interventions have led to sizeable gains between 2007 and 2016, evidenced e.g. by the reduction of the country's poverty rate from 34.4% to 26.8%. The potential consequences of COVID-19 whose first case was reported in Tanzania in March 2020, strongly threaten these gains.

	Efforts to reform education started directly after independence with the introduction of an Education for Self-Reliance (ESR) policy in 1967 whose focus was on developing critical thinking, problem-solving and patriotism among learners. This was later followed by the introduction of Universal Primary Education (UPE) in 1974. Since then, in the process of education transformation, there have been major policy changes which have shaped the development of education in the country. Finally, free education was extended to include both primary and secondary education (class I to form IV) in 2016. This resulted in a doubling of the number of enrolled students while infrastructure and resources remained roughly the same.
	Tanzania is one of two African countries that explicitly ban pregnant girls from attending government schools. In recent years, many African governments have made strong commitments to ensure that pregnant girls and mothers can attend school. Unlike most out-of-school children who have a choice of returning to school, pregnant girls are arbitrarily denied that right and forced into a parallel system, if they wish to continue education. The educational policy of Tanzania has been and continues to be discriminatory with regard to expelling these pregnant girls. Tanzanian schools also routinely force girls to undergo intrusive pregnancy tests. Adolescent pregnancy and early marriage lead to roughly 5,500 girls leaving school prematurely every year, UN estimates.[34] More than one third of all girls are married by the age of 18 especially in rural area – among them students that may have been forced to drop out of school each year. Alternative pathways have thus become an issue of debate.
	Tanzania has, however, made significant progress in implementing global agreements and frameworks through its National Five-year Development Plan (NFDP) 2016/17-2020/21 and Tanzania Development Vision 2025. There are also the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGPR) 2016/2020 and the Zanzibar Development Vision 2020. These frameworks were developed to address both Sustainable Development Goals (SDG), and especially Goals 4 and 5. Interventions to improve access to quality education have been implemented by the government itself, but also with implementing partners in the education sector.
	In recent years, girls' performance has been improving gradually, with the number of girls taking science subjects increasing. Although free education policy increased the number of enrolled children[35], girls' enrolments are still low compared to boys. For example, girl's enrolment was 41.39% of that of boys as of 2018.
2. INTERVENTIONS (COMPONENT 1-4)	**Component 1. Quality education:** The component is implemented by UNESCO and it is in alignment with the 2-14 Education Policy, Adolescent-and-Development-Strategy-Tanzania, which aims to empower adolescent girls and young women with skills that will enable them to make decisions which will have a positive impact on their lives. The initiatives are relevant as there have previously been inadequate interventions concerning adolescent girls and young women in regard to their access to education. Although the government has consistently made efforts to promote education for all children, the resources are scarce, to meet the competing needs.
	Component 2. Health and well-being: The implementation of this component is shared between UNFPA and UNESCO. UNFPA, in collaboration with the Prime Minister's Office, Labour, Youth, Employment and Persons with Disabilities (PMO-LYED) worked on the review of the 'National Life Skills Standard Guide' and 'Training Manual for Out-of-

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[34] https://www.unicef.org/tanzania/what-we-do/education
[35] UNESCO Institute for Statistics (http://uis.unesco.org/)

School Youth', while UNESCO is focusing on the ground implementation i.e. training through implementing partners. The water and sanitation component is yet to be implemented, but the feasibility study has been completed while implementation is disrupted by the COVID-19 outbreak.

Component 3. Enabling environments: The UN Women is the custodian of this component. An assessment was conducted to find out what are the existing community child and women protection measures against gender-based violence scenarios. The assessment was carried out in collaboration with the Ministry of Constitution and Legal Affairs (MoCLA).

Component 4. Building the data and evidence base: The Programme has managed to advocate for the reform of the government education data system. The former system does not capture information on adolescent girls and teenage mothers. The Programme has filled that gap by supporting training to all statisticians and Adult Education Officers in the whole country on the new data collection system.

The Programme aligns with the national priorities and strategies in improving access to education to all children. Both educational policies and the Vision 2025 seek to ensure all children can access both formal and non-formal education to support economic growth and sustainable livelihood for all.

As the government bans pregnant girls from government schools, the Programme fills the gap by providing out of school girls access to education that can help them to cope with the challenges they face.

The **assessment of outcomes and pathways to impact;** The Programme has brought positive outcome through its interventions, adolescent girls and teenager mothers have access to life skills as well as the basic knowledge on the entrepreneurship.

Efficiency and effectiveness; The total budget for the Joint Programme in Tanzania is USD 5,000,000. During the review, the disbursement rate is 44.79%, and the Programme is yet to receive the year 3 and 4 tranches. Despite the delay of funds, there is no activity that stopped due to lack of funds. Good leadership and coordination of the Programme activities have ensured the success of the Programme. However, the Programme is too scattered, it is not easy to monitor the progress sufficiently frequently (i.e. at least once after three months.

The assessment regarding '**sustainability**' is generally positive due to the alignment of the Programme initiatives with the national and regions priorities in access to education for all.

Coordination and Partnership: The evaluation found that the collaboration with implementing partners works well and will be stable until the end of the current Programme period and beyond. Though the partners are more positive than the UN agencies, all the UN partners acknowledge that strategies should be in place to foster a stronger relationship among them.

3. CHANGES TO INTENDED INTERVENTONS	Some of the planned activities in 2017 were pushed back to 2018 due to the delay of funds disbursement from KOICA, in the first and second year of implementation. Most of the activities are not implemented yet or they have started belatedly. Meanwhile, activities like WASH, training of the protection committee in Mkoani and Sengerema as well as the training of the young women remain to be implemented after the COVID-19 situation has been put under control. Initially, the Programme was supposed to develop re-entry guidelines for adolescent girls who had dropped out of school due to pregnancy. Unfortunately, the government launched a directive in 2017 that stipulated that that there would be no re-entry opportunity for girls who would drop out of the school because of pregnancy. Adhering to the directive, the Programme had to reallocate the designated funds to other activities.
4. ACHIEVEMENTS	During interviews in Dar es Salaam and travel to the different sites where the Programme is implemented, the evaluation found that all UN partners and other implementing agencies are working towards the common goal of empowering beneficiaries. The Programme's multi-disciplinary approach provides tangible results for adolescent girls and young women and their communities. There are significant changes in behaviour among in-school adolescent girls as witnessed by teachers who participated in the evaluation. The Programme also creates a strong working relationship within the government at all levels and during all implementation stages. This serves the added purpose of institutional capacity building in line ministries.
5. CHALLENGES	The Programme's major challenge is the Programme sites which are too scattered and this affects close monitoring and regular support from the UNESCO field office and UN Women and UNFPA in Tanzania to beneficiaries. It is also costly.
6. WAY FORWARD	• Strengthen the established activities to achieve sustainability by providing more technical support to the government officials and the local implementing partners • Strengthen the internal monitoring system and sharing of best practices • Re-plan the activities to match with the Programme extension to 31.12.2021, which is currently under discussion.
7. SUMMARY OF FINDINGS AND RECOMMENDATIONS	Between 25.02.2020 and 23.03.2020 the evaluator travelled to a variety of implementation sites to collect information and data for analysis and triangulation. The purpose was to verify and link data from different sources including final beneficiaries, government officials, implementing partners, the donor and UN staff. Interview guidelines were used to obtain feedback from various stakeholders. Field visits were conducted in three sites (Kasulu, Mkoani and Sengerema) but no visit was possible to Ngorongoro due to the travel restrictions following the outbreak of the COVID-19 and the UN travel ban of non-essential travel. The COVID-19 affected field visits and interviews and as an alternative, Skype and mobile phone were used to collect information towards the end of the field phase in addition to verifying written information and reports. The evaluation found that UN partners and other implementing agencies are working towards the common goal of empowering beneficiaries. The Programme's multi-disciplinary approach provides tangible results for adolescent girls and young women and their communities. There are significant changes in behaviour among in-school adolescent girls as witnessed by teachers who participated in the evaluation. The Programme also creates a strong working relationship between UN partners and within

	the government at all levels and during all implementation stages. This serves the added purpose of institutional capacity building in line ministries.
	The Programme works in partnership with FAWE-Tanzania in Mainland and Zanzibar, New Leaf, THASODE (Zanzibar) and the Institute of Adult Education both in Mainland and Zanzibar. All activities with partners are organized and implemented although the capacity of partners varies widely and should be closely monitored.
	Corrective actions should be taken to improve the capacity of the UN partners to achieve the objectives as defined in the Logframe. A more multi-disciplinary approach and closer collaboration between the UN partners would be beneficial.
	More frequent and direct monitoring of the different components is required to achieve and document the Programme progress and enhance sustainability. The working relationship of the UN partners should go beyond attending meetings and infrequent joint field visits.
	The Joint Programme is too scattered geographically. It also has a wide thematic range which makes it costly and time-consuming to monitor. Should there be a next phase of the Joint Programme, then there is a need to consider strategic thematic areas and to review focus and coverage.
	However, the project had a much belated start. There is still a need to find effective ways for communities to engage more in the Programme. Equally, more awareness-raising, information sharing, and promotion of beneficiaries' initiatives in their own communities is needed. Internal monitoring is not as strong as it should be. Most of the activities are new to the beneficiaries, hence the need for close follow up to ensure that they are on track.
	Lesson learned: ❖ The Programme is doing a great job of empowering adolescent girls and young women where it reaches them. However, the number of intended beneficiaries is too low to allow for sizeable impact. ❖ The demand of adolescent girls and teenage mothers to return to or enter education and training is very high; the Programme should reach more beneficiaries and advocacy work is a priority. ❖ The Joint Programme cooperates with the government in order to positively influence policy and guidelines addressing adolescent girls and teenager mothers' issues. It has used its influence to successfully advocate for legal reform with the MoCLA which is key in the in the assessment phase of law reform projects.
8. EVALUATOR OBSERVATIONS	❖ The Programme has had a positive impact on adolescent girls and young women. ❖ One of the lessons learned from the use of 'Pastoral Women Council' (PWC) as UN Women Implementing partner is that the use of competent partners is very crucial for the Programme impact and sustainability. ❖ There is no coordination and partnership problem with implementing partners while, within the UN Agencies, coordination is not as smooth as it should be. It seems that each Agency is working in a silo and information is shared only when needed. ❖ The planned extension is necessary to strengthen what has been established, especially young women groups.

	❖ The literacy and numeracy through ICT have had a positive impact although it is difficult to be scaled up due to cost and infrastructure challenge in the remote areas.