



Students raise their hands to participate in a *My Better World* self-development session in Tanzania's Kilolo district.
Credit: Kumi Media/CAMFED

Government adaptation and adoption of the CAMFED youth-led social support and mentorship programme in Tanzania:

Addressing student participation and wellbeing



Authors

This paper was drafted by Vicky Yiran Zhao with oversight and direction from Ricardo Sabates Aysa. Richard Shukia oversaw the design and implementation of the research and, together with Pauline Rose, provided guidance and feedback on drafts.

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Summary

The analysis in this paper provided evidence of the government adaptation and adoption of a life skills programme successfully implemented by CAMFED in Tanzania. It was based on three key questions:

- How does participation by teachers and students compare between the government and CAMFED approaches?
- To what extent is student participation in the CAMFED or government approach associated with improved wellbeing?
- To what extent are there differences by gender and poverty in student wellbeing between the government and the CAMFED approaches?

We found that most guidance and counselling teachers in the government-adopted programme changed the way in which life skills were delivered after participating in training on the CAMFED approach. There were high levels of awareness that the guidance and counsellor teachers provided life skills sessions, served as mentors and helped students with study groups.

The high levels of awareness of the programme were associated with high levels of participation. Most students participated in the sessions led by CAMFED, as did a high proportion in the government-adopted schools. However, there was a difference in the frequency of participation, with a higher proportion of students in CAMFED-led schools attending all sessions compared to government-adopted schools.

An important aspect of the CAMFED-led approach is that it is delivered by previous graduates known as Learner Guides, who are members of CAMA (an association of previous graduates from CAMFED). In terms of the adaptation by the government schools, the programme was delivered by guidance and counselling teachers who chose to adopt some of the lessons from the CAMFED's My Better World life skills programme. The findings indicated that it was possible for government schools to implement elements of the programme, but that teachers had to work within existing time constraints. Given that the peer mentors (primarily Learner Guides) provided an additional resource using the CAMFED-led approach, it is perhaps not surprising that the My Better World life skills programme was included into the timetable without any constraints.

There was also evidence that the most under-privileged girls benefitted more in terms of their wellbeing in schools adopting the CAMFED-led approach, which was not identified for the poorest girls in the government-adopted schools. Similar result was found for boys.

The evidence therefore has revealed that government schools can adapt and adopt a life skills programme that includes features of CAMFED's My Better World programme. Yet our evidence also demonstrates that peer mentors, in particular the Learner Guides, are likely to be playing an important role for improvements in wellbeing for other students.

Introduction

Some programmes implemented by local, regional, national, and international non-governmental organisations (NGOs) are successful in raising education outcomes for under-privileged children. Evidence from these programmes has demonstrated that a deep understanding of children's needs, knowledge of the local context, as well as participation of local stakeholders are central to successfully support under-privileged children. However, even successful programmes often only reach a small proportion of children.

To expand the number of children reached and achieve sustainability of successful programmes requires working in partnership with governments, as the main education provider for most children and the only viable option for many of the poorest and most disadvantaged. Unfortunately, evidence about the adoption of successful non-governmental programmes by governments is scarce. A rare example of a programme delivered by an NGO that has been adopted by government is the Complementary Basic Education programme in Ghana. This increased education provision by NGOs to out-of-school children in the northern regions of the country (Akyeampong, et al. 2018; Hinton, et al. 2023).

An important reason for the challenges faced by governments in their adaptation and adoption of programmes designed by NGOs is often the different systems of governance and accountability. Therefore, government adoption implies engagement from an early stage to ensure alignment of the programme with the priorities of the government. It also needs a deep understanding of whether adoption is possible, the conditions under which this could happen, and the resources needed.

This paper therefore provides findings on the adaptation and adoption by the Government of Tanzania of the Campaign for Female Education (CAMFED)'s successful Learner Guide programme. Operating in Tanzania since 2005, CAMFED's Learner Guide programme aims to support girls in government secondary schools to strengthen self-development and foundational learning skills, thus encouraging them to stay in school and improve their learning outcomes. The primary support mechanism is provided by school graduates (also known as Learner Guides), who went through the same holistic education support programme provided by CAMFED during their secondary educationⁱ. These graduates subsequently return to their local schools and volunteer to help other children with their studies. Learner Guides volunteer for an 18-month period during which they are trained to deliver a life skills and wellbeing programme (My Better World) to students in government secondary schools. The intention of the programme is for Learner Guides to act as peer educators and role models and support students in developing life skills and self-worth, and so encourage them to stay in school and improve their learning.

Existing evidence suggests that the CAMFED programme in Tanzania improved retention and learning outcomes, particularly for girls living in the poorest households (Rose et al., 2022). Further evidence also demonstrated that the CAMFED programme is cost-effective, particularly when taking equity into consideration (Sabates et al., 2020). Based on this evidence, and ongoing engagement with CAMFED, the Government of Tanzania agreed to

explore how it might adapt the Learner Guide programme as a pilot in a small number of secondary schools (Hannahan, et al. 2021).

Key government stakeholders and other school actors from government secondary schools received an introduction to the Learner Guide programme and subsequently discussed how the programme could be integrated into the current government provision. The Ministry of Education, Science and Technology then adapted and integrated the programme into their existing life skills and counselling sessions. While the Learner Guide programme is primarily delivered by young female graduates from the CAMFED programme (members of the CAMFED Association of women leaders), the adapted model by the government was delivered by existing guidance and counselling teachers in the schools. CAMFED's Learner Guide programme consisted of up to three one-hour sessions per week delivered after school using the My Better World life skills curriculum. The government model was left to the guidance and counselling teachers to decide which aspects of the My Better World programme to include in their own provision and when to timetable them.

Research design

To understand and measure whether the adaptation and adoption of the Learner Guide programme into government provision led to changes in outcomes for girls attending secondary schools, we designed a quasi-experimental study with data collected at the end of the pilot programme. Three main research questions were explored:

- How does participation by teachers and students compare between the government and CAMFED approaches?
- To what extent is student participation in the CAMFED or government approach associated with improved wellbeing?
- To what extent are there differences by gender and poverty in student wellbeing between the government and the CAMFED approaches?

Six districts were selected as part of the quasi-experimental design. The first three districts were where CAMFED already had existing relationships with district education authorities but where the programme had not been implemented. These were the districts of Kibaha, Iringa and Handeni TC. The research team closely matched these districts with three other districts which were both similar geographically, and in terms of the student enrolment and pass rates from the 2020 national Form Four examination. These were the districts of Morogoro MC, Chamwino and Malinyi, where the government implemented its adapted version of the programme in selected schools.

A total of 60 schools were selected to take part in the study. We excluded those with no national Form Four examination results by 2021 as these were new schools (nine schools were excluded on this basis). Schools from the district allocated to the government were then matched to the schools selected from the district where the CAMFED programme would take place (Table 1).

Table 1: Number of selected schools: Government or CAMFED-led approach

District pair	District category	District	# of school public schools	# of selected schools	Average of total enrolment	Average of pass rate
Pair 1	Government	Morogoro MC	23	7	1,019	84 percent
	CAMFED	Kibaha	7	7	935	84 percent
Pair 2	Government	Chamwino	27	15	492	93 percent
	CAMFED	Iringa	26	15	749	89 percent
Pair 3	Government	Malinyi	9	8	667	78 percent
	CAMFED	Handeni TC	8	8	684	82 percent

Stratified random sampling was used to select 40 students from the first year of secondary school (Form 1) for each participating school at the beginning of the academic year (September) in 2021. Students were first stratified by gender, and then 20 boys and 20 girls from each school were randomly chosen to participate in this study. Guidance and counselling teachers received the orientation sessions in early May 2022. The life skills programme was implemented over a period of 12 months, between June 2022 and June 2023. Data were collected for the purpose of this quasi-experimental design in May 2023. The final sample included in the analysis consisted of 2,051 students from all 60 schools.

Data were collected on the uptake of the programme to compare differences in implementation. These data included whether students attended any life skills sessions, as well as regularity of attendance and satisfaction of students with the delivery. To capture the differences in outcomes, a wellbeing tool known as the Amplify Girls Agency Tool (Sidle and Oulo, 2023) was adapted. This included 48 items that measured both boys' and girls' skills and attributes crucial to wellbeing, including self-efficacy, positive gender attitudes, problem solving skills, and inter-personal communications. Examples of these were, '*In a conversation, I try to see the other person's point of view*', '*I am a person of worth*,' and '*When faced with challenges, I remain calm because I know I am adaptable*.' Each item was rated on a five-point Likert scale, from 1-strongly disagree to 5-strongly agree. These 48 items were highly consistent, with a Cronbach's alpha of 0.94, suggesting that all items were measuring the same concept, in this case wellbeing.ⁱⁱ We generated an additive score by summing the value provided by the respondents on each of the 48 items. The minimum possible value was 48 (all scores reported as strongly disagree) and the maximum possible value was 240 (all scores reported as strongly agree). The average value of our wellbeing score was 199.5 (standard deviation of 26.5).ⁱⁱⁱ

In addition, a questionnaire used for related analysis of CAMFED's programmes was implemented to assess the extent of poverty and deprivation of students within the selected schools (Rose, et al. 2022). There were 10 items on asset ownership, including access to electricity, fuel and livestock. The items demonstrated good internal consistency with a Cronbach's alpha of 0.79. Using factor analysis, we extracted one factor that served as a

wealth index (similar to the methodology developed by Filmer and Pritchett, 2001). This wealth index was used to divide the sample of student into quintiles, with the 1st quintile being the poorest and 5th quintile being the wealthiest.

Findings

Differences in participation by teachers and students in the CAMFED- and government-adopted approach

At least one guidance and counselling teacher received orientation on the CAMFED My Better World life skills programme in all 30 schools participating in the government programme. Most of the guidance and counselling teachers who attended the orientation (88 percent) reported changing the way they provided their sessions by adopting aspects of the My Better World programme. Among the reasons provided by the teachers was the fact that aspects of My Better World helped solve challenges faced by students, and was easier to monitor the progress of students engaging with life skills.

As recommended by CAMFED, since the My Better World life programme was almost fully included in the timetable (98.3 percent), two-thirds of guidance and counselling teachers also included their life skills sessions in the timetable. Table 2 shows the main differences between the mode of delivery and frequency of delivering life skills sessions between the government adopted schools and the CAMFED supported schools. There are key differences as to whether the life skills sessions were incorporated into the timetable, and on the frequency of delivering these sessions. On both of these, CAMFED supported schools managed to include their sessions into the timetable and had a higher frequency of delivering sessions on a weekly basis. There are also important differences with respect to meetings with students, with a higher proportion of students in CAMFED supported schools having meetings at least once per week (see Table 2 for other key differences).

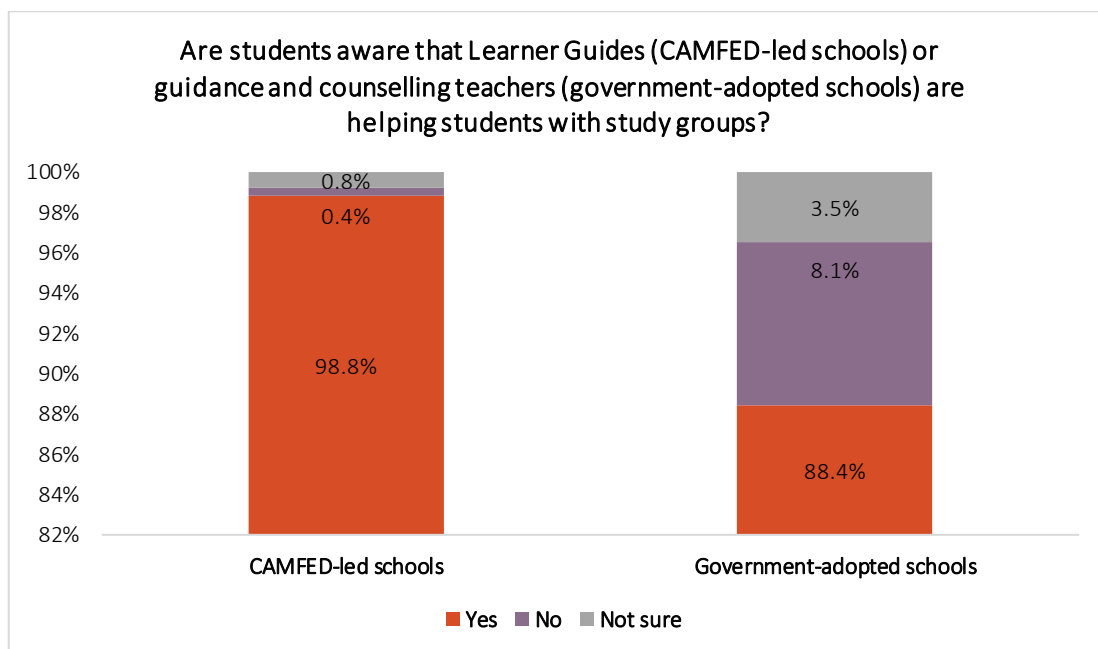
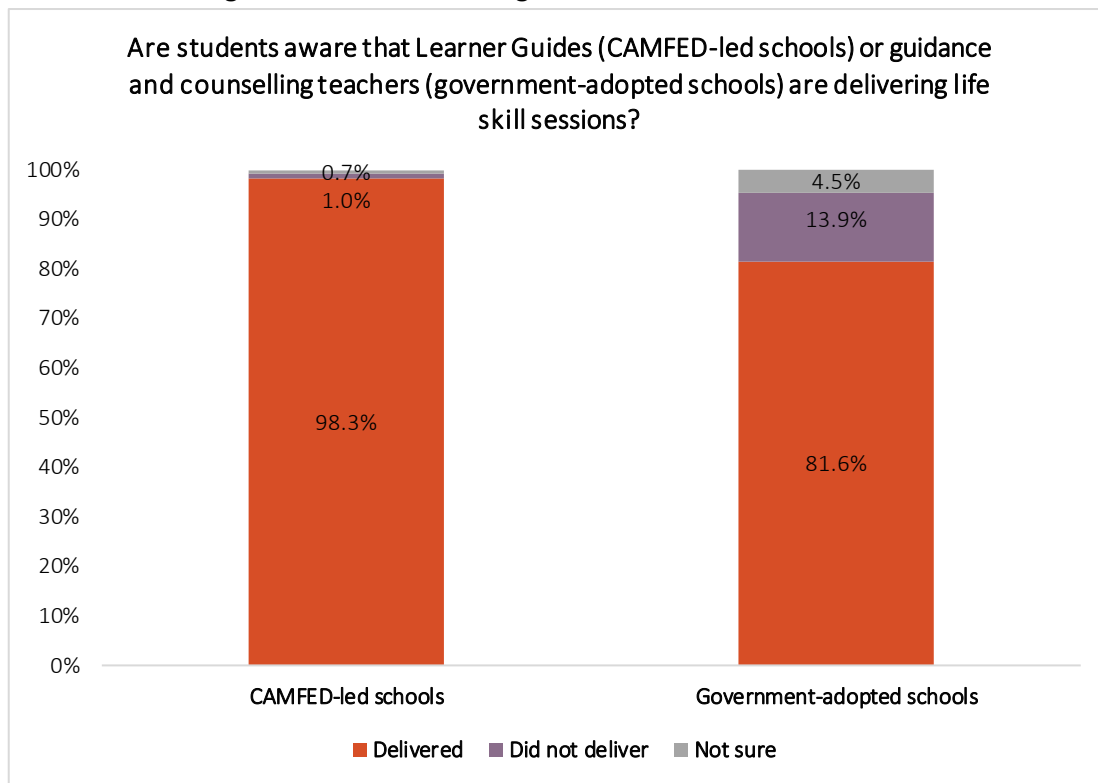
Table 2. Mode of delivery and frequency of delivering life skill sessions in government-adopted and CAMFED-led schools

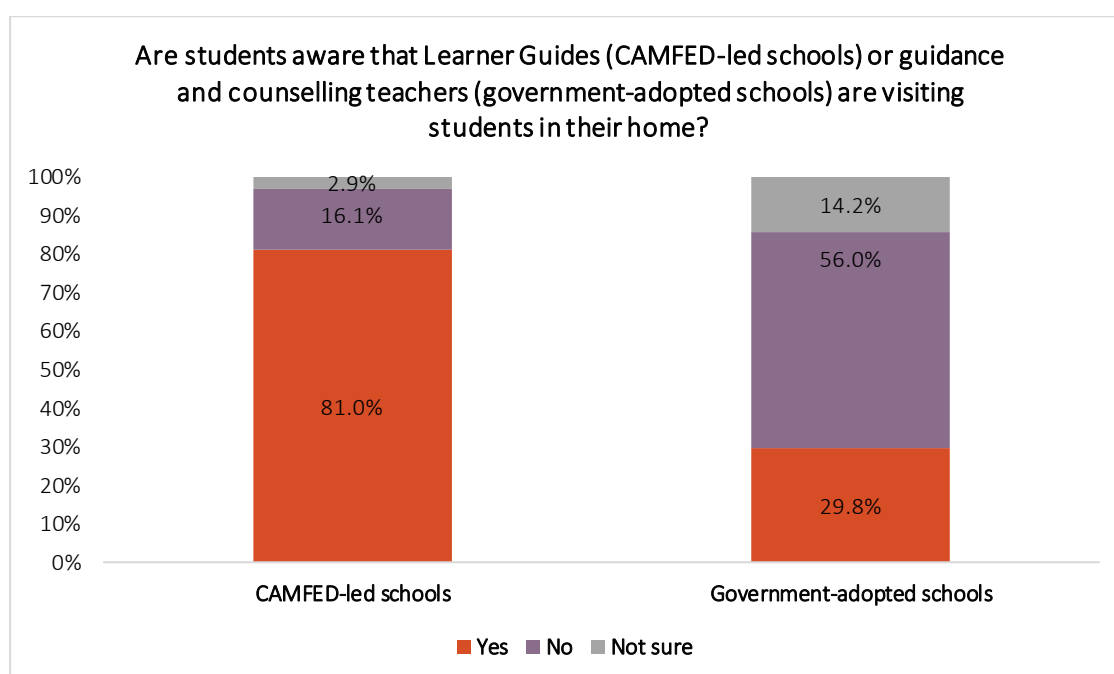
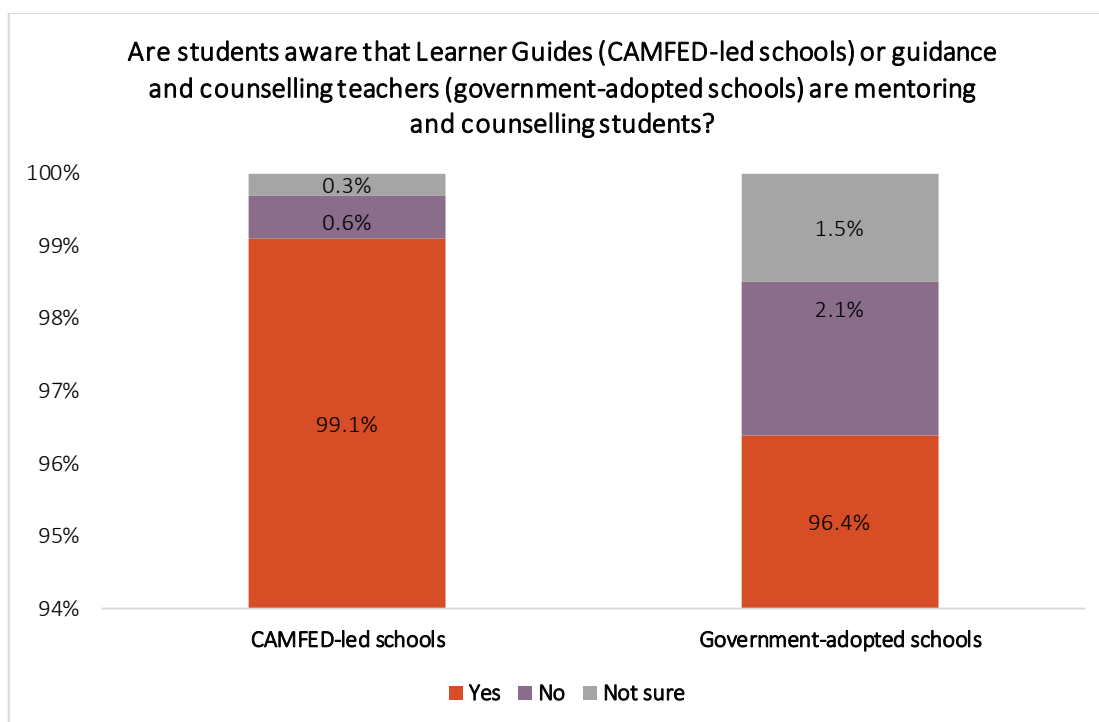
	CAMFED-led schools	Government-adopted schools
Is life skill session part of the timetable?		
Yes	98.3%	66.7%
No	1.7%	33.3%
What time is life skill session delivered?		
Before school	18.3%	8.3%
Lunch time	23.3%	0.0%
After school	41.7%	54.1%
Over the weekend	3.3%	0.0%
Other	13.3%	37.5%
Frequency of delivering life skill session		
Once a week or more	93.3%	54.0%
Once or twice a month	5.0%	30.0%
Once or twice a term	1.7%	8.0%
Less often	0.0%	8.0%
Hours per week delivering life skill session		
1 hour	20.0%	33.3%
2 hours	36.7%	54.2%
3 and more hours	43.3%	12.5%
How often do you meet with students who need support?		
Once a week or more	87.0%	50.0%
Once or twice a month	13.0%	23.7%
Once or twice a term	0.0%	10.5%
Less often	0.0%	15.8%
How many hours do you spend per week supporting students in need?		
1 hour	13.3%	29.3%
2 hours	23.3%	24.1%
3 hours	33.4%	12.1%
More than 3 hours	30.0%	34.5%

Source: IDRC funded data on government adoption of CAMFED programme 2023

In terms of responses by students, there were differences regarding awareness of the activities between the CAMFED-led and government-adopted approaches. Most students in schools where CAMFED-led schools were aware of all the activities related to life skills (Figure 1). Among schools where the programme was implemented by the government, a lower, but still large proportion, of students (between 82 percent and 89 percent) were aware of the life skill sessions and study groups. However, only 30 percent of these students were aware that guidance and counselling teachers visit students at home when necessary. For the CAMFED-led approach, the proportion of students who were aware that the Learner Guide could visit students at home was 81 percent.

Figure 1: Student awareness of life skills sessions, study groups, mentoring and home visiting by Learner Guides or guidance and counselling teachers





Regarding attendance, almost all students (over 99 percent) who participated in the CAMFED-led approach attended at least one or two sessions (out of 30) compared with about 80 percent of students who participated in the government programme (Table 3). In addition, around 70 percent of students attended all sessions provided by CAMFED while only 23.2 percent of students attended all the sessions provided by guidance and counselling teachers in the government-adopted approach.

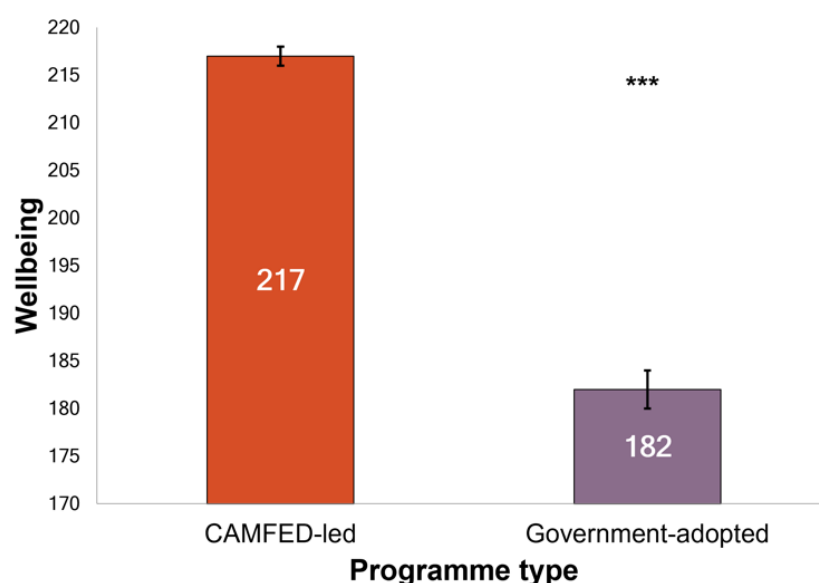
Table 3. Frequency of attending life skill sessions in government-adopted and CAMFED-led schools

Frequency of attending life skill sessions	CAMFED-led schools	Government-adopted schools
Did not attend any life skill sessions	0.90%	20.80%
Attended life skill sessions once or twice	1.70%	11.40%
Attended some to most of the life skill sessions	27.60%	44.60%
Attended all life skill sessions	69.80%	23.20%

Is student participation in a life skills programme associated with wellbeing?

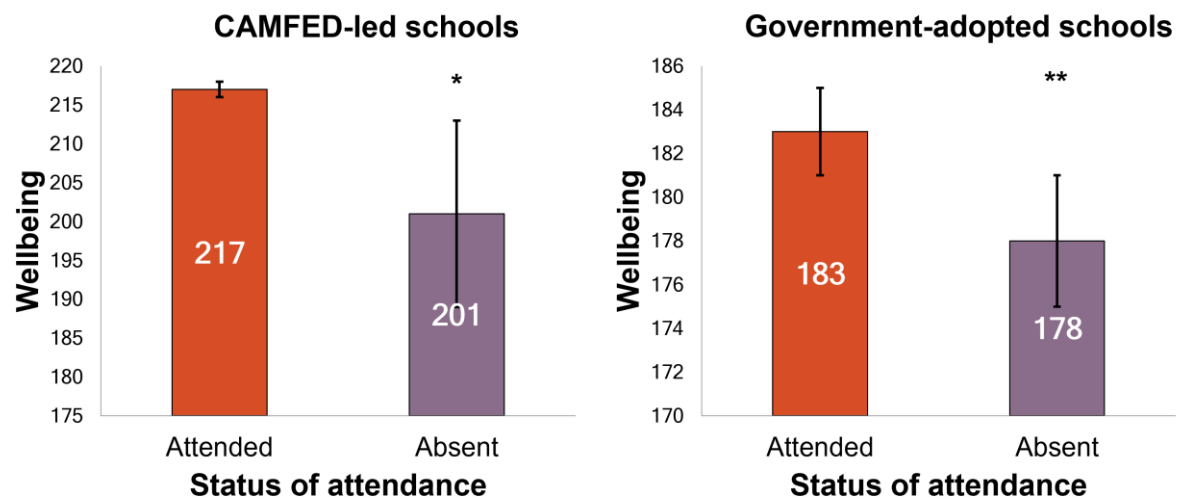
Students who attended schools supported by the Learner Guides reported higher levels of wellbeing compared to students who attended schools where guidance and counsellors led the programme (Figure 2). As mentioned above, not all students who attended these schools participated in the programme. Students who attended at least one life skill session had higher levels of self-reported wellbeing relative to those who did not participate in any life skills sessions in both the CAMFED-led and government-adopted approaches (Figure 3).

Figure 2. Student wellbeing scores for CAMFED-led or government-adopted approaches



Note. *** $p < 0.001$ and error bar suggests 95 percent confidence interval

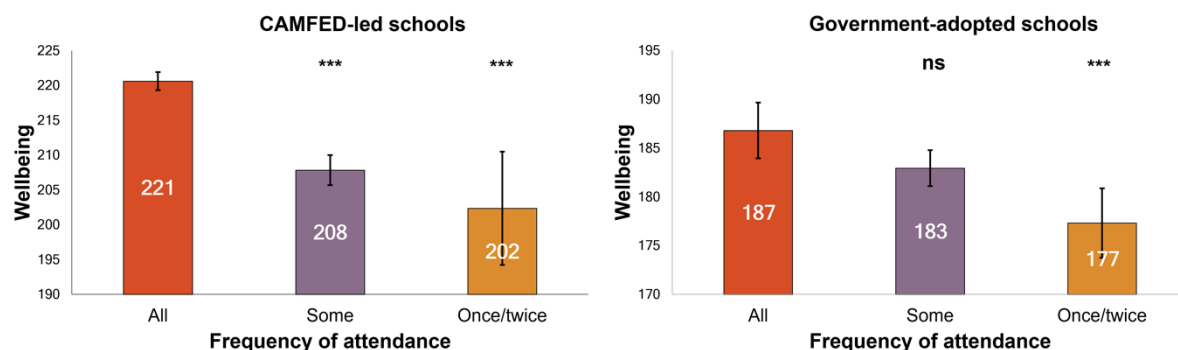
Figure 3. Student wellbeing scores by attendance/absence from the life skill programme



Note. ** $p < 0.01$ and * $p < 0.05$ and error bar suggests 95 percent confidence interval

We also compared the average wellbeing of students who attended all sessions, with students who attended some of the sessions, and those who attended just one or two sessions. We found that more frequent attendance was associated with increased measures of wellbeing for students in both the CAMFED-led and government-adopted approaches (Figure 4). For example, the average wellbeing score for students who attended all the sessions in CAMFED-led schools was 221 and declined for students who attended only once or twice (average wellbeing 202). In government schools where the programme was adopted, the average wellbeing score was 187 for students who attended all the sessions and 177 for students who attended once or twice.

Figure 4. Student wellbeing scores by frequency of attendance

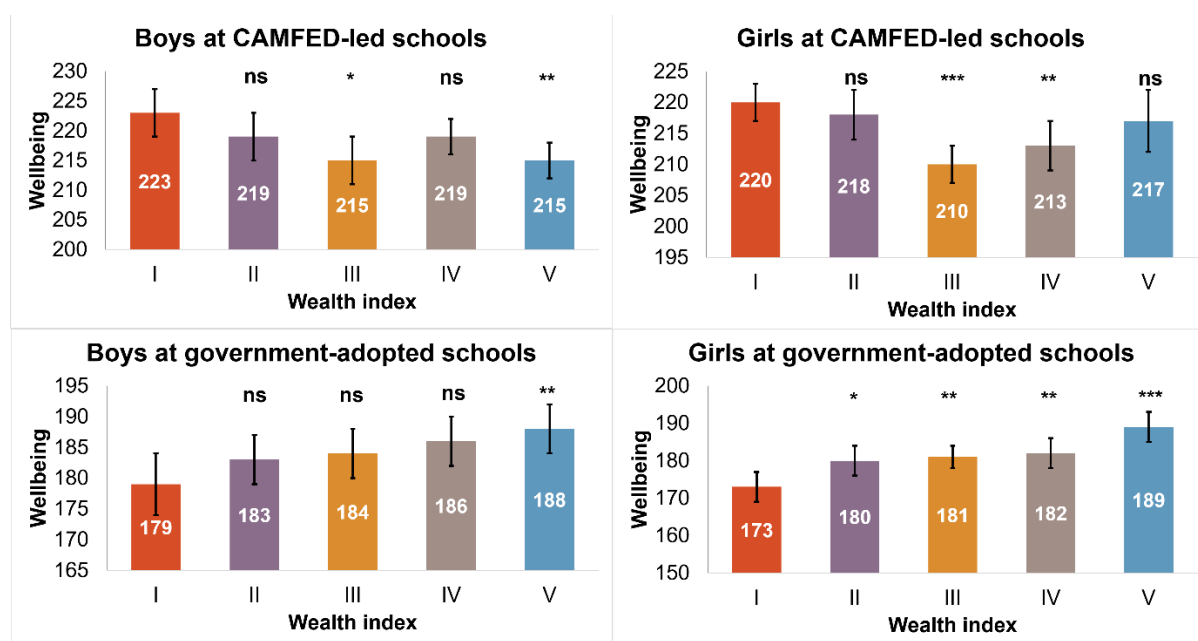


Note. Asterisks indicate if there are statistically significant differences in average wellbeing between students who attended some sessions or once/twice only relative to students who attended all the sessions. *, **, *** (significance at 5 percent, 1 percent and 0.1 percent level, respectively); ns (not significant at 5 percent level); and error bar constructed at 95 percent confidence interval.

Gender and socioeconomic equity in student's wellbeing

In schools delivering the CAMFED-led approach, there was no clear evidence of a difference in wellbeing scores according to wealth for either girls or boys (Figure 5). By contrast, in schools delivering the government-adopted approach, boys from the poorest quintile reported statistically significant lower levels of wellbeing relative to boys from the highest quintile. The same pattern was found for girls, but with a steeper difference. The reported wellbeing of the poorest girls (average score 173) was statistically significantly lower than the reported wellbeing from the richest girls (average score 189).

Figure 5. Girls' and boys' wellbeing by wealth asset index



Note. Asterisks indicate if there are statistically significant differences in average wellbeing between boys/girls from each wealth quintile relative to boys/girls from the poorest wealth quintile (i.e. 1st quintile). *, **, *** (significance at 5 percent, 1 percent and 0.1 percent level, respectively); ns (not significant at 5 percent level), and error bar constructed at 95 percent confidence interval.

Conclusion

The key purpose of this paper is not to compare the outcomes for students who were supported by the government-adopted approach versus the CAMFED-led one given the variations in the approach to implementation. However, the findings enabled us to understand the potential outcomes that may be achieved if students attend sessions adopted by guidance and counselling teachers. This is relevant given a key finding from our related research on the scaling up process through government systems was that government stakeholders had a preference to use this approach, given the guidance and counselling teachers are trained and already in the schools (Ciampi et al., 2024). As such, this paper helps us to identify what the benefits and challenges of this approach would be.

It is important to understand some of the key differences in the adaptation and adoption of CAMFED's programme by the government, which may be responsible for some of the observed results around student participation and wellbeing. An important aspect of the CAMFED-led approach is that this is delivered by previous graduates known as CAMFED Association members. In terms of the adaptation of the government, the programme was delivered by guidance and counselling teachers who chose to adopt some of the lessons from the CAMFED's My Better World life skills programme. The findings indicate that it was possible for government to implement elements of the programme using existing human resources. However, the adaptation meant that teachers worked within existing time constraints to deliver the programme. Given that the peer mentors (primarily CAMFED Association graduates) provided an additional resource using the CAMFED-led approach, it is perhaps not surprising that the My Better World life skills programme was included into the timetable without any constraints. It was also the case that CAMFED's peer mentors might have more time to deliver group and individual sessions, and be more aware of the challenges that under-privileged girls and boys in schools face given their own recent experience. This led to more opportunities to support students who participated in the schools adopting the CAMFED-led approach and hence more likelihood to improve their wellbeing through teaching as well as group and individual sessions.

In terms of student awareness of the different activities related to the provision, we found relatively high levels of awareness that the guidance and counsellor teachers provided life skills sessions, served as mentors and also helped students with study groups. A key difference with the CAMFED-led approach was that fewer students in government-adopted schools were aware that the guidance and counselling teachers could visit students at home when they feel there is a need (e.g. when students have not been attending regularly). High levels of awareness of the programme were associated with relatively high levels of participation. And we also found that higher levels of participation were associated with higher levels of wellbeing in students in both schools.

However, there was evidence that the most under-privileged girls were benefiting more in terms of their wellbeing in schools adopting the CAMFED-led approach, while this was not identified for the poorest girls attending schools supported by the government-adopted approach. A similar result was found for boys, but not as pronounced. One possible explanation is the role that the CAMFED peer mentors (who are also from under-privileged backgrounds) play in supporting other marginalised girls and serving as role models for them. It is possible that the most under-privileged girls feel more comfortable engaging in life skills discussions with these young women who have shared similar experiences compared to the guidance and counselling teachers, for whom there may be more of a social distance and who may not be from their communities and aware of the local experiences.

Overall, the findings revealed that government schools can adapt and adopt the life skills programme that includes features of CAMFED's My Better World programme. How much students benefited depended on student participation, which could be enhanced by increased awareness and availability of sessions. In addition, peer mentors had an important role to play in the implementation of the programme both due to the additional human

resources they brought to the school, as well as their understanding of the experiences that under-privileged girls faced. This could be important for the Tanzanian government to consider as part of their efforts to scale up the programme.

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Endnotes

ⁱ Some school graduates have been recruited as Learner Guides who were not previously supported by CAMFED

ⁱⁱ After constraining the factor loadings of 48 items to be the same, confirmatory factor analysis suggests a single-factor model with equal weights could be utilised. We therefore opted for an additive score.

ⁱⁱⁱ If young people neither agree nor disagree with the statements, the value of the scale would be 144 points. If young people tend to disagree more with the statements on self-efficacy, positive gender attitudes, problem solving skills, or inter-personal communications the value of the scale will be lower and if young people agree with the statements the value of the scale would be higher.

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