

# Project Evaluation Report

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## Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing [uk\\_girls\\_education\\_challenge@pwc.com](mailto:uk_girls_education_challenge@pwc.com).



# Endline Report

## IGATE-T Endline Evaluation

October 2021

# Cover sheet

<b>Project name</b>	Improving Gender Attitudes, Transition, and Education (IGATE-T)	
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## Limestone Analytics

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# IGATE-T Endline Acronyms List

Acronym	Meaning
BL	Baseline
CBE	Community-based Education
CCW	Case Care Worker
CLC	Community Learning Circle
COVID	Coronavirus Disease
CPC	Child Protection Committee
DiD	Difference-in-Difference
EE	External Evaluator
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EL	Endline
FCDO	Foreign Commonwealth and Development Office
FM	Fund Manager
GBP	Great Britain Pound
GBV	Gender-based Violence
GEC	Girls' Education Challenge
GEC-T	Girls' Education Challenge - transition
IGATE	Improving Gender Attitudes, Transition, and Education Outcomes - Transition
KII	Key Informant Interview
MEL	Monitoring, Evaluation, and Learning
ML	Midline
MTR	Medium Term Response
MoPSE	Ministry of Primary and Secondary Education
OOS	Out of school
PLAP	Performance Lag Address Program
SD	Standard Deviation
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
VTC	Vocational Training Centre

# Executive Summary

Between 2017 and 2021, World Vision and its partners (Care International, SNV, Open University, World Bicycle Relief, Emthonjeni Women's Forum, Udaciza, and the Ministry of Primary and Secondary Education Zimbabwe) implemented the Improving Gender Attitudes, Transition, and Education Outcomes (IGATE-T) program to increase access to formal and informal education for 123,333 girls and boys in 9 districts in Zimbabwe. The IGATE-T project is a £15.4 Million project funded by the Foreign Commonwealth and Development Office's (FCDO) Girls' Education Challenge (GEC). IGATE-T is an extension to the previous IGATE project implemented, which was implemented in the same region.

The implementation and evaluation of the IGATE-T program took place during a volatile time in Zimbabwe, which included political, economic, and environmental crises, in addition to the outbreak of the Coronavirus Disease of 2019 (COVID-19). In response to COVID-19, schools in Zimbabwe were closed from March 2020 to September 2020, when the government began a phased reopening of schools. This phased reopening was hindered by a teachers' strike, which further delayed the reopening of several classrooms. Schools closed in December for a Christmas break and due to a resurgence of Covid-19, only those sitting examinations were allowed to return under strict safety measures in January 2021. The suspended reopening lasted until March 2021, when a phased reopening began.

Remote and at-home learning during the periods of school shutdowns were challenging given a lack of access to electricity, connectivity issues, and the imposition of additional financial constraints on households. Most learners were also hindered by a lack of access to printed learning materials at home. The COVID-19 lockdowns were particularly challenging for adolescent girls, as national statistics report increases in gender-based violence and adolescent fertility rates.

The project consisted of four channels of impact:

- **Whole School Development** included professional development training for teachers on participatory teaching methods.
- **Community Learning Initiative** included a Community Based Education (CBE) program targeting learners who were out-of-school to provide literacy, numeracy, financial literacy, and vocational training. This initiative also established Community Learning Circles (CLCs) to provide informal instruction to students affected by the COVID-19 related school closures.
- **Leadership Skills Development** formed leadership clubs and trained mentors and peer leaders to support small groups of students and act as role models. Since midline, this component has been integrated with the broader community learning initiative.



- **Community Champions Network** which, among other things, strengthened the capacity of Child Protection Committees (CPC) to raise awareness and address the barriers girls face in accessing education.

All of these intervention interventions were modified to ensure compliance with the COVID-19 restrictions. Teacher Professional Development sessions were conducted over WhatsApp and included assistance in developing remediation and catch-up plans for school reopenings. The CBE program had to shift to remote dissemination of learning materials. The restrictions on businesses also led to the cancellation of several of CBE's practical coop placements. Community support networks began to focus on supporting schools' communities with back to learning actions and widening a network of community champions and peer leaders to amplify the work of the MoPSE. This area also shifted to focus on casework management processes to deal with barriers to girls education, GBV, and abuse.

This endline evaluation report examines the impact of IGATE-T programming in terms of learning, transition, sustainability, and resilience outcomes. To understand the impact of the project, including its adaptation measures, a larger set of evaluation questions have been developed to guide the analysis and the evaluation has been conducted using a mixed-methods approach. **The team used qualitative and quantitative evaluation methods to answer the project's evaluation questions about parts of the theory of change that are well understood, combined with outcome harvesting to answer questions where the project's contribution was uncertain.**

The endline evaluation began in February 2021 and involved data collection from over 1,500 individuals through surveys, focus groups, and key informant interviews including both program participants and subjects from the comparison communities. Despite the challenges imposed by COVID-19, the sample composition remains relatively consistent with what was observed at midline.

## Key Findings

**The COVID-19 pandemic continues to have a severe impact on IGATE-T participants and adolescent youth in Zimbabwe** Since baseline, the number of girls living without their parents has increased from about 25% to over 40%. The number of young mothers has also increased slightly. Many youths leave school because of issues such as pregnancy, economic pressures, or a lack of finances, and find it difficult to return. Financial difficulties and lack of school fees were identified as barriers preventing learners from returning to school as COVID-19 affected the livelihoods of IGATE-T families and communities. Typically, once they drop out, out of school youth have very few transition options available. However, learners and community members can now identify several positive transition pathways including self-employment, vocational skills training, and attachments.

## Learning

The project's new learning-related evaluation questions seek to understand what the outcomes are related to:

- Learning outcomes for marginalized girls and boys
- Girls' and boys' experiences of learning in the school and community
- The quality of teaching and learning in schools
- Attitudes, skills, and practices of teachers
- Attitudes, skills, practices of headteachers towards Whole School Development, and Teacher Professional Development classroom practices
- Girls' leadership skills

To briefly answer these questions, here we describe the effect iGATE-T has had on all of the outcomes.

**Learners experienced significant, positive improvements in literacy (0.26 SD<sup>1</sup>) and numeracy (0.29 SD) skills since midline. The largest gains are coming from the most foundational skills.** Improvements in both literacy and numeracy as a result of iGATE-T are also widely reported by teachers, community members, and learners. This is consistent with the project's theory of change and design, which has focused heavily on improving foundational literacy and numeracy skills. This evaluation finds that the literacy benefits attributable to iGATE-T are primarily concentrated among the students who were initially exposed to the program while they were young primary school students. This is consistent with the project's theory of change and design, which focused heavily on early literacy skills. There is also a large change observed from baseline in literacy (0.174 SD), but this is not statistically significant.

**The shifts that the project undertook to address pandemic-related disruptions to education within schools and communities have been effective at increasing learning outcomes and supporting positive coping mechanisms for learners and contributed to positive learning experiences for girls and boys in the community.** Community Learning Circle participants are more likely to have experienced improvements in learning than the rest of the participant group. The gains since midline appear to be concentrated in the districts where the CLCs were primarily attended by struggling learners, including disadvantaged children (orphans and those who could not afford fees). This is suggestive, but inconclusive, evidence that CLCs were most effective at improving outcomes for struggling students who may have few alternative learning options during a crisis. This finding is supported by widespread claims from teachers, headteachers, and learners that CLCs have contributed to improvements in not only learning but also transition outcomes.

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<sup>1</sup> Test scores have been standardized to present the change in learning outcomes on a consistent scale. The standard deviation is a common measure of "spread" or variation in the data. By standardizing the data, effect sizes are presented in "standard deviations," which is typical in education interventions and allows for easier comparisons with other effects. 0.2 SD is the typical threshold to be considered a small effect size.

CLCs provided a flexible approach to learning that helped to maintain positive coping mechanisms and their identity as ‘learners’ during the school lockdowns. Learners who participated in CLCs were more likely to return to school and perform better in class. Similarly, the participatory teaching methods used by teachers both in-school (before and after COVID-19 lockdowns) and by CLC facilitators are reported to have improved teachers’ engagement and students’ learning outcomes.

**IGATE-T has improved on teacher attendance, engagement and use of participatory teaching methods.** Teachers in IGATE-T schools had much lower absenteeism rates and were also more likely to have been trained on how to use participatory teaching methods. Headteachers reported that the in-person training their teachers received prior to COVID-19 had contributed to improvements in overall teaching quality. Some teachers and headteachers found it was helpful to touch base with other educators through the WhatsApp platforms that IGATE provided during the lockdown, though these activities were not considered “training” per se.

**These findings are consistent with the reports by students, teachers, and headteachers that the improved teaching practices have contributed to improvements in learning.**

There were a few exceptions among reports from grade seven students, who reported no changes in teaching practices. Training on these kinds of methods has become part of the national curriculum since IGATE-T began. These curriculum changes took place independently of IGATE-T, but may have increased teachers’ awareness of these methods, making them more receptive to the practical training provided by IGATE-T.

**Many learners have experienced improvements in leadership assessments, and peer leaders report taking on greater roles and responsibilities within their peer groups, particularly through the CLC program.** The project was able to pivot their peer leadership strategy, compared to midline. CLCs offer a tangible way for peer leaders to assume leadership positions. Through CLCs, peer leaders coordinate group activities, educate other learners on skills such as assertiveness and early marriage, and support other learners in their community through peer-to-peer learning and facilitating reporting in cases of abuse. As a result, peer leaders have increased their standing as role models to other students and increased their confidence, while broadening networks of support for girls. This is consistent with broader evidence around resilience. There is some qualitative evidence that coping mechanisms among participants have improved, but this is not evident in quantitative comparisons against the comparison group.

## Transition

The project’s new transition-related evaluation questions seek to understand what the outcomes are related to:

- Transition and outcomes in education and life of in-school girls
- Transition pathways for Out of School (OOS) girls

- Coping abilities and resilience of marginalized girls to make decisions and take actions on their learning and transition
- Other/unexpected transition outcomes

To briefly answer these questions, here we describe the effect IGATE-T has had on all of the outcomes.

**IGATE-T has not had a significant impact on transition outcomes for in-school girls, despite improvements in reported support by caregivers and community leaders and the perceived reduction in barriers provided by the project.** The COVID-19 pandemic presented many additional barriers for girls across all four evaluation districts. Since baseline, transition rates have fallen for learners in both the intervention and comparison areas. This is expected since the sample has gotten older and transition rates typically decrease as learners get older. Transition rates for in-school girls were high at midline, and have since fallen to below 90%. This is driven by declines among secondary school students, who now have transition rates of about 85%.

**However, the CBE program and the CLCs were both identified through the outcome harvest and other qualitative data as providing positive transition opportunities to (temporarily and permanently) out-of-school youth and were perceived as improving transition outcomes for direct participants.** 71% of OOS girls had successful transition outcomes by endline using the GEC definition of transition. After CBE, 50% of girls are pursuing some sort of self-employment and over 25% of girls are pursuing some kind of attachment, course, or returning to school. Older girls and young mothers tended to benefit the most from CBE. The most positive impacts of the program were realized once vocational training was provided, along with start-up kits.

**The outcome harvest found that across all districts, CLCs helped to promote resilience and positive coping mechanisms among girls who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth.** However, this has not translated into a sense of empowerment over decisions related to their transition pathways. The majority of girls still report that decisions about their transition pathways are typically made by their caregivers. We also don't observe any consistent differences in the reported stress levels of IGATE-T participants and comparisons from the comparison group. This is despite having greater networks of support available to them in their schools and communities.

The outcome harvest and qualitative data also identified other unexpected transition outcomes. Notably, CLCs were very effective in engaging learners throughout the lockdown period. **Their ability to improve learners' confidence in basic literacy and numeracy skills and promote positive coping mechanisms was a major enabling factor for transition back to school.** In addition, an important barrier to transition back into formal schooling for pregnant girls was ill-treatment by peers. **IGATE-T has focused on**

**transforming caregiver and community attitudes towards educating pregnant girls, which was an important barrier to their transition.**

## Sustainability

The project's new sustainability-related evaluation questions seek to understand what the outcomes are that are related to:

- The effects of COVID on the education system
- Girls' learning (including resilience and life skills) and transition trajectories
- Social, religious, and transitional norms and practices around barriers to girls' education
- Early marriage, teen pregnancy, and household chores as barriers
- Community views and contributions for learning within and beyond the school
- School-level norms and practices towards positive education for marginalized learners
- Approaches and/or ways of teaching in the school and community
- District education stakeholders perspectives and practices
- National education priorities, systems, programs before and after COVID-19
- Gender and social inclusion
- The CBE model and its relevance for future programs

To briefly answer these questions, we describe the effect IGATE-T has had on all of the outcomes.

**COVID has had very severe, detrimental impacts on learning outcomes and learner welfare.** The main concerns that Ministry Officials described included high pregnancy rates, poor pass rates, an increase in abuse and safeguarding issues, increased dropouts, and loss of income for families. The increase in pregnancy rates during the COVID-19 lockdowns was mentioned by Ministry Officials across all districts. These sentiments were reiterated by both caregivers and community volunteers, who reported issues such as increased cases of migration, girls becoming pregnant, rise in early marriages, poor learning outcomes from school closures, increase in childrens' bad behaviour; and loss of household income, which can also increase household stress and violence. IGATE-T was effectively able to respond to the COVID-19 crisis through the rapid implementation of community learning circles.

**IGATE-T has helped communities to develop more supportive attitudes towards girls' education, but challenges remain.** Community support for girls education was relatively high at midline and remains so at endline, despite challenging circumstances, such as COVID-19 and school closures. Caregivers, community leaders, and religious leaders all report that girls' education is valued as much as boys and recognize the importance of education in promoting positive life outcomes for learners. The qualitative data indicate that caregivers have allowed learners to attend alternative learning channels during school

closures, reduced chore burdens to enable more study time, and were very willing to enrol children back into school when they opened. The support for alternative, community-based education during COVID-19 was greatly enabled by community volunteers, who conducted outreach, facilitated learning circles, and leveraged the networks of support that were established between schools and communities by endline.

**Girls from intervention schools are more likely to report that they have received support from all levels,** which is consistent with earlier findings that suggest that IGATE-T has contributed to a much stronger “network” of support available to girls. Most community members also report that IGATE-T has contributed to greater support among caregivers and educators for young mothers to return to school. Line ministries and community volunteers are also active in following up on cases where children miss class, report abuse, or drop out of school. Therefore, across religious leaders, community leaders, volunteers, line ministries, and caregivers in IGATE-T communities there is now a much larger network of support available to girls. However, several significant barriers remain. Young mothers and disabled learners are stigmatized by their peers and so deterred from returning to school and abuses are typically only reported for very severe cases.

**IGATE-T’s work with line ministries and local CCWs to improve reporting channels, conduct awareness campaigns and provide victim support has led to an increase in the reporting of abuse across many IGATE-T communities.** Rather than being an indicator of increased incidence of violence (compared to non-IGATE communities), this is more likely an indicator that the channels of support are offering effective ways for girls and community members to report violence and abuse.

**All of the headteachers and resident teachers interviewed remained well-versed on participatory learning methods, games, and other interactive approaches to teaching in class post-COVID.** IGATE has successfully influenced teachers, headteachers, and community volunteers to adopt more participatory and inclusive methods of teaching in school and in the community. Teachers and headteachers across the entire sample perceive that interactive lessons and games improve comprehension and learning outcomes, especially for struggling learners. These same participatory methods are very evident in community-based learning initiatives, such as CLCs. There is a consistent, strong emphasis on supporting struggling learners through diagnostics and remediation as well.

**There is very strong evidence of support for and endorsement of new participatory teaching practices, the use of diagnostic tools, learning materials, catch-up strategies, and remediation in schools.** Ministry officials attribute improvements in learning outcomes to these new methods introduced by IGATE-T. Ministry support is also seen through their presence during teacher professional development workshops and training. This is verified by headteachers, who confirm that Ministry officials make time to attend workshops and follow up on IGATE activities.



**The IGATE-T project addresses gender considerations throughout its program design and this has contributed to transformative change in areas related to gender and social inclusion.** These steps have led to significant improvements in learning, particularly for struggling students. This would be a clear example of transformative changes related to social inclusion. Similarly, CBE has helped OOS girls specifically to develop skills and find transition pathways that will support them and their families into the future. These benefits are particularly salient for young mothers. The program has also led to a general improvement in attitudes towards girls' education and support for their transition in school and OOS. This is important on its own, however, these changes should also facilitate future transformative change for girls and marginalized youth.

## Value for money

The project provided good "value for money". Implementation of the IGATE-T cost £15.4 Million. It reached 40,928 beneficiaries either directly or indirectly, which yields an approximate cost per beneficiary of £376 /beneficiary. In terms of value for money, the learning gains achieved through IGATE-T are equivalent to the amount of learning that would take place over 0.56 *additional* years of schooling. It is also worth acknowledging that our VfM analysis accounts for defensible estimates of measurable quantitative impacts. However, there are likely additional benefits of the program such as improved leadership or subjective well-being that could be considered alongside the estimates included in the VfM.

## Recommendations

In this section, we summarize some of the recommendations for future programming. These can be broadly categorized as 1) things IGATE-T has done particularly well and have the potential to be scaled up or adopted by future programs, and 2) opportunities for future programming.

### Intervention components to scale up

**Community Learning Circles (CLCs) offer an effective, flexible approach for providing learners with alternative learning options and have the potential to be scaled up to support marginalized youth.** CLCs were able to build off an existing skilled volunteer network at the community level to provide alternative learning options during the COVID-19 crisis. The success of this pivot speaks to the versatility and importance of such local resources, as well as community-based education support for in-school learners. CLCs provided learners with more informal and, in some cases, more accessible learning options since some learners reported feeling more comfortable asking for help from volunteer facilitators than teachers. By providing more tailored support, these learning channels have helped many struggling students and could complement formal in-school classes in the future. In addition, CLCs also provided learners with opportunities to apply their leadership skills. Peer leaders reported receiving leadership training the previous year

but had not experienced any practical opportunity to practice such skills until CLCs were implemented. This indicates the importance of ensuring girls leadership programs go beyond training, to incorporate opportunities for real-life application, whether through community platforms or at school.

**The participatory teaching methods that IGATE-T has emphasized through the Teacher Professional Development program, as well as classroom walks, demonstration lessons, and ongoing staff support, should be maintained, with regular refresher training to support the continued use of these methods.** These approaches are reported to have helped improve teacher engagement, as well as student learning outcomes. Similar methodologies are now part of the national curriculum, though the IGATE-T methods appear to be more effective according to reports by headteachers. Maintaining teachers' skills in using these methods will be important to ensure teachers and learners continue to benefit from these teaching approaches. Scaling this training approach would be beneficial to other schools as well and enable them to better implement the curriculum.

**The emphasis on improving foundational skills has been effective for facilitating greater improvements in overall learning.** At midline, we found evidence that IGATE-T had improved basic foundational literacy skills. This likely contributed to the broader learning outcomes observed at endline. At midline, we observed that learners who had been struggling with literacy and numeracy at the beginning of the program were the most likely to have successful transition outcomes by midline. Together, this suggests students have been able to build on the foundational improvements they originally experienced. The emphasis on foundational skills appears to be an effective way to achieve more effective, long-term improvements in learning and should be the focus of future programming as well.

**The networks of support that have been established in IGATE-T communities, particularly networks to support victims of gender-based violence (GBV) and abuse, have been effective and have the potential to be scaled up.** These support networks have been effective in dealing with increased incidences of abuse during the COVID-19 lockdowns. The increased support system has also been attributed to improved support for young mothers and other marginalized girls. Now that these networks are in place, it would be relatively efficient to make them available to a broader set of beneficiaries to offer this protection and support.

**Future programming should continue to focus on the specific needs of marginalized populations to enhance efficiency and equity.** The interventions have been designed to address the specific needs faced by the community. Nearly a quarter of IGATE-T students live without either of their parents, and more than two-thirds of households report difficulty in affording girls education. The majority of households report being unable to meet basic needs, and roughly 40% of students report often going to sleep hungry. This is



in line with the project theory of change, suggesting iGATE-T succeeded in reaching significant marginalized populations.

## Opportunities for future programming

**Future programs should adopt a more integrated gender-sensitive approach that focuses on educating men and boys on positive masculinity behaviours in addition to empowering girls themselves.** Community members report that the responsibility is on girls to protect themselves from violence by monitoring their own behaviour more strictly. Although CARE International's Adolescent Development Model does identify boys as having an important role in promoting efforts to reduce GBV, future programming should ensure these messages are consistently reaching peer leaders and communities.

**Given the significance of early pregnancy as a barrier to transition outcomes, additional interventions such as Sexual and Reproductive Health (SRH) campaigns, and programming designed specifically for young mothers (including addressing the stigma associated with teen pregnancy at the peer level) would be important to emphasize from the onset of implementation for future interventions.** Qualitative and quantitative evidence suggests that pregnancy is a significant predictor of failed transition outcomes. Complementing empowerment campaigns with SRH interventions (including access to contraception) could help mitigate this barrier within these communities. However, aside from some peer-led SRH-related discussions added to the CLCs at the end of the program, SRH campaigns have not been a focus of the iGATE-T interventions.

**Relatedly, alternative learning pathways specifically designed for young mothers may be particularly helpful for this subgroup and was recommended by several caregivers.** This could be in the form of tailored CLC or CBE programming, which has already been successful in reaching many young mothers. Young mothers are still stigmatized by their peers, making returning to school difficult. Programs that address stigma at a peer level (for both mothers and girls with disabilities) would be relevant given the significance of this barrier. The increase in pregnancy rates after COVID-19 will increase the need for this kind of programming in these communities in the future.

**Adapting CBE programs to provide vocational training sooner, and managing community expectations about what the CBE program entails, may improve community support for future interventions.** The CBE program helped many learners establish business plans and start their own income-generating activities. There are widespread reports that the skills they learned through the CBE program are valued by communities. However, vocational training came into effect after modules focusing only on foundational literacy and numeracy skills, which girls and communities were not as interested in. Future programming targeted to OOS girls should be tied to the pathways girls and communities are looking for, which may include providing foundational literacy and numeracy training for some students or alongside vocational training. In addition, the provision of start-up kits was a very useful addition to the CBE modules and should be maintained for future



CBE programming. The evaluation of the CBE program was limited by the lack of a comparison group. Given the challenges associated with identifying a comparison group that would allow for an impact evaluation, programs involving OOS girls should adopt other evaluation designs (such as stepped-wedge or variations in implementation timing) to increase the likelihood of having a reliable counterfactual group to make conclusions about the impact of CBE programs.

# 1. Background to the project and endline evaluation approach

## 1.1 Project theory of change and beneficiaries

The Improving Gender Attitudes, Transition, and Education (IGATE-T) project supported 123,333 girls and boys in 9 districts in Zimbabwe between 2017 and 2021. The project consists of four channels of impact, all of which were adapted to respond to the Coronavirus Disease of 2019 (COVID-19) as part of the IGATE-T medium-term response (MTR) plan to support girls and communities during the pandemic and lockdowns.

- **Whole School Development:** Prior to the COVID-19 pandemic, this included professional development training that instructed teachers on participatory teaching methods. In response to the pandemic and associated lockdowns, the project adapted these interventions to include engagement on WhatsApp to support schools in designing back-to-school plans and connecting learners with alternative learning platforms.
- **Community Learning Initiative:** Before the pandemic, this included a Community Based Education (CBE) program targeting learners who were out-of-school to provide literacy, numeracy, financial literacy, and vocational training. In response to the pandemic, this was adapted to support students who could not attend school due to lockdowns in Zimbabwe. This involved the establishment of Community Learning Circles (CLCs) to provide informal instruction to students. Guided by community volunteers and teachers, students were provided with workbooks to continue their education during school closures.
- **Leadership Clubs:** The IGATE-T project trained mentors and peer leaders to support community learning, identify at-risk learners and help connect them to supportive structures, promote back to school campaigns, and lead small group activities for life skills development and resilience. The program also implemented leadership clubs and camps while schools were operating.
- **Community Champions Network:** These networks involved the establishment of the Child Protection Committees (CPC) and other efforts intended to make community members more aware of barriers girls face. These networks were maintained and expanded during the pandemic, particularly to enhance child protection efforts during lockdowns. This also involved working with peer leaders to identify community issues, and working with volunteers to support community learning.

Like the interventions, the evaluation design has also been adapted since midline. In addition to being impacted by COVID-19, Zimbabwe has also been affected by droughts, floods, cyclone Idai, economic turmoil, and political unrest during the IGATE-T

implementation period. To fully understand the IGATE-T project's impact within this context, the project and the fund manager defined new evaluation questions to be answered during the endline evaluation. The new questions and the methods employed to answer them are summarized in the next section.

## 1.2 Context and timeline

During the implementation of IGATE-T, there were many important contextual changes. Before COVID-19 and lockdowns, Zimbabwe faced an economic crisis, droughts, and a political regime change. These unexpected events would have affected IGATE-T communities and beneficiaries and may have introduced additional barriers to girls' education in marginalized communities in Zimbabwe.

During the implementation of IGATE-T, Zimbabwe introduced a new curriculum emphasizing participatory learning methods, which are also a focus of the IGATE-T whole school development model.

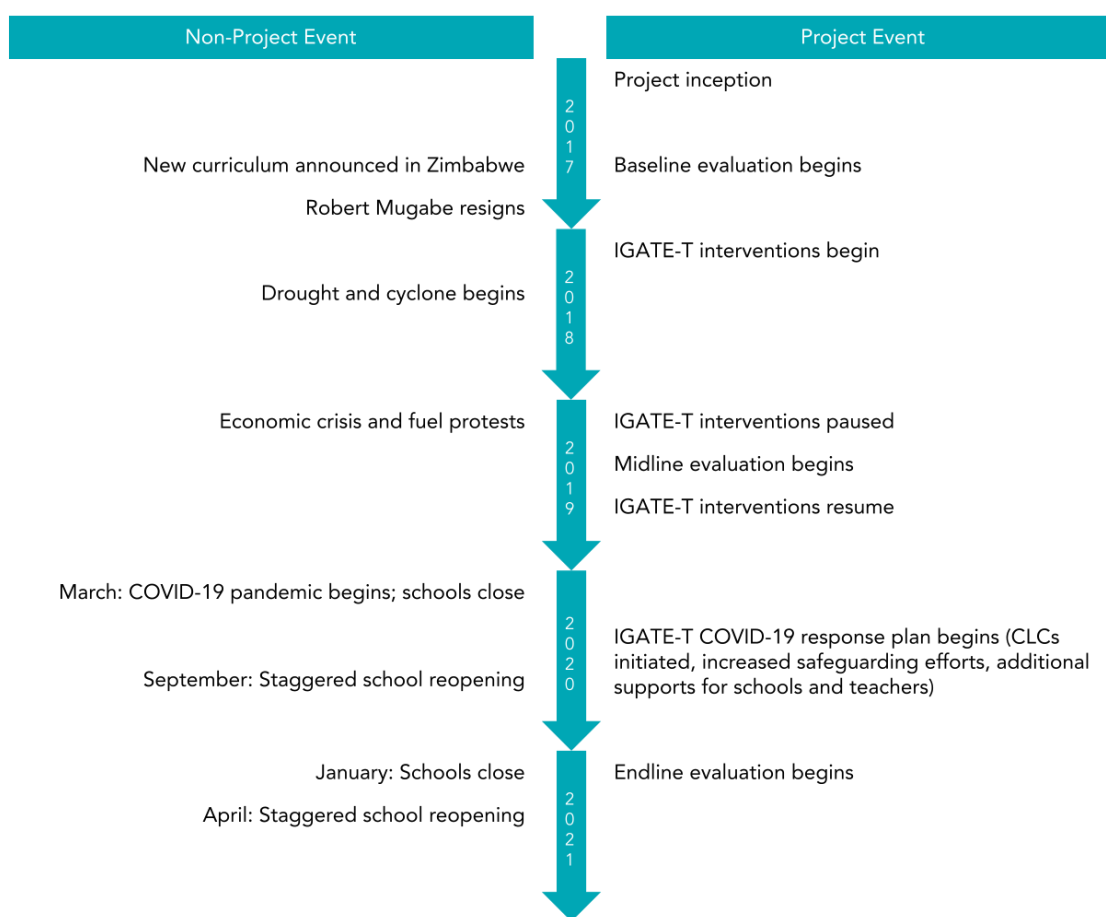


Figure 1.1: Project and event timeline

The comparison-intervention evaluation design is useful because it will be able to control for the impacts of these changes on education outcomes, however, these are important contextual factors to keep in mind when we consider the environment IGATE-T was implemented in. This timeline shows the relative timing of these contextual factors in line with relevant IGATE-T events. More detail on the contextual factors can be found in Annex 1.

## 1.3 Mapping the theory of change, evaluation questions, and evaluation methods

This section provides a summary of the evaluation methods used for the IGATE-T endline evaluation. The evaluation uses a mixed-methods approach to answer the project's questions about learning, transition and sustainability. In light of significant program and contextual changes, the project is seeking to answer a new and larger set of evaluation questions to understand the outcomes that have occurred as a result of the IGATE-T project within this changing environment. In our role as the External Evaluator (EE), our team developed an evaluation matrix to define how this evaluation would answer the new evaluation questions. This framework identifies the methods and data sources for each of the evaluation questions, as well as the indicators that will be measured to answer each question. These questions, as well as a detailed description of the evaluation approach, can be found in Annex 2 but a summary of these evaluation questions has been included in the table below.

Table 1.1 Summary of evaluation questions

Learning	Transition	Sustainability
<p>What are the outcomes related to:</p> <ul style="list-style-type: none"> <li>• Learning for marginalized girls and boys</li> <li>• Girls' and boys' experiences of learning in the school and community</li> <li>• Attitudes, skills, and practices of teachers/headteachers</li> <li>• Leadership skills</li> </ul>	<p>What are the outcomes related to:</p> <ul style="list-style-type: none"> <li>• Transition and outcomes in education and life of in-school girls</li> <li>• Transition pathways for Out of School (OOS) girls</li> <li>• Coping abilities and resilience of marginalized girls to make decisions and take actions on their learning and transition</li> <li>• Other/unexpected transition outcomes</li> </ul>	<p>What are the outcomes related to:</p> <ul style="list-style-type: none"> <li>• Social, religious, and community norms and practices around barriers to girls' education</li> <li>• National and district education priorities, systems, programs before and after COVID-19</li> <li>• The effects of COVID on the education system</li> <li>• Gender and social inclusion</li> </ul>

The mixed-methods approach used for the endline evaluation is a combination of outcome harvesting (OH) — a qualitative method designed to answer evaluation questions in areas where project contribution is not well understood in the theory of change (TOC) — as well as more traditional mixed-methods, which include qualitative analysis and an impact evaluation using quantitative causal analysis techniques.<sup>2</sup> This innovative combination of approaches allows the evaluation to answer the evaluation questions related to parts of the TOC where there is less uncertainty, while still being able to explore the outcomes associated with parts of the TOC that have undergone significant adaptations.<sup>3</sup>

The following figure identifies the areas of the TOC that have changed since midline, and how many evaluation questions related to each outcome rely on outcome harvesting. The choice of analytical methods depends on how well the project's contribution is understood.<sup>4</sup> Where there is a lot of uncertainty in either the contribution or the outcomes being analyzed (because of adaptations in the interventions), OH is the primary evaluation method. Findings from the outcome harvest describe the means of project contribution. This means that outcomes from the outcome harvest are not necessarily representative.

When the contribution is well understood based on existing literature, traditional qualitative analysis and quantitative methods will be used (data permitting), since this doesn't involve additional verification steps that are resource-intensive. As the diagram shows, outcome harvesting has been identified primarily for transition and sustainability-related questions. These are both areas where there is more uncertainty about the project's contribution.

As an example, there is more certainty in the relationships between TPD and learning, so other qualitative and quantitative methods are better suited to understanding outcomes

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<sup>2</sup> The quantitative evidence relies on learner surveys, head teacher surveys, and monitoring data that was collected by the project on learning assessments. At midline, a "top up" sample was added to replace girls who had been lost to attrition and to increase the statistical power of the sample. In Annex 2, we go into more detail about the statistical power available for inference in the samples. Since the monitoring data is much smaller than the rest of the sample, we have limited statistical power to make inferences about learning outcomes. This is less of an issue for other results, which relies on the learner assessments collected by the EE with the local data collection team.

<sup>3</sup> Three of the authors (Cotton, Nordstrom and Veenstra) are concurrently developing an academic manuscript detailing a generalized approach for combining these evaluation techniques for submission to a scientific journal.

<sup>4</sup> The choice also depended on:

- The data sources available. Several data collection instruments were added, changed, or dropped since midline. Notably, the evaluation team did not collect the learning assessments. This is now coming from monitoring sources that had much smaller sample sizes. This led the team to add indicators that relied on additional administrative and qualitative data to answer questions related to learning outcomes. Similarly, since the caregiver survey was also dropped by the project at endline, the team needed to find alternative sources for evaluation questions related to transition outcomes.
- The previous logframe indicators. Based on the updated evaluation questions many parts of the previous logframe were either no longer applicable given the new program areas, or did not fall within the new evaluation scope. However, the evaluation team developed the methods, sources, and new logframe indicators to allow for as much continuity as possible.

related to learning. Specifically, we can look at reported differences in teacher practices between students in intervention and comparison areas, as well as differences reported by headteachers in intervention and comparison areas. This is part of the impact evaluation and is further complemented by qualitative analysis that reviews qualitative transcripts based on the themes identified in the qualitative analysis codebook (see Annex 2 for the codebook). There are still some exceptions (for example, the adaptations introduced after COVID-19 are less well understood), which is why OH is used for 3 of the 7 evaluation questions related to learning. In most cases, OH is complemented by one or more mixed-methods indicators to provide a more comprehensive answer to the evaluation questions.

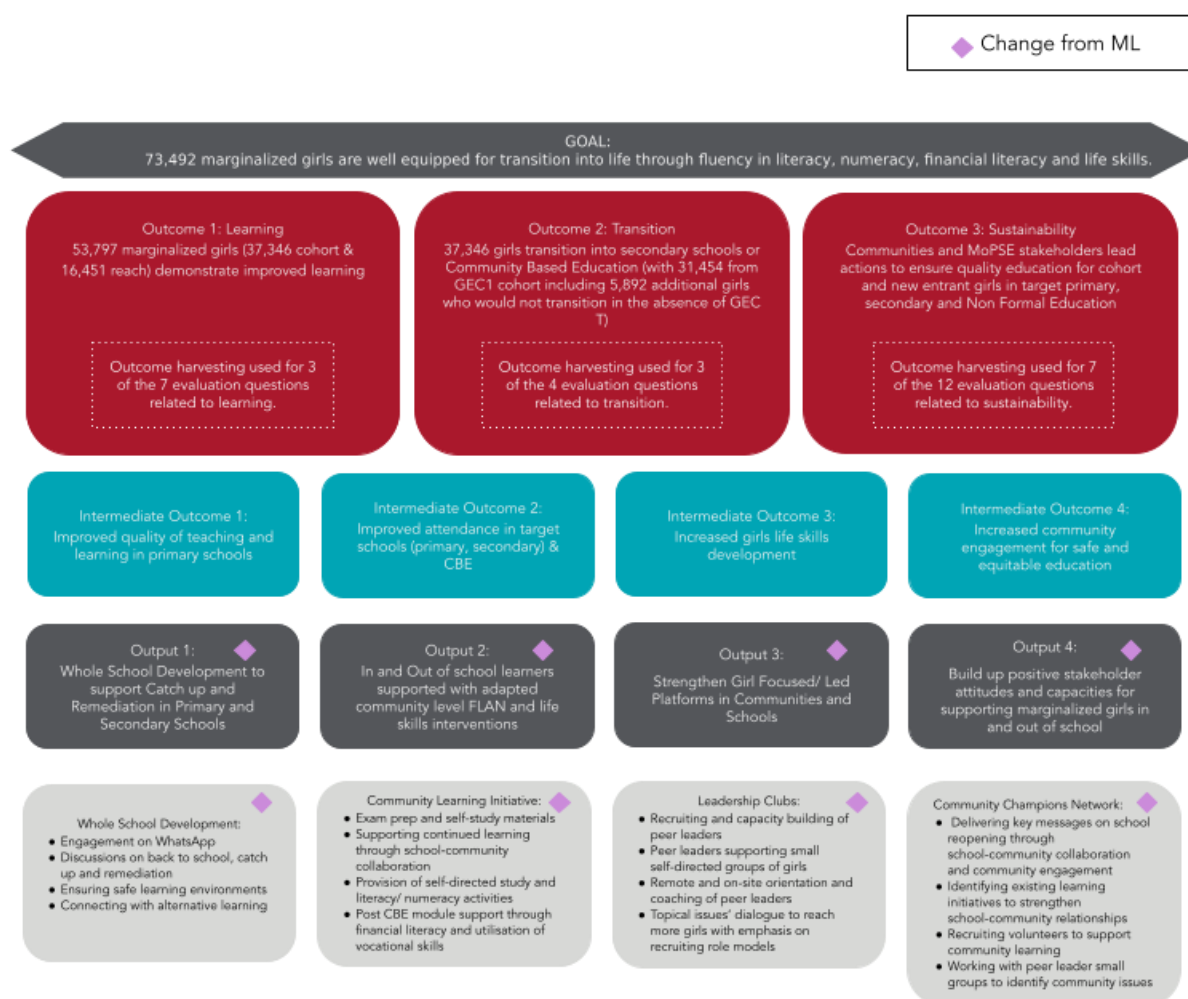


Figure 1.2: Project TOC changes and areas identified for outcome harvest

The Evaluation Framework summarizes the evaluation approach and has been included in this report (see Annex 5). Each of these indicators has been categorized into thematic areas related to learning, transition, and sustainability. These thematic areas define the structure



of this report and are related to learning and teaching practices ([Section 2](#)); transition and resilience ([Section 3](#)); sustainability ([Section 4](#)); and value for money ([Section 5](#)).

This report presents the main findings from each of the evaluation indicators. Note that in most cases, the quantitative results in the body of the report are based on the sample of learners who were included in the sample at baseline and could be recontacted through to endline. This allows for better comparability in the sample for baseline to endline results and midline to endline results.<sup>5</sup> The outcome harvest led to 103 outcomes being harvested. The full set of outcomes can be found in Annex 6, however illustrative outcome descriptions have been included throughout the report in tables reporting on the description, IGATE-T's contribution, the significance of the outcome, and whether or not the outcome has been verified by an external stakeholder.

## 1.4 Evaluation sample and characteristics

At endline, we collected data from 1,060 from the in-school girl sample, 79 girls from the out-of-school sample, and 234 in-school boys. Surveys were also collected from 131 headteachers. We collected the quantitative data from both intervention and comparison areas,<sup>6</sup> and qualitative data from 69 Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) in intervention areas. Our team collected the outcome harvesting data from 49 of these qualitative interviews, leading to 103 outcomes across five outcome domains. See Annex 2 for more detail on the sample, data collection plan, and evaluation design.

Overall, we observe only a small number of differences in the characteristics and barriers reported by learners in the intervention and comparison groups. The percentage of girls living without both parents has grown significantly since baseline. At baseline, the percentages for intervention and comparison are 23.4% and 26.7%, respectively; by endline, both had increased to 40%. Since the rate of orphans stays relatively similar, this could indicate increased levels of migration by parents. This is an important point since we know that learners who do not live with their parents typically do not receive as much support for their education (this is discussed in detail later in the report).

Since the evaluation did not collect data from primary caregivers during endline data collection, several characteristics are not available at endline (for example, questions about

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<sup>5</sup> When possible, quantitative results have also been tested to see if they are “statistically significant”, meaning they are unlikely just occurring by chance. Statistically significant results are indicated using the standard convention, using asterisks to indicate different p-values (\*p < 0.1; \*\*p < 0.05; \*\*\*p < 0.01). As a robustness check, the main results for learning and transition results have been analysed using a first-differences panel model to compare changes in outcomes within the intervention group with the changes in the same outcomes within the counterfactual group. This is commonly referred to as a difference-in-differences analysis, which uses regression techniques to estimate the causal effect of the intervention on the beneficiaries.

<sup>6</sup> Comparison group data collection was not originally planned during the inception phase for the endline analysis, but was added by the project to facilitate better analysis by providing comparison points for how key outcomes changed in areas that were not directly exposed to the IGATE-T program.



household socioeconomic status and resources were part of the caregiver survey so endline measures for these questions are not available for the endline analysis). However, some of the characteristics were able to be recovered through the use of the learner surveys. For example, the number of married participants is larger at endline than at baseline for both the intervention and comparison groups. The number of young mothers also saw similar increases from 0.2% at the baseline to over 1% for both intervention and comparison at the endline.

Household characteristics are similar from baseline to endline between the intervention and comparison groups. One notable trend is the decrease in those who do not speak the language of instruction. The baseline rate for the intervention and comparison groups are 54.0% and 49.2%; this drops to 12.1% and 8.1% at the midline. This is to be expected as learners are mostly in secondary school by endline, and have now been in grades where the language of instruction was English for several years.

Access to a bicycle is another significant difference between the intervention and comparison groups, with 34% of the intervention reporting having access to a bicycle at the endline compared to 1% for the comparison group. Accordingly, there is a notable decrease in the percentage of girls who report feeling unsafe travelling to and from school for the intervention group. These are significant barriers to education for many girls in these communities.

In terms of comparability to the overall beneficiary population, we find very similar demographics. For example, the proportion of girls who are mothers is similar within the sample and the beneficiary population (see Annex 8). We also find similar age distributions. The sample has a higher representation of girls with disabilities and girls who are orphans, however, this seems to be a reflection of changes in the beneficiary distribution rather than changes in the sample since these figures were relatively similar at earlier evaluation points. However, given the importance of these characteristics for the project's evaluation questions, these are important subgroups to have represented in the sample.

## 1.5 Program participation

As figure 1.3 shows, the participation rates for IGATE-T and other virtual training programs for teachers during the COVID-19 pandemic.<sup>7</sup> IGATE-T teachers were more likely to have received any form of remote training, and most of the teachers' training was through the IGATE-T program.

In addition to receiving remote training programs, 90% of headteachers from IGATE-T schools reported using the IGATE-T literacy and numeracy training materials for teacher

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<sup>7</sup> In response to COVID-19, the Zimbabwean government closed schools in March of 2020 and implemented a strict lockdown restricting movement and business activities. The restrictions involved a dusk-to-dawn curfew, closures of all non-essential businesses and mandated facemasks in public spaces. Additional details about the impact of COVID-19 on the education system can be found in Annex 1.

professional development (compared with 8% of headteachers at comparison schools). This suggests that implementation of training and whole school development interventions has been widespread within the evaluation intervention group.

The following table shows the participation rates in IGATE-T clubs, camps, and community learning circles. Participation rates in clubs and camps are lower than at midline, with no more than 35% of girls in the intervention group reporting participating in any of the clubs that IGATE-T offers for girls. Much of this is likely due to the COVID-19 pandemic, which would have prevented in-school clubs from being offered. More students (41%) have participated in the community learning circles offered during the pandemic and grew in popularity as communities realized that school closures could last for an extended period of time.

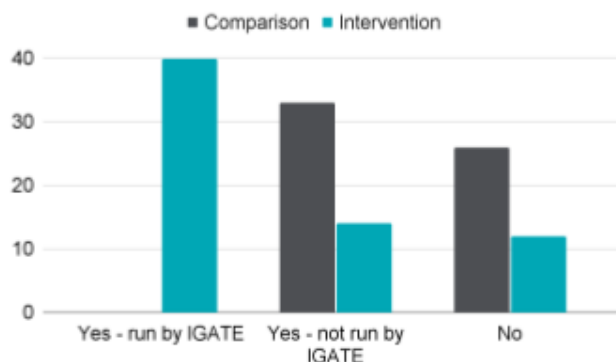


Figure 1.3 Head teacher responses to “Did teachers participate in virtual training programs during the COVID-19 pandemic?”

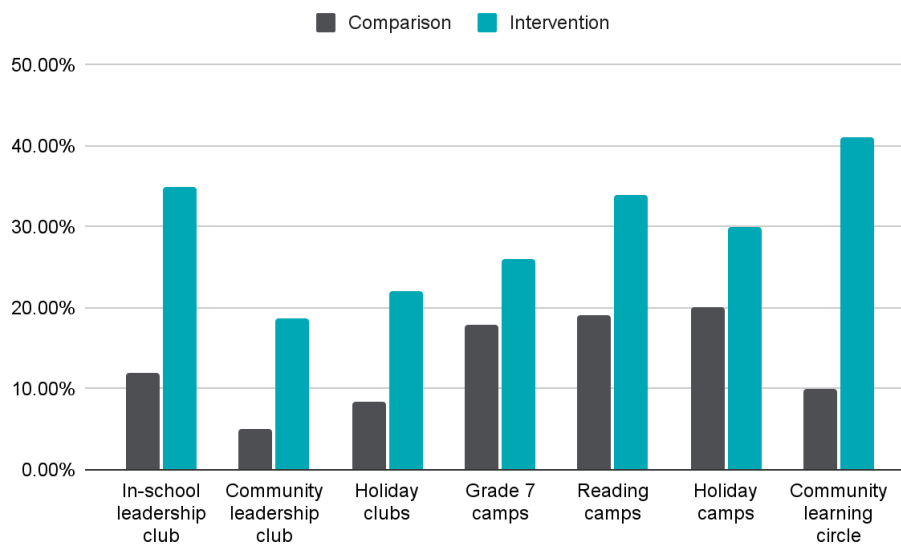


Figure 1.4: Learner participation in IGATE-T related clubs and learning programs

Girls predominantly attended the CLCs.<sup>8</sup> OOS girls and pregnant girls attended in a few cases, but it was typically in-school girls, including struggling learners (who were still in school at the time of lockdown).

Although we can confidently speak to the impact of IGATE-T on the outcomes of girls, sample size constraints generally limit the confidence around other subgroup analyses. There are, however, some subgroup results worth highlighting. We will discuss them in the following sections.

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<sup>8</sup> This is based on qualitative evidence from the evaluation. This is supported by project monitoring data, which shows that 60% of CLC participants were female.

## 2. Key learning and teaching findings

This section answers the evaluation questions related to learning, which seek to understand what the outcomes are related to:

- Learning outcomes for marginalized girls and boys
- Girls' and boys' experiences of learning in the school and community
- The quality of teaching and learning in schools
- Attitudes, skills, and practices of teachers
- Attitudes, skills, practices of headteachers towards Whole School Development, and Teacher Professional Development classroom practices
- Girls' leadership skills

Learning outcomes have been one of the main outcomes evaluated since baseline, and are primarily answered using quantitative indicators to measure changes in test scores and teaching practices. This is combined with qualitative reports from learners and headteachers to further identify and explore the changes in attitudes and teaching practices that IGATE-T has brought about. Outcome harvesting is also used to comment on outcomes related to learning beyond the school and enhanced community support for learning (when relevant to learning outcomes).

**Learners and communities widely report improvements in literacy and numeracy as a result of IGATE-T interventions, particularly since midline.** This is likely due to a combination of things. First, at midline, the project had improved learners' most basic learning skills. The project was able to use these insights from midline to focus their approach on building foundational skills, which has likely allowed for even greater learning to take place between midline and endline on more advanced literacy and numeracy skills. Second, the CLCs offered effective and positive learning experiences for participants that helped improve their literacy and numeracy skills. There is strong qualitative and quantitative evidence to suggest that students and community members feel they have experienced improvements in learning and leadership after participating in learning channels provided by the project.

**IGATE-T has also improved teacher attendance, engagement and the use of participatory teaching methods.** Teachers in IGATE-T schools had much lower absenteeism rates and were also more likely to have been trained on how to use participatory teaching methods. Headteachers reported that the training their teachers received had contributed to improvements in overall teaching quality. However, grade seven students reported little change in their experiences of in-class learning. This included experience of physical punishment, frequent teacher absences, and lack of support for struggling students. A more detailed discussion of the indicators related to these evaluation questions is discussed below. The section concludes with detailed answers to each question.

It is worth noting that there have been many programmatic changes in response to COVID-19 that affect the channels of impact for learning outcomes. As discussed in section 1, this includes the introduction of CLCs and additional resources provided to teachers and schools to support learners during the pandemic-related lockdowns, and when schools reopened.

## 2.1 Learning outcome findings

### 2.1.1 Change in literacy test scores

The following table shows the average standardized literacy scores<sup>9</sup> for IGATE-T girls in primary and secondary schools for both the intervention and comparison groups. The table also shows the difference between the two groups and the p-value (which measures how likely the result is due to chance) of these differences, which measure how likely it is that the changes are due to chance.

**The average difference between the changes in outcomes the two groups experienced between the baseline and endline was positive and statistically significant for primary school girls, and positive but not statistically significant for secondary school girls.<sup>10</sup> Between midline and endline, the change in literacy is both positive and statistically significant for the overall between midline and endline.** On its own, this supports claims that the program has positively impacted girls' literacy, especially the younger beneficiaries. This is also consistent with the changes observed at midline, where the IGATE-T interventions positively affected foundational literacy skills among younger students, which would have made even larger literacy improvements possible by endline. Note that the sample size limitations typically imply that the effect sizes have to be quite large for statistical tests to identify them as significant.

Figure 2.1 shows the distribution of literacy scores changes for those whose baseline literacy scores were above and below the median. When comparing the intervention and comparison group distributions there is a clear shift to the right for those whose baseline literacy scores were below the median. **This means that IGATE-T improved the test scores most for those who had been the weakest learners at the beginning of the project.** This is consistent with the project's theory of change, which focused on foundational skills.

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<sup>9</sup> Test scores are standardized by grade level, based on the subtasks that were collected at all data points for each cohort. More details on the standardization method is included in Annex 2.

<sup>10</sup> In this section, "primary" refers to girls who were in grade 7 at endline (end of grade 3 at baseline) and "secondary" refers to girls who were in form 4 at endline (end of grade 7 at baseline).

Table 2.1: Change in standardized literacy test scores (girls only - by intervention group including top ups)

Grade	Intervention		Comparison		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
Primary	1.61	1.01	1.26	0.68	<b>0.35**</b>	0.04	<b>0.34**</b>	0.02
Secondary	0.97	0.83	0.83	0.53	0.14	0.68	0.30	0.15
Overall	1.31	0.94	1.14	0.62	0.17	0.26	<b>0.32***</b>	0.01
Overall sample size	116	170	93	133				

Statistical significant is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

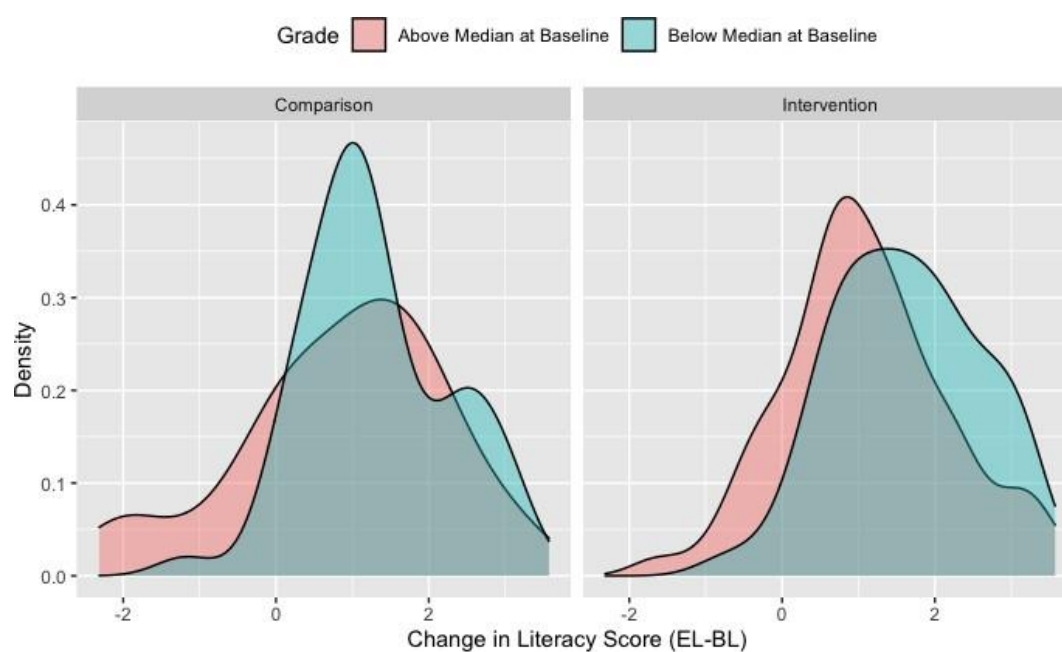


Figure 2.1: Distribution of literacy score changes based on baseline literacy scores

## 2.1.2 Change in numeracy test scores

The following table shows the average standardized numeracy scores for IGATE T girls in primary and secondary schools for both intervention and comparison groups, as well as the difference between the two groups, and the p-value of the differences.

**Between midline and endline, the change in numeracy is both positive and statistically significant for the sample overall. The average difference in numeracy scores across intervention and comparison groups, between the baseline and endline, was positive but not statistically significant for both groups of in-school girls. Since the data for test scores are coming from monitoring data and not the main evaluation sample, the sample**

size is quite small which limits the evaluation's ability to precisely identify the true impact of the program on outcomes. Only impacts that are large in magnitude are likely to be identified as being statistically significant, as is the case with primary school students' literacy test scores. With this in mind, even though the results for numeracy are not statistically significant in all contexts, the positive direction of the coefficient (and the relatively low p-value, which is a measure of how likely a result is due to chance) is encouraging.

Figure 2.2 shows the distributions of change in numeracy scores for those whose baseline literacy scores were above and below the median. When comparing the comparison and intervention group there is a clear shift to the right by the below-median group, once again indicating that **the project has had the largest impact on those who had been the weakest students at the beginning of the project**. The fact we do not observe this in the comparison areas suggests that this is because of IGATE-T.

Table 2.2: Change in standardized numeracy test scores (girls only - by intervention group, including top ups)

Grade	Intervention		Comparison		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
Primary	0.11	0.10	0.20	-0.07	-0.09	0.96	0.17	0.18
Secondary	-0.65	0.18	-0.47	-0.21	-0.18	0.40	0.39	0.12
Overall	-0.19	0.14	-0.07	-0.12	-0.12	0.36	<b>0.26**</b>	0.04
Overall sample size	116	170	93	133				

Statistical significant is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.



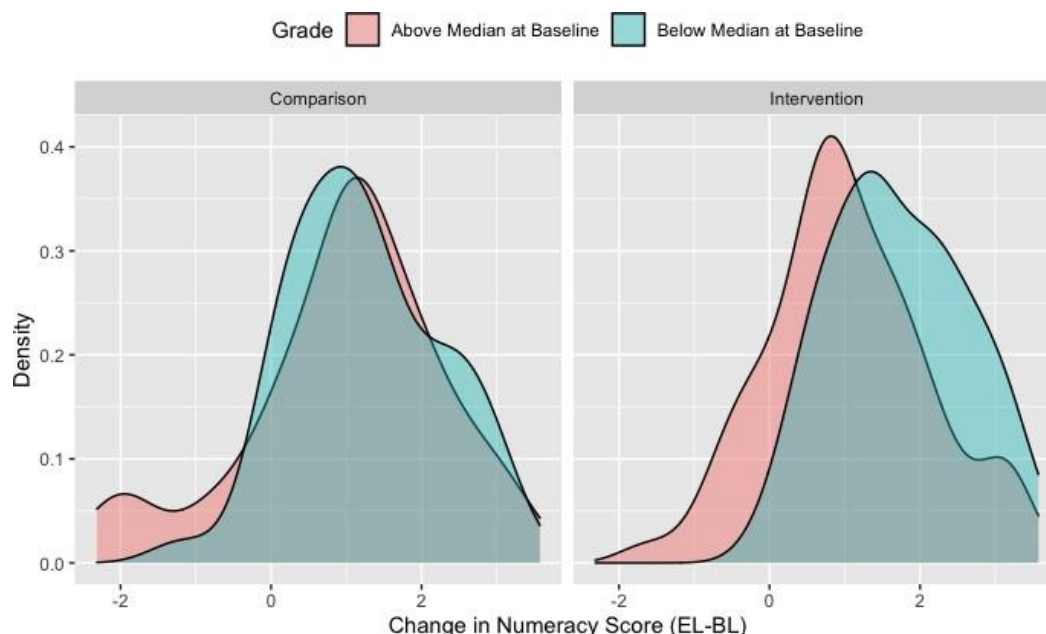


Figure 2.2: Distribution of literacy score changes based on baseline literacy scores

These literacy and numeracy mean differences are consistent with regression results, which are included in Annex 7. These present an alternative method for measuring the treatment effects. The coefficients from the baseline to endline regression are included in Figure 2.3. As discussed in the following sections, these results are likely attributable to the participatory teaching methods used in classrooms and CLCs.

Figure 2.4 also shows the changes in numeracy and literacy test scores since baseline for students who had participated in different IGATE-T interventions compared to other members of the IGATE-T intervention group. We cannot interpret these findings as causal since participation in the actual interventions was voluntary, so the girls in these groups may be systematically different from girls in the rest of the intervention group. However, we observe that **CLC participants are more likely to have experienced greater improvements in both literacy and numeracy than the rest of the intervention group.** The differences in numeracy test scores are statistically significant compared to both the rest of the intervention group and the rest of the

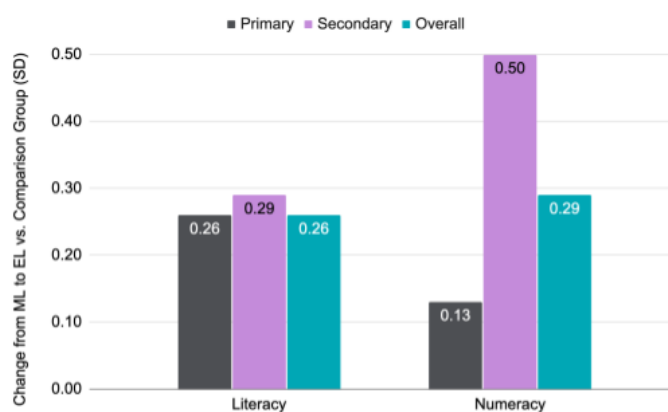


Figure 2.3: Regression coefficients for literacy and numeracy impacts



comparison group. Though this is not causal evidence, this is encouraging when we consider it alongside the broader qualitative evidence. We don't observe similar differences in learning attributable to leadership club participants compared to others, however, the leadership clubs have not been a distinct intervention since midline. Since midline, this has been delivered through the CLCs.

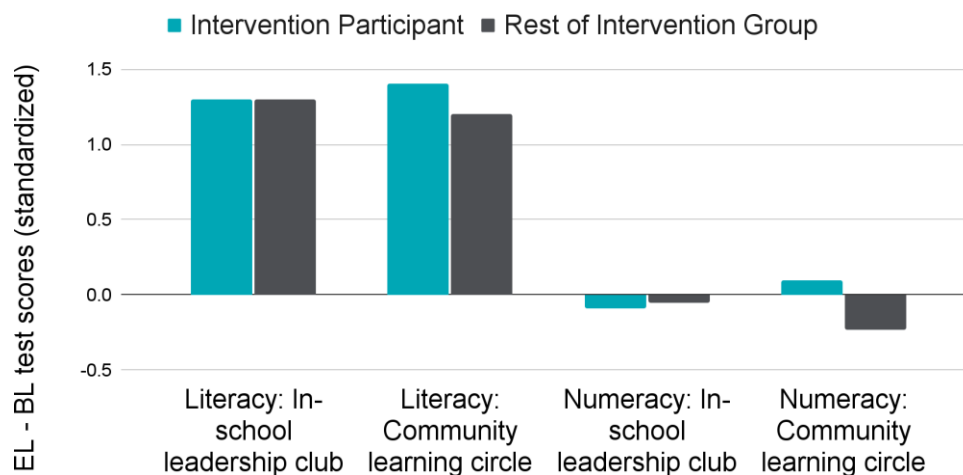


Figure 2.4: Difference in literacy and numeracy changes since baseline by program participation (girls, intervention group only)

While it seems clear that students who participated in the CLCs are doing better in literacy, students report doing at least slightly better in both literacy and numeracy. Within the overall IGATE-T sample, 360 learners in the IGATE-T intervention group participated in IGATE-T's community learning circles (CLCs), meaning 41% of the overall intervention group participated.<sup>11</sup> When asked about how these students felt that the CLCs contributed to their literacy and numeracy skills, over 80% of students reported being at least slightly better at math and literacy because they participated in CLCs. These results are consistent with what was observed in the qualitative data, with most people reporting positive learning changes attributable to the CLCs. In KIIs and FGDs, in-school learners cited CLCs as their primary learning channel during school closures. Girls also report that the peer-to-peer learning, catered support, and use of reading cards in CLCs assisted them in improving their literacy, in particular. This is discussed in more detail in section 2.2.

<sup>11</sup> Note that 10% of the comparison group also reported attending a CLC. This could be an indication of spillover, or of similar projects being implemented in comparison areas. Spillover and contamination is discussed in more detail in Annex 2.

Table 2.3: Self-reported impact of community learning efforts (intervention group)

Indicator	Literacy	Numeracy
Much better at maths/reading now	208 (58%)	152 (42%)
Slightly better at maths/reading now	129 (36%)	148 (41%)
No change in maths/reading	23 (6%)	58 (16%)
Slightly worse at maths/reading now	0 (0%)	2 (1%)

Statistical significant is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

## Foundational skills analysis

The following figure shows which literacy subtasks students have improved in most since baseline, compared to the comparison group.<sup>12 13</sup> Like at midline, **the largest gains are coming from the most foundational skills**. The results are consistent with the project's theory of change and design, which has focused heavily on improving foundational literacy and numeracy skills. This suggests these efforts have been successful and should support future learning as students have the basics to learn more advanced literacy and numeracy skills. The results above suggest this is already taking place since we now observe overall changes in literacy scores for primary students. We did not observe any overall changes at midline but did observe positive changes in the most basic foundational skills. Together, this suggests **the improvements to foundational skills contributed to greater learning changes by endline overall and that these foundational skills continue to be improved**.

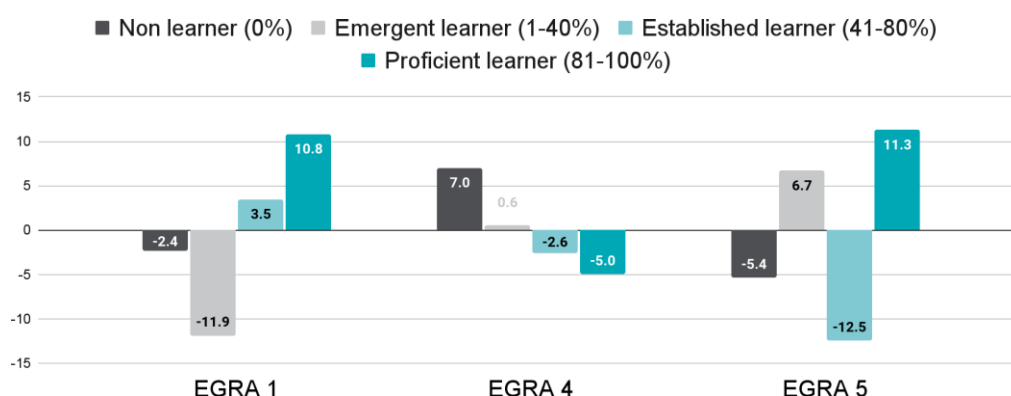


Figure 2.5: Changes in literacy foundational skills between BL and EL

The project specifically targeted weak foundational skills in its design. This is relevant to both primary and secondary school students, and weak foundational skills have been observed in the evaluation data since baseline. Given previously identified relationships

<sup>12</sup> The associated tables, as well as the equivalent analysis for numeracy subtasks, are in Annex 7.

<sup>13</sup> Note that the learner assessments did not include Secondary Early Grade Reading or Mathematics subtasks.

between poor learning skills and transition, this emphasis on foundational skills is important to facilitate further learning gains and to prevent dropouts.

## Subgroup analysis

This section compares the literacy and numeracy results for participants of each program activity and by gender. **We observe few significant differences between changes in intervention and comparison group outcomes by subgroup.** We suspect sample size limitations are likely to drive the lack of significance in the subgroup analysis. We know from the regression analyses referenced earlier that even when overall results are similar to some subgroups (in terms of coefficients), the overall regressions are significant when the subgroup analyses are not. For the most part, the subgroup analysis suggests that the positive effects on literacy likely extend across subgroups. One exception to this comes from the analysis of orphans, for which there is a (marginally) significant negative impact of being in the intervention group relative to the comparison group. Orphans make up a vulnerable group of learners who often live in child-headed households, or with caregivers that are non-biological or elderly. As such, they have lower levels of support for their education and transition outcomes.

Table 2.4: Change in literacy test scores (by subgroup, reconnects only)

	Comparison		Intervention		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
All Girls	1.14	0.66	1.31	0.87	0.17	0.26	<b>0.21**</b>	0.04
Boys	1.03	0.73	1.05	0.86	0.03	0.92	0.13	0.60
Disabled	0.97	0.83	1.20	0.84	0.24	0.70	0.01	0.98
Orphans	1.64	1.13	0.60	0.68	<b>-1.05*</b>	0.06	-0.45	0.35
Apostolic	1.08	0.62	1.40	1.00	0.32	0.27	0.37	0.12
Chivi	0.89	0.53	1.26	0.79	0.37	0.12	0.26	0.18
Insiza	1.28	0.44	1.12	0.79	-0.16	0.75	0.35	0.28
Mangwe	1.60	0.70	1.46	1.11	-0.15	0.69	<b>0.40*</b>	0.10
Mberengwa	1.04	0.71	1.45	0.87	0.41	0.11	0.15	0.44

Statistical significant is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

Table 2.5: Change in numeracy test scores (by subgroup, reconnects only)

	Comparison		Intervention		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
Girls	-0.07	-0.06	-0.19	-0.01	-0.12	0.36	0.05	0.63
Boys	0.36	0.19	0.00	0.04	-0.36	0.27	-0.15	0.62
Disabled	0.20	0.10	-0.33	0.06	-0.53	0.32	-0.04	0.93
Orphans	0.08	0.02	0.17	0.69	0.09	0.86	0.67	0.11
Apostolic	-0.01	-0.21	-0.01	0.18	0.00	1.00	0.38	0.15
Chivi	-0.32	-0.18	-0.10	-0.01	0.23	0.26	0.16	0.42
Insiza	0.59	0.63	0.41	0.28	-0.18	0.64	-0.36	0.26
Mangwe	0.51	0.40	0.13	0.39	-0.38	0.39	-0.01	0.97
Mberengwa	-0.26	-0.51	-0.44	-0.08	-0.18	0.47	<b>0.43**</b>	0.02

Statistical significant is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

Limited sample sizes make it particularly difficult to detect significant impacts on literacy and numeracy scores in the subgroup analysis. This is the case except for the analysis of midline-to-endline improvements in the Mberengwa district, for which we see a significant impact. It may also have to do with the type of students enrolling in CLCs being different in Mberengwa than in other districts, as we discuss below.

We also use the outcome harvest to explore additional learning outcomes through outcome domain four, learning beyond the school.

As shown in the following outcome description, the outcome harvest findings suggest that in some communities, struggling learners benefited greatly from attending CLCs because it provided more one-on-one support from facilitators and peers, but that there was unequal access to support across all communities. In addition, different subgroups of learners benefited differently across regions and communities. For example in Insiza, CLCs mostly benefited children from more educated households; children who stayed with elderly caregivers did not get the necessary support at home to complete their homework. However, in Mberengwa and Chivi, primarily struggling learners attended CLCs, including disadvantaged children (orphans and those who could not afford fees). For these types of vulnerable learners, the CLCs provided an alternative learning opportunity to formal school.

#### 70. Struggling learners who could not afford school fees improved literacy and numeracy skills through CLC attendance

##### Description

Community Learning Circles were implemented in Takavarasha area, Chivi District from 2019 – 2020. Many of the learners that attended were vulnerable children whose family could not afford school fees. They initially struggled with the reading cards and learning exercises and found them too difficult. After attending for several weeks, struggling learners showed progress in reading and maths.

<b>IGATE Contribution</b>	<p>The CLC facilitator supported this outcome by conducting regular outreach to parents and children to encourage participation. She provided catered support to struggling learners and encouraged children to help each other with the learning exercises. She also purchased a radio using their own money to further promote the program and attract children to join.</p> <p>IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, and soap.</p>
<b>Significance</b>	<p>The CLCs were very important because it is a rural setting and learners don't have access to other alternative learning options, such as through TV or internet. The lockdown provided financial relief to caregivers who struggled to pay school fees, but still wanted their children to learn. The CLC model appears to be an effective way to support vulnerable children in the community and improve basic learning outcomes, provided that vulnerable learners have access. This could potentially encourage more children to re-enrol in school.</p>
<b>Level of Verification</b>	High

During the lockdown period, both the qualitative and outcome harvest analysis found that, although CLCs *can* be very effective in helping vulnerable children, it was mostly educated caregivers who sent their children to alternative learning channels. The data also found that learners who did not attend CLCs or have access to other learning supports during school closures did not perform as well in class when schools reopened. Therefore, the barriers that orphans faced in regards to learning at home likely caused them to fall further behind in class. This is discussed further below.

### 2.1.3 Change in pass rates and literacy and numeracy test scores

Overall, **there were no significant differences in the national exam pass rates as a result of IGATE-T.**<sup>14 15</sup> This was included at inception as a possible additional source of learning outcomes, however, there is no detectable change on pass rates.

<sup>14</sup> In Annex 7, a supplementary table shows that there were also no significant differences in the number of students who took the grade 7 exam in intervention areas compared to comparison areas, which may have been an indication that the interventions led more students to take the exam, which was thought to be a barrier to girls' education in this context. However, reports from qualitative data report that the grade 7 exams do not pose significant barriers to girls' pursuit of education.

<sup>15</sup> The data for these indicators came from administrative and project data. Grade 7 national exam pass rate data was provided by the project's partners, and the subset of evaluation schools was analysed.

Table 2.7: Change in grade 7 exam pass rates (by intervention group)

	Intervention Group			Comparison Group			Diff in Diff (EL- BL ) (Intervention - Comparison)	Diff in Diff (EL- ML ) (Intervention - Comparison) <sup>16</sup>
	BL Score	ML Score	EL Score	BL Score	ML Score	EL Score		
Girls	0.484	NA	0.323	0.485	NA	0.382	-0.076	NA
Boys	0.426	NA	0.208	0.399	NA	0.287	-0.085	NA
Overall	0.423	0.360	0.262	0.446	0.446	0.339	-0.062	0.010

Note: Due to imbalanced panel data the difference in differences estimates (which come from a regression analysis) are not the same as taking the difference between the means.

## 2.2 Alternative learning channel outcomes

In this section, we explicitly consider the indicators related to alternative learning channels regarding student learning outcomes. Since this is an area where the TOC is not well understood, this was a large focus of the outcome harvest. We support this by broader qualitative and quantitative analysis. **Overall we find that the CLCs effectively provided access to learning during school closures, which contributed to improvements in learning.** This is consistent with quantitative findings discussed earlier, providing insights into the channels through which the program influenced learning outcomes.

Across all four districts, learners, CLC facilitators, and headteachers reported that CLCs improved learning outcomes for participants, particularly in literacy. Progress in literacy was noted by thirteen CLC facilitators, including resident teachers acting as facilitators, and three of four FGDs with caregivers. For example, one facilitator in Chivi stated:

*"I had some kids who were totally down in terms of reading. I took every grade who wanted to. When I first met them I was not happy with the way they were reading. So, as time went by [learners] showed me some great improvement. Especially in reading these cards I got from IGATE."*  
- KII with CLC Facilitator, Chivi

COVID-19 presented a very challenging context, where direct training and project monitoring was limited, if not impossible, due to health regulations. The rapid mobilization of the CLC model was only possible because of the existing network of community volunteers across the treatment areas. The majority of CLC facilitators were already trained as CBE facilitators or were resident teachers familiar with IGATE-T teaching methods and approaches. This enabled the successful implementation of the model as a crisis response. It is important to note that for future programming that wishes to use a similar model to support in-school learners in their communities in a non-crisis, the CBE volunteer training model could be adapted to the same effect. This would include training of the volunteers themselves, as well as promoting their work throughout the community via local

<sup>16</sup> Gender disaggregated data was not available in 2019.

leadership, and ensuring that there were positive working relationships and support from the local schools. All three factors were essential to the success of CLCs.

In some communities, CLCs have continued to function, even after school reopening. For example, one CLC facilitator in Mberengwa explained that “even now that [learners] are going to school, they come and get materials and I remember a certain teacher calling, telling me that I have seen what you did with this child.” In addition to demonstrating the adaptability of the CLC model to respond to other learning challenges, such as teacher strikes and rotating class schedules, it also suggests that there is a high demand for additional community-based learning support and that the model is sustainable once the necessary trained volunteers are in place. The reasons for this success, including mobilizing existing networks of volunteers with school support, providing more equitable access to learning support, practical learning materials, and a safer space to ask questions, are explained in more detail below. Overall, the model shows potential for more diverse applications.

During the lockdown, CLCs were reported to be very effective in keeping children in the community engaged in learning. They promoted several participatory learning methods, including peer-to-peer support. As mentioned previously, reading cards<sup>17</sup> became a very popular resource that captured learners' attention through stories and pictures and allowed learners to build upon their existing literacy skills. A CLC Facilitator in Insiza describes how “the children fell in love with the stories as they are captivating and some fell in love with reading.” Many children and CLC facilitators claimed to see progress in reading as a result of the activity, which is consistent with what was observed in the quantitative data discussed earlier.

The outcome harvest also found that learners who attended CLCs tended to perform better in school in learning outcomes and their respect towards teachers. The contribution story also demonstrates the effectiveness of working with influential teachers in local communities and the importance of building positive relationships between the school and the community. This was particularly important in the crisis response when IGATE staff had limited in-person contact with local volunteers; facilitators had to rely primarily on support from teachers.

**In school learners who attended CLCs participated more in class and performed better once schools were reopened**

<b>Description</b>	A resident teacher from Village Godheni has over 100 learners at her school. She has observed that since schools have reopened, the students that attended CLCs during lockdown are participating in class more and performing better compared to other children who did not attend CLCs.
<b>IGATE</b>	The resident teacher contributed to this outcome by distributing learning materials, training

<sup>17</sup> IGATE-T distributed reading cards that had short stories or written passages designed to reflect various reading levels, accompanied by comprehension questions.



<b>Contribution</b>	CLC facilitators on how to facilitate learning circles, and marking the work that learners completed. She also discussed the importance of education and parental support with caregivers, and encouraged them to send their children to CLCs.  IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, soap, and radios. They also provided many materials for educating people on COVID so that caregivers were not afraid to send their children to CLCs.
<b>Significance</b>	CLCs seem to have positive influences on learners' interest and willingness to continue learning in school. One risk that may result, however, is that children who were not able to access CLCs could fall further behind in class.
<b>Level of Verification</b>	High-High-High

CLCs also addressed an issue of education access during COVID lockdowns. In many of the communities in the evaluation sample, the CLCs were the only option for alternative learning during school closures due to lack of rural access to radio and TV programs, combined with the financial strain that precluded widespread use of private tutoring and online learning options.

*“This is a rural setup and the children have no other platforms for learning, unlike in town where children can make use of televisions and internet. So these learning centres helped the children a lot because the children now have no time to just lie idle.”*

- KII with CLC Facilitator, Chivi District

As discussed in section 2.1, **a common sentiment across many communities was that CLCs also opened more equitable access to education during the lockdown.** This is further exemplified by Outcome 72 in Annex 6.

Two peer leaders and one mentor reported benefiting from learning materials and activities that IGATE-T shared over Whatsapp, but the majority of CLC facilitators said that this was not an effective method to reach community members since limited access to mobile phones among caregivers. A CLC Facilitator in Mangwe described that she “didn’t send [materials] via phones. When we wanted to try, some parents said that they don’t have phones with WhatsApp and it made it hard, so we would do everything when they come to the centre. And then we would also borrow the learners some cards so that their parents help them from home.” This was reiterated in Insiza:

*“Yeah we used them, but we noticed that the number that takes up WhatsApp platforms is not encouraging. So you realize that this one is not assisting the learners because only a few were taking up the lessons.”*

- KII with Resident Teacher/CLC Facilitator, Insiza

Finally, apart from one exception in a community in Mangwe, **learners and facilitators report that children were more comfortable asking for help from volunteer facilitators, compared to teachers at school.** In turn, facilitators emphasized that every child “is running their own race” and that teaching should be based on current knowledge and skills



rather than their “grade level.” This emphasis on tailored support, and creating a safe environment where students are comfortable asking for help and admitting what they don’t know, has helped struggling learners to improve incrementally.

*“I have some children, you know as a fellow parent they take me like a parent. Kids have a sort of fear of teachers. So they are free when they are with me. When I make them read they are free but with a teacher they think they will be beaten. I think they were helped a lot.”*

- KII with CLC Facilitator, Mberengwa

## 2.3 Teaching practices

The discussion thus far has focused on learners’ experiences with alternative learning channels. These discussions focused heavily on CLCs, which was a major focus of the project during COVID-19. This section focuses on learners’ experiences with different teaching practices that were affected by the iGATE-T program, both before and after the COVID-19 pandemic.

### 2.3.1 Learners’ experience of teaching practices

**In quantitative surveys, more than 95% of students report that teachers encourage questions, group work, and use teaching resources in their lessons.** However, as the following table shows, **students in the comparison group have similarly high reports of these practices**, so this may not be due to iGATE-T alone and may have been influenced by the new curriculum, which also emphasizes participatory learning methodologies. The iGATE-T training provided practical training on how to apply the participatory methods that are emphasized within the national curriculum. This may mean the curriculum made teachers more receptive to the training that iGATE provided, which may explain the finding that headteachers report the training to be more effective than other types of training (discussed in the next section).

Table 2.8: Learners reporting observing specific teaching practices (girls only, reconnects only)

Indicator	Intervention Group			Comparison Group			Intervention - Comparison			
	EL	EL-ML	EL-BL	EL	EL-ML	EL-BL	EL-BL	P Value 1	EL-ML	P Value 2
Encourages questions	98%	+1pp	+2pp	98%	+1pp	+2pp	0pp	0.90	0pp	0.64
Makes suggestions for study improvements	95%	+1pp	+1pp	94%	+3pp	+3pp	-2pp	0.55	-2pp	0.55
Uses teaching resources	98%	+3pp	+6pp	97%	+2pp	+4pp	+1pp	0.91	+2pp	0.22
Directs hard questions to boys and girls equally	94%	+2pp	+0pp	96%	+3pp	+4pp	-4pp	0.19	-1pp	0.76
Uses physical punishments	48%	+0pp	-6pp	51%	+0pp	-6pp	0pp	0.94	0pp	1.0
Uses examples in lessons	92%	+4pp	+3pp	92%	+5pp	+2pp	+1pp	0.24	-1pp	0.92
Teacher frequently absent	20%	+0pp	-8pp	25%	+9pp	-2pp	-6pp	0.16	-9pp***	0.01
Sample Size	535			525						

Statistical significance is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

During the focus groups with in-school girls, the most commonly cited teaching practice that has improved last year was support for struggling students. We found this change across Insiza, Chivi, and Mangwe.<sup>18</sup> Girls reported that teachers provided one-on-one support to help students sound out words using phonics. Teachers encouraged peer work between struggling learners and more proficient ones, handed out separate work, or made learners repeat a grade (Chivi), which differed from previous years. One in-school girl describes the change as follows:

*“There has been a change... before, they would just let us all write our work, whether everyone understood or not.”*  
- FGD with in-school girls, Mangwe District

During FGDs, other referenced methods included peer-to-peer learning, as described by one girl in Insiza, “we do group work and help each other,” as well as greater participation of learners in class. For example, an in-school girl in Mangwe states, “you read and then tell the class what you read about.”

However, it is important to note that this was only reported among grade six students. Grade seven students reported little change in their experiences of in-class learning. This included experience of physical punishment, frequent teacher absences, and lack of support for struggling students. In-school grade seven girls in Mangwe and Insiza both confirmed that their grade seven teacher does not help struggling learners. This remains a cause for concern and a potential risk factor for transitioning to secondary school. This has

<sup>18</sup> FDG with in-school girls was not conducted for Mberengwa District

also been widely reported in both the intervention and comparison groups, with over 20% of learners reporting their teachers were frequently absent. However, these rates have declined by over eight percentage points since baseline in the intervention group, compared to only a two percentage point decline in the comparison group. **This suggests teacher absenteeism is becoming less common in the intervention areas.** One headteacher in Mangwe suggested that the new teaching methods engaged not only learners but also teachers, which has improved teacher absenteeism.

Some of the other teaching practices that in-school girls found useful included doing group work, playing games, and using reader cards. These were not referenced frequently in the qualitative data, however, some participatory activities were more widely reported in the quantitative data.<sup>19</sup> For example, roughly two-thirds of girls reported their teachers had used things like number lines and counters. In addition, 28% of girls reported their teachers had used flashcards, though only 10% of girls in the intervention group reported their teachers used games specifically.

It is interesting to note that many new teaching practices, such as peer work, participatory methods, games, and tailored support to struggling learners according to their literacy level, were referenced many times by in-school learners when asked to describe their experience with alternative learning channels. This indicates the utility of such methods more broadly.<sup>20</sup>

### 2.3.2 Teachers' experience of teaching practices

**There is strong qualitative and quantitative evidence that teachers are still well-versed in the participatory learning methods that were covered in the IGATE-T teacher training modules and continue to find the new methods very useful.** The qualitative data from KIIs with teachers suggest more systematic and consistent use of new teaching methods, than KIIs with in-school students. Teachers across all four districts reported that practical work keeps the learners more engaged and helps them understand concepts better. Games have also increased their participation and comprehension. This is consistent with their experience at midline.<sup>21</sup>

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<sup>19</sup> Because in-school learners were interviewed very shortly after schools reopened, their experience of in-class teaching methods could have been more limited, especially under the pressure of the new condensed curriculum. However, their reports of CLCs confirm that participatory teaching methods are effective in engaging students and improving their comprehension and data from quantitative surveys indicates that during the month after the lockdowns ended, learners still observed high rates of effective teaching practices. From the KIIs with in-school girls, it remains unclear whether they are being systematically applied across the schools, or across grades within a school.

<sup>20</sup> When asked about how effective learners felt participatory teaching methods were in their classes, over 99% of students in both intervention and comparison groups agreed that these methods were helpful for students their age.

<sup>21</sup> It is important to note, however, that there are simultaneous government initiatives such as the Performance Lag Address Program (PLAP) that have the same objectives. Many head teachers and resident teachers specifically reference PLAP when discussing support for struggling learners. This doesn't rule out IGATE-T's influence, but may suggest the program only reinforced existing directives.

*“Well because of such games, you find that even if the teacher is not in class, the students will go read those activities. You find that those who complete their work early - they then go back to those activities as they are waiting for the next lesson to start... because they enjoy those activities.”*

- KII with Headteacher, Mangwe District

Four headteachers (one in each district) report that they have seen improvements in students' learning outcomes as a result of implementing the new teaching methods, with particular emphasis on slow learners. In addition, headteachers cite regular use of practices such as headteacher walks, teacher professional development, and demonstration lessons. This is also reflected in KIIs with MoPSE officials.

*“It was very effective because the new foundational literacy and numeracy thing was very effective because even up to now they are still using those methods that were learning there. Because you will find out that most of our learners are lagging behind and you will find out that those literacy and numeracy guides are assisting a lot in trying to make children catch up.”*

- KII with District Official, Insiza

However, whether these methods are being fully and consistently implemented now that schools have reopened remains unclear. Many headteachers refer to practices that they employed before lockdown and subsequent school closures. Since schools have reopened, the story is more complex because of the pressures imposed by the condensed curriculum. A headteacher in Mberengwa reports that teacher morale is low; teachers strikes, poor pay, and the new rotating school schedules have been discouraging.

*“It’s very difficult to evaluate the issue of new practices under the current scenario. I mean the situation in school due to the prevailing incapacitation - [sic] because you can’t properly judge whether its lack of knowledge, or unwillingness to improve the practices because the moral in the system is not that good - for people to exhibit their best.”*

- KII with Head Teacher, Mberengwa

The following table shows that, despite these challenges, the efforts introduced by IGATE-T have led many significantly more headteachers to report that their teachers were more likely to have participated in training at endline.

Table 2.9: Headteachers reporting changes to teaching practices contributing to learning

Indicator	Intervention	Comparison	Difference	P-Value
School conducts regular professional development sessions in-school	96%	89%	7pp	0.14
Training, workshops, or in-school PD, contributed changes in teacher knowledge	96%	85%	11pp**	0.05
Teachers attend off-site training	96%	79%	17pp***	0.00
Teachers involved were in virtual platforms (school and education-related) during the pandemic	71%	44%	27pp***	0.00
Reopening assessments	93%	89%	4pp	0.40
Reopening training	93%	89%	4pp	0.40
Catchup plans	97%	98%	-1pp	0.64
Sample Size (n)	70	61		

Statistical significance is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

In addition to attending more training, headteachers in the intervention group were also more likely to report that the training their teachers received contributed to greater improvements in learning outcomes for students. They also reported this training increased teacher engagement, suggesting that teachers received more training and that this training was more effective in intervention schools.

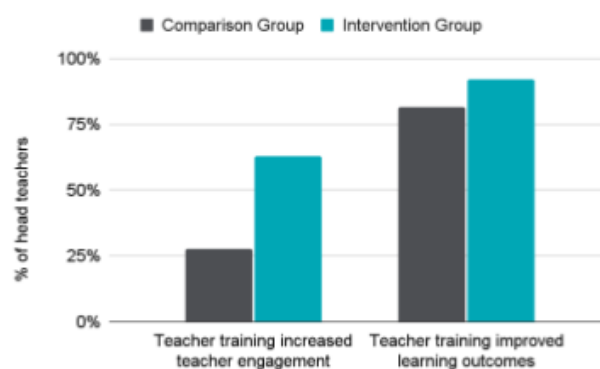


Figure 2.6: Head teacher perceptions of teacher training impacts

## 2.4 Leadership

**At endline, peer leaders demonstrate increased leadership abilities compared to midline, but still face barriers to decision-making.** At midline, both quantitative and qualitative findings suggested that in-school girls did not demonstrate a strong sense of leadership and had little decision-making power. However, at endline, learners have experienced improvements in leadership assessments and report greater roles and responsibilities within their peer groups, particularly through the CLC program.<sup>22</sup> Despite their greater

<sup>22</sup> Peer leaders in Insiza, Mangwe, and Chivi played important roles in recruiting learners for CLCs, monitoring the distribution of learning materials, and providing peer support to struggling learners during learning

leadership roles, many girls still face barriers making decisions in regard to their transition pathways. Most girls report that such decisions are typically made by their caregivers.

Offering girls tangible roles and responsibilities have been effective in developing their leadership abilities, which includes self-confidence, assertiveness, visioning, and organization. The focus of peer leadership programming in the last year of implementation shifted to provide more actionable ways for girls to apply leadership skills. Peer leaders were able to recruit and organize participants for CLCs, coordinate the distribution of learning materials during the lockdown, support peer-to-peer learning, and lead regular SRH discussions on a variety of topics, such as peer pressure, early marriage, and menstruation in both formal and informal settings. For example, many peer leaders brought discussion topics to CLCs and led interactive dramas related to different issues, but some girls also used informal opportunities, such as when girls gathered to collect water, to share what they had learned and encourage their peers to join CLCs.

Most girls were also able to identify some personal goals and role models, many of whom were volunteer facilitators and mentors. The roles that girls adopted in the CLCs also enhanced their status amongst their peers, creating a virtuous cycle where they could then take on larger roles. One peer leader in Mangwe reported that other girls in her community now “want to be a peer leader just like me.” In another example, the outcome harvest found that one peer leader improved their literacy to such a degree that she could facilitate CLC sessions independently when the community volunteer facilitator was away. Providing girls with the opportunity to practice tangible leadership responsibilities increased their enthusiasm about the peer leadership role as well as girls’ ability to fulfil the role.

Peer leaders in certain communities also actively discussed issues such as peer pressure, bullying, early marriage, assertiveness, and resilience in groups of up to 15 girls at school and in their communities. This enabled girls to develop a broader network of support as well as resilience to negative peer pressure, as described in the outcome description below. The IGATE contribution in this outcome also highlights the importance of providing girls with the opportunity to apply their leadership skills regularly, in practical ways.

**87. Girls have improved their resilience to negative peer pressure through increased sources of support (mentors and peer leaders)**

<b>Description</b>	There is a lot of negative peer pressure in the community of Mbawulo. For example, children influence each other to steal, to date boys for money, or to date before they reach maturity, which puts them at risk of abuse and/or early pregnancy. Now, girls are resisting peer pressure, making better choices, and occupying their time studying instead of wandering around the village being idle.
<b>IGATE Contribution</b>	The peer leader in Mbawulo was key to this outcome. She was trained to speak up against peer pressure, as well as provide advice and support girls in her community. If the issue is bigger than what she can handle, then she goes to the mentor and seeks her advice and

sessions. Only two of the seven peer leaders interviewed showed no evidence of performing any peer leadership-related activities or roles.

	<p>intervention. She meets with girls on Saturday and Wednesday and encourages them to use the reading cards and focus on studying in CLCs.</p> <p>IGATE provided training for peer leaders and workshops on child abuse. They also trained mentors and community case care workers in the community to assist children with peer pressure and abuse.</p>
Significance	<p>Girls are more resilient to negative peer pressure and have good supports and role models within the community. Peer leaders have also increased their roles and responsibilities through new activities that they led during the COVID-19 pandemic. This has resulted in peer leaders gaining more influence and positive regard from other girls in their community.</p>
Level of Verification	<p>High- Medium - High</p>

The improved leadership among girls was validated among select religious leaders and community volunteers. A religious leader in Mangwe said that there are a few girls in their congregation who are now more confident; “some children have grasped that to the extent of being able to preach,” while CCWs also reiterates this in regards to power dynamics within households, as explained by the caseworker in Mberengwa:

*“But now because of IGATE we are now clever, even the men now know that we are clever I can give an example of a lady who was forbidden by the husband to leave the house she wasn't allowed to go anywhere even though she was learned but when we started giving her knowledge and advice she gained confidence to speak up and talk to her husband giving him points, she was allowed to move around she managed to come and learn at the CBE, she went to college, now she is into hairdressing buss. She is making money.”*

Many examples of increased confidence and leadership among girls were referenced in relation to the CBE program. CBE facilitators and community members consistently noted that as girls gained practical skills and were able to earn income, they became more confident in themselves and their abilities. This is consistent with what we observed within the quantitative analysis, which finds that there have been **improvements overall in youth leadership scores since midline.**<sup>23</sup>

<sup>23</sup> This is consistent with what we observed in the regression analysis, which can be found in Annex 7.1.



Table 2.10: Differences in youth leadership by intervention group (girls only, reconnects only)

Intervention Status	Mean YLI Aggregate Score (n = 1060)			n
	EL	EL-BL	EL-ML	
Comparison	57.65	2.62	1.16	525
Intervention	58.59	3.61	2.66	535
Diff (I-C)	0.95	0.98	1.51	
P-Value	0.10	0.25	0.07*	

Statistical significance is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

However, it should be noted that these improvements have not been universal. The quantitative findings show that the improvements in leadership skills have been largest in Mangwe and Chivi compared to the comparison group (see figure in Annex 7). YLI changes are also the largest for CLC participants. It is also worth noting that the changes in leadership outcomes are also not correlated with learning outcomes.

## 2.5 Conclusions on learning and teaching

The indicators discussed in this section are designed to inform the answers to each of the evaluation questions related to learning and teaching practices. Based on the results presented above, here we consolidate the findings to answer each evaluation question directly.

### 1.1.a. What are the outcomes that have occurred/are occurring as a result of the project in relation to the learning outcomes for marginalized girls and boys?

The impacts on both literacy and numeracy were positive and statistically significant between midline and endline. Learners and communities widely report improvements in literacy and numeracy as a result of IGATE-T interventions. This is consistent with earlier evaluation points, which identified improvements in foundational skills that would have made it easier for students to experience even greater gains by endline, as observed. CLCs have prevented learners from lagging behind, compared to peers who did not attend, and increased literacy among some learners, and improved attendance.

The analysis from baseline to endline did not detect significant impacts of literacy, numeracy or grade seven pass rates for the sample overall, possibly due to sample size constraints. However, between baseline and endline, a significant positive improvement in literacy skills for learners in primary school.

### 1.1.b. What are the outcomes that have occurred/are occurring as a result of the project in relation to girls and boys experience of learning in school and community?

There is strong qualitative and quantitative evidence to suggest that students and community members feel they have experienced improvements in learning after participating in learning channels provided by the project, particularly the CLCs, which improved literacy and numeracy skills for participants overall, and for some of the most vulnerable students (including those who could not afford school fees). The more tailored and participatory teaching methodologies adopted by teachers in schools and volunteers in community education programs (CLCs, CBE) helped struggling learners improve incrementally and may have contributed to the decreased teacher absenteeism observed in intervention schools. IGATE-T interventions have also made learners more interested in reading more generally.

In-school girls also report that caregivers and community members are more supportive of a variety of educational supports; children are not only encouraged to go to school, but also frequently allowed to attend community-based lessons. KIIs with community members and caregivers confirmed that since COVID-19, they see that there are opportunities for education outside school. Many caregivers are embracing other methods, such as CLCs and CBE to either complement or substitute formal schooling.

**1.1.c. What are the outcomes that have occurred/are occurring as a result of the project in relation to girls' leadership skills?**

Learners who attended CLCs have demonstrated improved disposition, attentiveness, confidence, and adherence to instructions compared to peers who did not attend. Overall, IGATE-T also contributed to improved leadership skills for girls.

**1.1.d. What are the outcomes that have occurred/are occurring as a result of the project in relation to the quality of teaching/learning in school?**

IGATE-T has had a significant impact on teacher attendance, with much lower teacher absenteeism reported in intervention schools compared to comparison areas. Teachers in IGATE-T schools were also more likely to have been trained, and headteachers reported that the training their teachers received had contributed to improvements in learning and overall teaching quality. In general, there seems to be a consensus among teachers and headteachers that the improved teaching practices (specifically, participatory learning methods) have contributed to improvements in learning for students as well. Training on these kinds of methods has become part of the national curriculum since IGATE-T began, which may explain why participatory teaching methods are observed in roughly equal proportion in the comparison and intervention groups. However, headteachers in IGATE-T schools were more likely to report that the training their teachers received contributed to improved learning outcomes for students.

**1.1.e. What are the outcomes that have occurred/are occurring as a result of the project in relation to attitudes, skills, practices of teachers?**

As discussed above, teachers and headteachers from IGATE-T schools report that teachers are using more effective teaching practices since receiving training from the IGATE-T program. However, contextual factors including teacher strikes, poor pay, and challenges presented by COVID-19 (including compressed curriculum and rotating school schedules) have contributed to low morale. Despite this, it appears that IGATE-T has contributed to improved teacher attendance and more effective teaching practices. Teachers in both intervention and comparison areas were more likely to be reported to use participatory teaching practices, but this is associated with improved teacher *effectiveness* and student learning more often by schools that received IGATE-T training.

**1.1.f. What are the outcomes that have occurred/are occurring as a result of the project in relation to attitudes, skills, practices of headteachers towards WSD, TPD focused classroom practice?**

The training provided through the TPD program appears to have contributed to improved teacher engagement and better learning outcomes for learners, according to evidence from the headteacher survey and qualitative interviews. Although teachers in both intervention and comparison schools were reported to have been using participatory methods at roughly equal levels (and students reported these practices at equally high rates), headteachers in the intervention group perceived the training to be more effective than what was provided to comparison school teachers. The WSD program may also have contributed to more widespread response plans, as intervention schools were more likely to have plans for training teachers on reopening plans and to continue blended learning.

Headteachers were very well versed in the participatory methods, approaches, and activities that were presented in the TPD modules. All of the headteachers and resident teachers interviewed remained well-versed on participatory learning methods, games, and other interactive approaches to teaching in class post-COVID. A variety of methods and approaches were cited by teachers and headteachers as effective in increasing learner engagement and comprehension. Responses centred on child-centred approaches that encourage more active classroom participation, as well as the use of games, and tailored support for struggling learners. Furthermore, teachers and headteachers across the entire sample perceive that interactive lessons and games improve comprehension and learning outcomes, especially for struggling learners. There is a consistent, strong emphasis on supporting struggling learners through diagnostics and remediation as well.

**1.2.a. How successful have the adaptations to teaching and learning of foundational literacy and numeracy been across various contexts (primary, secondary, community education before and after/during COVID-19) and what can we learn from this? How successful have these been for learners?**

It is clear that nearly all teachers were still using more participatory teaching methods that have been the focus of the IGATE-T TPD and the new Zimbabwean curriculum. These methods contributed to the efficacy of in-class learning before COVID-19 as well as

continued learning that took place in CLCs after school lockdowns. Headteachers and teachers across all districts frequently mentioned the efficacy of child-centred approaches for improving learning outcomes for students but also for improving teacher engagement. Many new teaching practices, such as peer work, participatory methods, games, and the provision of tailored support to struggling learners according to their literacy level, were referenced many times by in-school learners when asked to describe their experience with alternative learning channels. This indicates the utility of such methods more broadly, which should inform future programming. Furthermore, teachers and headteachers across the entire sample perceive that interactive lessons and games improve comprehension and learning outcomes, especially for struggling learners.

There is a consistent, strong emphasis on supporting struggling learners through diagnostics and remediation as well. This kind of diagnostics may also explain how the foundational skill development observed at midline has evolved into more widespread learning gains, particularly for primary students, since IGATE-T may have been identifying the specific students and subjects that needed additional attention. This kind of tailored approach to struggling learners, and the use of diagnostic tools is a takeaway the program can learn from for future programming.

## 3. Key transition and resilience findings

This section of the report answers the evaluation questions related to transition and resilience, which seek to understand what the outcomes are related to:

- Transition and outcomes in education and life of in-school girls
- Transition pathways for Out of School (OOS) girls
- Coping abilities and resilience of marginalized girls to make decisions and take actions on their learning and transition
- Other/unexpected transition outcomes

Like learning, transition has been one of the main impacts being evaluated since baseline. **IGATE-T has not had a significant impact on transition outcomes for in-school girls**, despite improvements in reported support by caregivers and community leaders and the perceived reduction in barriers provided by the project. **However, the CBE program and the CLCs were both identified through the outcome harvest and other qualitative data as providing positive transition opportunities to (temporarily and permanently) out-of-school and in-school youth, respectively.** After participating in CBE, over 75% of girls were either self-employed, or participating in an attachment, course, or formal education.

In terms of coping abilities and resilience, the outcome harvest found that across all districts, **CLCs helped to promote resilience and positive coping mechanisms among girls who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth.** However, we do not see this translate into an increase in girls' reported or measured abilities to make independent decisions about their transition pathways. A more detailed discussion of the indicators related to these evaluation questions is discussed below. The section concludes with detailed answers to each question.

### 3.1 Transition for in-school learners

One of the unique features of the IGATE-T program is that the project provides interventions to both in-school and OOS girls. In this section, we discuss the barriers related to transition that girls experience, and the outcomes that we observed for in-school learners related to IGATE-T.

#### 3.1.1 Transition pathways

**COVID-19 resulted in many setbacks and more pronounced barriers to transition for girls across all four districts examined by the evaluation compared to baseline.** As a social

welfare officer in Mberengwa described, “I mean, in terms of the girl child, the pandemic was a disaster.”

**Overwhelmingly, the largest barrier preventing girls from transitioning in school was pregnancy**, according to KIIs and the outcome harvest. This was unanimous across a variety of sources, from ministry officials to caregivers and community volunteers. As shown in the following table, the quantitative data did not identify pregnancy as a common barrier. Motherhood/pregnancy rates are relatively low but have increased slightly since baseline.<sup>24</sup> For context, with 2.1% of the sample being mothers, we would expect approximately 815 girls to be mothers across all direct beneficiaries.

Table 3.1: Motherhood rates among in-school girls

Intervention Status	% Mothers at EL	% Mothers at ML	% Mothers at BL	EL-ML	EL-BL
Control	4.1%	0.0%	0.2%	4.1%	3.9%
Intervention	2.9%	0.6%	0.2%	2.3%	2.7%
Diff I-C	-1.2%	0.6%	0.0%	-1.8%	-1.2%

Statistical significance is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

During the lockdown, informants commented that pregnancy usually resulted from either “idleness” and consequent bad behaviour amongst teenagers, or gender-based violence. This was a common issue discussed across all four evaluation districts.<sup>25</sup>

It is interesting to note that early pregnancy prevented girls from returning to school, primarily due to ill-treatment from other learners. Caregivers’ attitudes towards pregnancy were much more supportive. One mother described how once a girl becomes pregnant, it is hard for her to return to school for fear of being laughed at.

*“Yes, for a pregnant girl to come to school with that big stomach, hmmm. Even if as a parent you push her, she won’t come unless you tie her with a rope and drag her to school. She will be afraid of being laughed at. Even as a parent I will feel for my child as she will be the laughing stock of the school. But if there was adult learning, like that was done a long time ago where an old woman like me can still learn.” - FGD with Female Caregivers, Chivi*

We discuss additional barriers presented by early pregnancy in Annex 7.2.1.

<sup>24</sup> Regression analysis of the impact of the IGATE-T interventions also found no significant relationship between the intervention and pregnancy/motherhood rates. Similarly, the intervention had no effect on marriage. However, as discussed earlier, it is very likely that learners who were pregnant or mothers would be difficult to recontact, especially when we consider that the local consultant’s field work plan only allowed for one day at each sampling point (making it less likely girls would be recontacted if they were not at the school or close by). Note that there is a correlation between transition and pregnancy or motherhood, with marriage or pregnancy being associated with a 38% decrease in transition rates. This is consistent with qualitative reports that indicate pregnancy or marriage as major barriers to transition.

<sup>25</sup> This is consistent with national trends. Since COVID-19 shut down schools, nearly 5,000 young girls have become pregnant in just January and February of 2021. (Source: [UNICEF, 2021](#))



A similar issue prevented disabled children from going to school. Although attitudes towards educating disabled children have improved, there is limited support for them in schools and ill-treatment by peers. One mother in Chivi states, “we value sending disabled children to school but the teachers to attend to them are not available here. The disabled children are lacking the special teachers to attend to them.” Where schools have special resources and support for disabled learners, their attendance is higher. For example, a headteacher in Chivi describes how his school accommodates the needs of seven disabled learners:

*“At this school we have a resource unit specifically for those with disabilities, especially the mentally challenged. But we have others with disabilities within the system that are catered for in the usual classes. But those who are mentally challenged, they have a special class which is the resource unit. Normally in this resource unit we do not have many, we have seven so far.”* - KII with Head Teacher, Chivi.

However, the Ministry official in Chivi says that most schools do not enrol many disabled children because “we are lacking facilities. No wheelchairs, and the distance is too long.” Furthermore, a girl in CBE (Chivi) suggests that disabled learners drop out of school because of “ill-treatment by other leaders - some may not treat them as their schoolmates.”

Another common transition barrier is the lack of school fees. Caregivers reported that COVID-19 resulted in economic hardships for many families, which reduced household income and ability to pay school fees.

*“COVID gave us a lot of challenges, even to source for money to prepare for 2021 for a child who is going to grade 1 was a challenge. There were no means to source for money. Our livelihoods were affected.”*

- FGD with Female Caregivers, Insiza

This was corroborated by ministry officials and CLC facilitators as well (see Annex 7.2.2, which discusses other economic barriers to transition).

Other important transition barriers included long distances to school, especially for secondary students, and poor school infrastructure. These remain important transition barriers, similar to midline. Long distances not only pose physical barriers to school but also expose girls to abuse. For example, a headteacher in Chivi states:

*“We are saying the longer the distance a girl child walks, the more she is exposed to challenges..... Taking an example, a child comes from Shongamiti. From here to Shongamiti is almost four kilometers... So we are saying when the girl child travels alone, boys will say it is a chance given. Do you see what I mean?”*

To explore other barriers to transition in the quantitative data, the EE used machine learning techniques (including elastic net, lasso, random forest) to explore which variables



were the most common predictors for transition outcome.<sup>26</sup> This exercise identified several common features that were associated with worse transition outcomes:

- Being late for school at midline
- High chore burdens
- Became pregnant
- Came from households that didn't pay fees
- Didn't feel safe travelling to school / were far away from school
- Had caregivers in certain professions associated with lower levels of formal education
- Lower leadership skills

Conversely, factors that enable transition include living close to the school, having educated caregivers, and performing well in school. The last point was very important at midline and suggests that even if a learner is not a top-performing student, if they show signs of improvement, caregiver support for their education tends to increase.

These are consistent with the project's theory of change. However, identifying these specific characteristics is useful to fully understand how IGATE-T has affected the "process" learners follow in their transition outcomes. In this context, dropping out is typically thought to be a process, rather than a discrete event. This analysis can identify the specific factors that influence this process, and then analyse the effect that IGATE-T has had on those factors. This is particularly useful if we consider that, compared to the comparison group, girls in IGATE-T schools have not experienced any significant changes in transition rates, as shown in the following figure.

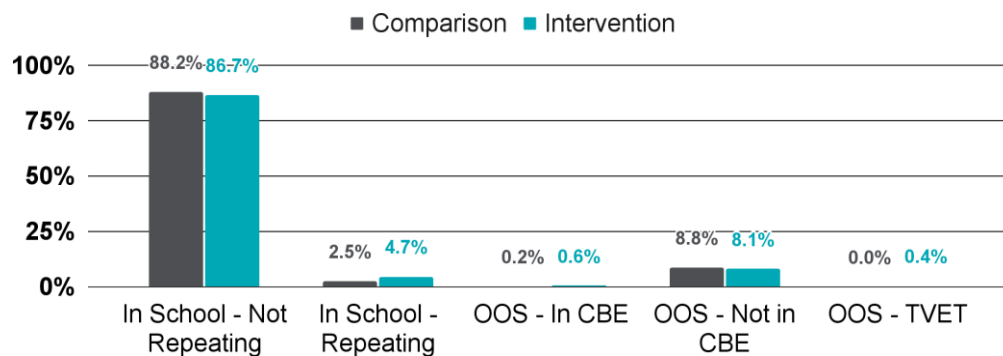


Figure 3.1: Transition Status of Girls by Intervention Status at Endline (In-school sample)

**Since baseline, transition rates have fallen for learners in both the intervention and comparison areas.** Transition rates were high at midline, and have since fallen to below 90%. This is driven by declines among secondary school students, who now have transition

<sup>26</sup> One of the authors is concurrently developing an academic manuscript detailing this procedure for submission to an academic journal (Nordstrom, 2021).

rates of about 85%. Transition rates have fallen by similar amounts in the intervention and comparison groups since baseline or since midline (note that none of the differences in the following table is statistically significant). This is consistent with the findings from the regression analysis, which also finds that the impact of the IGATE-T project on transition is not statistically significant. So even though the coefficients are negative, we cannot conclude that they are significantly different from zero, especially considering the larger sample size.

Table 3.1: Transition rate - In-school sample

School	Intervention Status	BL	ML	EL	EL-BL	EL-ML	Sample size
Primary	Comparison	94.26%	89.43%	96.99%	2.73%	7.56%	133
	Intervention	92.11%	91.60%	91.47%	-0.63%	-0.12%	129
	Difference	-2.16%	2.17%	-5.52%	-3.36%	-7.69%	
Secondary	Comparison	94.90%	96.30%	85.46%	-9.44%	-10.84%	392
	Intervention	94.57%	95.47%	85.22%	-9.35%	-10.25%	406
	Difference	-0.33%	-0.83%	-0.24%	0.09%	0.59%	
Overall	Comparison	94.74%	94.52%	88.38%	-6.36%	-6.13%	525
	Intervention	93.97%	94.49%	86.73%	-7.24%	-7.76%	535
	Difference	-0.77%	-0.02%	-1.65%	-0.88%	-1.63%	
Boys	Comparison	75.00%	90.00%	92.68%	17.68%	2.68%	123
	Intervention	100.00%	100.00%	87.39%	-12.61%	-12.61%	111
	Difference	25.00%	10.00%	-5.30%	-30.30%	-15.30%	

Attrition and the fieldwork design may limit the evaluation's ability to measure transition.<sup>27</sup> The endline data collection also did not collect data from caregivers, which had been the main source of transition data at baseline and midline and allowed the evaluation to comment on the status of learners who may have been difficult to contact. This is described further in Annex 2.

The relationship between YLI scores and transition rates is examined in Table A7.10 in Annex 7. An increase in YLI scores from midline to endline is associated with a 0.27% increase in transition rates.

<sup>27</sup> Although attrition rates were in line with what was expected, the field work design agreed on by the project and the local consultant only allowed for one day per sampling point, and targeted the number of completed individuals rather than the number of contacted individuals which may have incentivized enumerators to target learners that were easiest to find, preventing learners who had migrated after marriage or to find work from being counted (both of which would be unsuccessful transition outcomes if the learner was not participating in formal or informal education or was not gainfully employed and over the age 18).

### 3.1.2 Caregiver support for transition pathways

Caregiver support for transition pathways was identified through a number of qualitative sources. For in-school girls, it was in caregivers' willingness to send children to CLCs during the lockdown and to send children back to school once schools were reopened. For other children, it was identified through caregiver support for CBE.

**We find that the implementation of vocational training increased caregiver support for CBE.** This was seen across several outcomes in the outcome harvest, and in KIIs with OOS girls, caregivers, and CBE facilitators. An illustrative outcome is included below. This finding is discussed in more detail in section 3.2. The outcome describes how the skills and income that participants gained through CBE were greatly valued by caregivers and the community. The contribution story also highlights the important advocacy work that CBE facilitators conducted in their communities to enable OOS children to participate in the program. This is particularly significant since caregiver support was initially low and only increased towards the end of the implementation, when vocational benefits could be observed.

#### 33. Caregivers have more value for their OOS children who completed CBE

<b>Description</b>	In Bvute, Mberengwa and the surrounding area, caregivers have become more supportive of the CBE program after observing the benefits that CBE graduates bring to their families. The OOS girls were able to start income-generating activities and contribute their earnings to their families. Caregivers report that they can now afford the basics in their home, through income from sewing and baking, or that their children are now more helpful on their homestead through better knowledge of gardening. The graduates completed CBE in 2019 and the change in caregivers' respect towards the girls was recorded in 2020.
<b>IGATE Contribution</b>	The CBE facilitator contributed to this outcome by promoting the program within the community, discussing the benefits with both children and their caregivers. They also provided counselling and support during the lessons.  IGATE designed the CBE program, trained volunteers, and provided the learning activities and vocational training. IGATE also provided materials like flip charts, and conducted field visit assessments.
<b>Significance</b>	Families' quality of life increases with the additional income earned by CBE graduates.
<b>Level of Verification</b>	N/A

The outcome harvest found that in 5 of the 23 outcomes harvested related to enhanced community support for learning (Outcome Domain 2). Caregivers also demonstrated support by providing more study time during the lockdown, allowing their children to attend CLCs, and buying materials to support learning at home. This is explored further in section 4.2.4.

The outcome harvest also found that **caregiver's willingness to send children to CLCs was initially low but increased dramatically by the second lockdown as caregivers**

**realized school closures were not just a short-term setback.** At first, parents were very sceptical about letting their children gather because of fears of COVID. Some even accused facilitators of spreading Satanism until more sensitization was conducted.

*“There were parents who were not accepting the [CLC] program. They said it was satanic. So, when I explained it, they understood and accepted it. Their children were not coming first but they are now coming.”*  
- KII with CLC Facilitator, Mberengwa

Outcome 37 in Annex 6 also demonstrates this type of change in support.

**As lockdowns continued, the CLCs became an important factor in improving, or at least maintaining, some learning outcomes and supporting positive transition outcomes for in-school learners.** Eventually, 41% of the project’s cohorts attended CLCs in their communities. This was an important achievement for improving access to learning opportunities, which frequently would not have been available outside of CLCs, as well as improving learning and transition outcomes during COVID.

The outcome harvest found that learners who attended CLCs were more likely to return to school and perform better in school. We observed this in four separate outcomes. An example is provided below. This is consistent with the idea that CLCs were able to maintain children’s identity as “learners” by keeping them actively engaged in learning, providing exercises that improve their literacy and numeracy, and deterring learners from being lured into finding jobs or engaging in anti-social behaviour, which was a great cause of concern for many caregivers and community leaders.

Once again, the IGATE contribution points to the enabling environment that the project created, where positive relationships between the school and community enabled teachers to support the alternative learning channels that were rapidly implemented. It was also important to share information about the precautionary measures that were in place around CLCs so that caregivers felt more comfortable sending their children to participate.

#### 80. In school learners who attended CLCs participated more in class and performed better once schools were reopened

<b>Description</b>	A resident teacher from Village Godheni has over 100 learners at her school. She has observed that since schools have reopened, the students that attended CLCs during lockdown are participating in class more and performing better compared to other children who did not attend CLCs.
<b>IGATE Contribution</b>	<p>The resident teacher contributed to this outcome by distributing learning materials, training CLC facilitators on how to facilitate learning circles, and marking the work that learners completed. She also discussed the importance of education and parental support with caregivers and encouraged them to send their children to CLCs.</p> <p>IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, soap, and radios. They also provided many materials for educating people on COVID so that caregivers were not afraid to send their children to CLCs.</p>

<b>Significance</b>	CLCs seem to have positive influences on learners' interest and willingness to continue learning in school. One risk that may result, however, is that children who were not able to access CLCs could fall further behind in class.
<b>Level of Verification</b>	High-High-High

By the end of the lockdown, most caregivers were very concerned that their children had been idle at home for so long and were eager for them to return to school. A mother in Chivi stated, “the coming back of children was not a problem because we were tired of these children at home as they were problematic at home. When school opened, we were so happy, and we welcomed the idea.” Consequently, caregivers in Mangwe and Insiza said that “children returned to school in large numbers,” (FGD with Female Caregivers, Insiza).

In many cases, support for education was reported to have increased in the last two years. A mother in Chivi described that it has increased because “life is now much harder if you’re not educated. Before, you were considered educated if you made it to grade 7, but now parents push the child to high school.” See Annex 7.2.3 for additional analyses of differences in caregiver support by subgroups.

## 3.2 Transition for out of school learners

The outcome harvest is the primary method used to explore transition outcomes for OOS girls. **Overwhelmingly, the CBE program resulted in positive transition outcomes for girls who remained in the program throughout the COVID-19 period**, accounting for nearly half of all outcomes in outcome domain one. The most common positive transition outcomes were that OOS girls re-enrolled into school (4 outcomes - for example, Outcome 3 in Annex 6), girls started income-generating activities (4 outcomes - see below), or girls transitioned to safer income-generating activities (1 outcome).

Outcomes such as the one below, demonstrate the effectiveness of empowering CBE facilitators to work with OOS children in their communities. Not only did facilitators lead the literacy and numeracy modules, they became a new source of mentorship, accountability, and support throughout the entire transition process, as seen in the contribution. The ‘significance’ suggests that the overall model is effective, but to ensure buy-in and support from caregivers and the community, future implementation could try to reduce the time between literacy/numeracy modules and vocational training. This issue is explored in more detail in section 3.2.2.

### 13. At least ten girls and six boys in Mbaulo have started successful business in the trade they received training in through CBE

<b>Description</b>	In the last year, several OOS children in Mbaulo, Insiza who attended CBE and completed their vocational training have experienced positive transition outcomes. Some of the OOS girls in CBE went back to school while others are now earning income through their own
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	small businesses. When the participants returned from the vocational skills training, they were motivated to earn income for themselves. Consequently, 6 of 11 boys are now in the building trade, 8 girls have started small catering businesses and are doing well, and 2 girls have started hairdressing and are also doing very well, according to their CBE facilitator.
<b>IGATE Contribution</b>	The CBE facilitator worked hand in hand with OOS youth to develop their literacy and numeracy skills and checked their progress after they had returned from skills training.  IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided books for the courses, they conducted visits to ensure things were still progressing and to encourage participants, and provided sanitisers, wash buckets, and start-up kits for the CBE participants to start their own businesses.
<b>Significance</b>	The transition outcomes of these CBE participants suggests that the program's theory of change is accurate, even if support is mixed, and OOS children are able to become more financially self-sufficient through literacy, numeracy, and skills training.
<b>Level of Verification</b>	N/A

The transition outcomes are very strong and positive in Mberengwa, but much less so in Insiza. There were very few or no transition outcomes observed in Chivi and Mangwe. KIIs indicated that in these districts, two girls were still waiting to do their attachment and two were unable to start businesses because of a lack of financing and supplies.

The quantitative data shows a decline in transition rates for OOS girls who participated in CBE (which, by construction, is the OOS intervention group).<sup>28</sup> Transition rates are 71% at endline (see table in Annex 7.2.4). This is down 24% since midline, however, there are several reasons why this figure may not accurately represent the improved transition outcomes for participants of the CBE program. The qualitative evidence gives us several explanations for why this might be taking place.

First, if the CBE programs were halted for several months during the COVID-19 lockdowns, it is likely that students who were still participating in CBE may have reported they were no longer in the program which may have led them to report they were out of school and not participating in any informal or vocational training. Second, many of the intervention group participants had already completed some of the CBE modules at midline, and so may have graduated from the program. Moreover, if they are not over 18 (as is the case for over 30% of the OOS sample), then self-employment would not qualify as a successful transition outcome even though this is one of the outcomes that the CBE program prepares learners for. Together, this indicates that the definition of transition is not appropriate for this part of the IGATE-T sample.

<sup>28</sup> Significant attrition in the OOS comparison group limits the usability of this group, so they haven't been presented as a counterfactual. Only two girls could be recontacted from the OOS comparison group.



Based on this, the following table presents data from the project's CBE study, which collected surveys from CBE participants on a more comprehensive set of transition outcomes relevant to this subsample, including self-employment and attachments. While it appears that girls are more likely than boys to report not being actively engaged with any transition pathway after CBE, they are equally likely to report being self-employed or pursuing an attachment.<sup>29</sup> The overall transition rates from this survey are similar to what is observed in the endline data.

Table 3.2: Transition pathways reported in World Vision's CBE Study

Main activity after CBE	Girls	Boys
Formal Employment	4%	10%
Attachment	19%	18%
Local Mentorship	9%	8%
Back to School	2%	8%
Self-Employment	50%	50%
Enrolled in Formal VCT Program	5%	3%
Not Active	15%	5%
Other	12%	28%

**The CBE program was particularly effective in assisting young mothers.** Participants with children were more motivated to complete the program and start earning income. Three girls across Chivi and Insiza confirmed this. One OOS girl in Chivi explained that husbands of young girls usually don't want them to get formal jobs, so the skills training allows them to start small businesses from their homes instead and so they still earn income.

*Let's look at me as a young mother, the education made me able to look after my child. Like now I am able to sell and get money to buy basics for my child and myself. During the lockdown people were unable to go to work. I acquired some skills and now if I am not baking I will be doing hairdressing... because there are times when community does not have money to buy my buns.*

- KII with OOS Girl, Mberengwa

In qualitative interviews, OOS girls also described that as they earned income, they gained more self-confidence and respect in the community and became less dependent on their husbands. This was reiterated by CBE facilitators when asked about the significance of the outcomes they observed.

There are a number of challenges that create barriers to positive transition outcomes for OOS girls. The biggest challenge, which caused a large number of girls to drop out before

<sup>29</sup> Note that the vocational training did not include many boys so this may not be representative of the OOS boys overall. Including boys in the VTC was an important part of the project's initiative to increase boys in roles and courses that were typically gendered in nature (similarly, agriculture and other courses that had been traditionally offered to boys were now offered to girls through the IGATE-T interventions).



completing CBE, was the COVID-19 related disruption in programming. The delays in CBE activities led many girls to believe the program had ended. For those that eventually continued once activities resumed, COVID prevented many girls from finding appropriate attachments and graduating with a certificate. See Annex 7.2.5 for additional discussion of the barriers related to OOS girls' transition.

### 3.2.1 Out-of-school girls' goals and support systems

In KIIs with OOS girls, all informants identified vocational goals directly related to their CBE experience. Typically, this involved wishing to start a business in the vocational area they had trained in.

Older girls were more likely to have already started a business and to set additional goals around their children's education. An OOS girl in Mberengwa said that she wanted her children to finish their education since she had dropped out in grade 7. This speaks to a trend that emerged among the qualitative data and was reflected in the outcome harvest, older girls tended to benefit most from the CBE program and use the profits they earned to invest in their homes and children, as illustrated by the outcome description below.

The contribution story of this outcome description also re-iterates an earlier point; that CBE facilitators act as important advocates and mentors for OOS children, in addition to educators. The influence that CBE and CLC facilitators had on increasing support for alternative learning options was an important theme across the outcome harvest and qualitative data. In most cases, the volunteers were responsible for working with local leaders and caregivers to explain program activities, win support, and recruit participants.

#### 8. Older CBE graduates have used their new micro-enterprise earnings to pay their children's school fees

<b>Description</b>	OOS girls who are older (20-25) and have children were very motivated to complete the CBE course, including the vocational training. They have started micro-enterprises using their new skills and have invested their earnings to pay for their children's school fees. This change has occurred in the last year throughout Nyahombe and Tokwani resettlement scheme.
<b>IGATE Contribution</b>	<p>The CBE facilitator contributed to this outcome by talking to the village head and gathering parents in the community to tell them about why it's important for their children to gain knowledge. The CBE facilitator reiterated that, although OOS children have dropped out of school, they can still learn, "because a one-eyed man is a king among the blind. They were blind but now they can see with one eye."</p> <p>IGATE designed the CBE program model, trained education officers and local volunteers on how to conduct outreach in the communities to raise awareness of the program, and supplied resources such as fuel, vehicles, and materials for the program. IGATE also organized community meetings where local leaders and other advocates of CBE were invited to speak.</p>
<b>Significance</b>	<p>The new source of income is important to young mothers - it allows them to pay school fees for their children and buy household items for their family. Some have become the main breadwinner and their standard of living has improved.</p> <p>As more people are able to earn money, it develops the whole community.</p>

Level of  
Verification High-High-High

The sources of support for OOS girls varied. When asked who they would go to if they faced a problem, the social sources of support for OOS girls ranged from their husbands to friends and neighbours, or their relatives. Two girls also identified the CBE facilitator and local CCW as a source of support.

One of the out-of-school girls in Chivi said that having an abusive husband or staying with step-parents or inlaws can make it very hard for girls to make their own decisions or have the support needed to achieve their goals. This was reiterated by several other OOS girls in other districts.

### 3.2.2 Caregiver and community support for OOS girls' transition pathways

As mentioned in 3.1.2, the outcome harvest found that caregivers and community members have become much more supportive of CBE. They now see children who completed vocational training have returned to their communities with skills and in some cases, have started to earn income. This was a very strong theme across all districts and spoke to the issue at midline when many CBE participants and caregivers were losing interest in CBE because of the delay in receiving vocational training.

As seen in the significance section of this outcome description, vocational training was also pivotal to increasing the “visibility” and respect of OOS in their communities.

#### 1. Caregivers of OOS children are now enrolling their children in the CBE program at high rates

**Description** In the last year of the CBE program (2020 to present), enrollment levels have increased dramatically - there is now more demand than the program can accommodate as caregivers see the success of the graduates who have completed the vocational training module. Caregivers of other OOS children want their children to have the same opportunity to develop practical skills. This trend stands in stark contrast to the initial scepticism that caregivers had about the program when it was first implemented in 2017. The trend has occurred across rural Mberengwa.

**IGATE Contribution** The social welfare officer contributed to this outcome by advocating for CBE to OOS girls, caregivers, and community leaders in their locality so that they could better understand and buy into the program. IGATE designed the CBE program model, trained social welfare officers, education officers and local volunteers on how to conduct outreach in the communities to raise awareness of the program, and supplied resources such as fuel, vehicles, and materials for the program. IGATE also organized community meetings where the social welfare officers and other advocates of CBE were invited to speak.

**Significance** The skills that OOS girls develop through the CBE program become abilities that they can employ throughout their lives. It gives them the opportunity to become more self-sufficient, confident, and respected by the community and by themselves. Their small businesses contribute to their community and its development.

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Level of Verification      High-High-High

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However, some OOS girls were prevented from attending by caregivers.<sup>30</sup> This was particularly true for girls who stayed with step-parents or in-laws, according to KIIs with OOS girls in Mberengwa and Chivi. This issue persisted for girls who graduated and were trying to establish micro-enterprises. Staying with in-laws greatly reduced their decision-making powers and how they were able to allocate their time. One OOS Girl in Chivi explains, “if you are staying with a stepmother it’s difficult to make decisions. She will be making decisions for you.”

Community volunteers had very positive support of the program and reported many success stories from the OOS children they worked with. They also confirmed that community support increased after girls gained vocational skills. For example, one CBE facilitator from Mangwe states:

*“I will give you an example of [Sarah], I can say she was a careless person ... But after she joined IGATE she has changed. She bakes and sells buns and scones. Her parents approached me here and they asked for advice on how best they can assist her to make her small business work... I didn’t even know her mother before but after she saw the outcome of engaging with IGATE she then approached me.”*

This demonstrates stronger networks of support emerging between caregivers of OOS children and community volunteers.

CBE facilitators were also able to identify a number of reasons why participants dropped out of the program, which reiterates the issues discussed in 3.2.1. These included believing the program had ended with COVID, getting married, or losing interest.

*“The issue was that some would drop out for various reasons like getting married or something. This is since the program stopped a bit due to coronavirus. So, the children thought it was over and they dispersed. The other challenge is that the young children do not take it seriously. But, those who were once married or have kids take this seriously. Those who are above 20 and 23 are fighting hard to get into the program.”*

- KII with CBE Facilitator, Chivi

A few select CBE facilitators expressed difficulties in being able to attend and deliver sessions themselves because of the long distances they had to travel from their homes. Although their services were in high demand, they did not feel valued in their role, or became overstretched by their commitments, especially since many CBE facilitators also

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<sup>30</sup> In quantitative surveys, while most in-school girls students (more than 60%) agreed that they received support to continue their education from their household, only about a third of OOS girls claimed this.

became CLC facilitators during the pandemic. Furthermore, many local communities look down on volunteer facilitators for being “free people” who do not get paid for their time.

### 3.2.3 OOS girls’ experience of CBE

Among the OOS girls who we interviewed, the feedback on CBE was overwhelmingly positive. This is consistent with the evidence we collected for a separate study of the CBE program; qualitative and text mining analytics found overwhelming support for the CBE program reported by participants. The girls reported that CBE enabled them to improve their reading skills, learn how to budget, and develop practical skills they could use to earn income independently. For example, one OOS girl in Mberengwa said, “It gave me a future. Now, if I don’t have any food to eat, or anything that I want, I use my machine to sew clothes and I will sell and get money.” The skills training and budgeting modules were the most useful parts of CBE.

*“I like the knowledge they gave us about businesses, how budgeting is done so as to make profit, how to raise money to start a business.. and to select a business that is suitable for that particular place ... where competition is minimal.”*  
- KII with OOS Girl, Chivi

Girls who started micro-enterprises with the skills gained during vocational training also describe increased confidence and respect from the community. As girls have developed income-generating skills and started their own businesses, they have also increased their confidence and independence. This in turn, has contributed to positive coping mechanisms and resilience among some girls, as shown in the following outcome description.

This outcome description demonstrates how many barriers to transition become compounded and the importance of contextualizing the outreach and sensitization efforts. In this case, the contribution and significance outline how the CBE facilitator was able to work with OOS children to foster resilience against key issues in the region, including proximity to the border and gender-based violence.

#### 17. OOS girls who attended the CBE program demonstrate more confidence, respect, and financial independence and have consequently been less susceptible to pregnancies and early marriages

<b>Description</b>	From the fall of 2019 and throughout the lockdown period, approximately 20-25 girls are more confident in standing up for themselves and are earning a living on their own in Madabe, Mangwe District. Typically, the girls earn income by making buns or sewing mats. Consequently, they don't go hungry as often. They are also more respectful to other community members and don't linger around bottle stores and bars. Notably, the cases of early pregnancies and early marriages have reduced because these girls have realized they don't need to rely on men so much.
<b>IGATE Contribution</b>	The CBE Facilitator in Madabe, Mangwe District, was key to this outcome. She counselled 53 OOS girls on issues that commonly affected the community. This included: the dangers of early marriages, the importance of working for yourself, the proper age of marriage, how not to succumb to envying others who have dropped out and are earning money working across the border, and how to stand up to potential abusers.  IGATE designed the CBE program, trained facilitators, and conducted outreach to generate

	buy-in to the program. IGATE also provided materials for the CBE modules, conducted visits to ensure things were still progressing and to encourage participants, and provided start-up kits for the CBE participants to start their own businesses. IGATE was also involved in delivering training on safeguarding and child abuse for community members.
<b>Significance</b>	There are older men that try to lure girls into sex with money in Mangwe. This outcome demonstrates the importance of identifying influential role models to convey the project's key messages. The CBE Facilitator is a woman who started small and set up a business of her own and now owns a shop. As she becomes more involved in the OOS children's lives, they can see what is possible by her example and become more resilient to peer pressure and the use of relationships/marriage as a way to achieve a more secure financial future.
<b>Level of Verification</b>	High-High-High

Those who started micro-enterprises after CBE saw substantial increases in income. Prior to participation in CBE, 72% of participants reported earning no monthly income. After participation, roughly two-thirds of participants report earning a monthly profit of over 1 USD. Another pattern that emerged is that the profit rate for those involved in cosmetology is higher than those in sewing, hotel and catering. Interviews with participants indicate that this is due to the higher capital requirements for starting businesses for the latter (see Annex 7.2.4).

Several challenges were also cited throughout the KIIs. One common issue was that girls felt the period allocated for skills training was too short and resulted in many participants not being able to get through all the material that was supposed to be covered. "The one-month time for skills training was short such that we failed to cover all that was supposed to be covered while at the VTC," (KII with OOS Girl, Chivi). Consequently, they felt that they didn't gain as much as they could have. Another frequent challenge related to COVID-19, was finding attachments and therefore completing the program with a certificate. Several girls, or caregivers of OOS girls, also said they were unable to get startup kits relevant to their skill area and did not have sufficient capital to start a business themselves. Finally, girls frequently expressed that they would prefer the age limitation to be increased to allow more young mothers to participate. This may interest the program since young mothers seemed to benefit the most from CBE.

*"Young mothers have been equipped with skills and they have been empowered and they are able to use skills they got from CBE to sustain themselves. The program has also helped them build their confidence."*

- KII with OOS Girl, Insiza

Finally, and of particular concern to the program, girls who completed training in certain skill areas found that the market in their local communities was too small to support their business, resulting in a lack of demand for products. This happened most often with girls who were trying to sell buns and baked goods. An unexpected consequence of this challenge was that girls were travelling further away from their homes, often to areas with illegal gold panners, to sell their products. Considering the ongoing concerns in rural

communities with regards to gender-based violence and the risks associated with selling to gold panners, this trend may actually place OOS girls at higher risk.

*“I will be doing [business] on my own because I did not go for attachment, so I’ll be baking while at home, or to look for a place where there are gold panners because there will be a lot of money (customers) circulating. Here customers are few and at times if I go to sell buns, I will come back with my buns.”*

- KII with OOS Girl, Mberengwa

## 3.3 Resilience

In this section, we discuss changes in girls’ resilience observed within the IGATE-T communities. Although resilience is a broad term, in this evaluation we consider girls’ relationships and the networks of support they have available, as well as girls’ decision-making abilities and coping mechanisms. Generally, we find learners and community members report having a much deeper network of support available to them. However, this has not translated into a sense of empowerment over decisions related to their transition pathways. There is some qualitative evidence that coping mechanisms among participants have improved.

### 3.3.1 Girls relationships and networks of support

The outcome harvest found that CLCs helped to promote resilience and positive coping mechanisms among girls who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth across all districts. According to caregivers and facilitators, CLCs kept learners focused on productive activities. They maintained their identity as learners, which meant they were less vulnerable to increasing peer pressure and bad behaviour that became endemic throughout the lockdown period. The following outcome description is representative of such impact and was fully verified by external stakeholders.

In this case, the contribution demonstrates how the volunteer model that was in place to implement CBE was rapidly re-mobilized to support in-school learners as well.

#### 76. In school learners that attend CLCs are less vulnerable dropping out of school because of gold panning or pregnancies

<b>Description</b>	When CLCs were first introduced to the Mbaulo community in April/May 2020 caregivers were nervous about sending their children because of fears around COVID-19 risks. As restrictions relaxed and the lockdown continued, caregivers were more willing to allow children to attend. By August, attendance increased significantly and the community valued CLCs greatly because they saw that their children were losing out on education while schools were closed. Boys started gold panning and girls were getting pregnant more often. Parents wanted something to keep their children busy and out of trouble. CLCs helped protect them from those things.
<b>IGATE Contribution</b>	The CLC facilitator, who was also a CBE facilitator, opened their home to learners as a place to meet and do work. They also used their connections with caregivers that they developed through CBE to promote the program.



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	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios. IGATE also followed up with facilitators to check on their progress.
<b>Significance</b>	In addition to helping learners maintain their studies, caregivers valued CLCs for the program's ability to mitigate some of the risks that children were exposed to during COVID-19 and the associated school closures.
<b>Level of Verification</b>	High-High-High

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In the KIIs with OOS girls, the most commonly cited source of support were relatives - typically a primary caregiver, aunt, or sibling. However, many OOS girls also cited local volunteers, such as CLC and CBE facilitators, mentors, and CCWs as sources of support.

Peer leaders seem to have increased their role in the community and with their peers. Many peer leaders now actively educate fellow girls and act as a resource if their peers face problems. A peer leader in Insiza stated:

*"Say someone comes with an issue related to harassment in the community, I will ask them on the form of harassment or abuse and then they tell me the scenarios, for example if they are an orphan and is staying with their grandmother and after school they do not eat and have to fetch water and they are made to work without eating or do a lot of work I advise them to approach a CCW or home based care and then they will look into the matter."*

This demonstrates that peer leaders are forming part of a greater support network and provide connections between services in the community.

A few OOS girls interviewed suggested that girls who live with step-parents or in-laws are more susceptible to abuse and mistreatment. They typically have lower levels of support from within the household. One CBE facilitator in Mberengwa explained that girls in her CBE program "would miss school, especially those who are young daughter-in-law would miss sessions. They could miss sessions for three or four days."

### 3.3.2 Girls decision-making abilities

In school, girls do not demonstrate strong abilities to make independent decisions on their transition pathways. When asked what kind of decisions they can make on a regular basis, girls only list the daily tasks they perform.<sup>31</sup> This is consistent with what we observe in the quantitative data, which finds that slightly less than half of in-school girls report feeling empowered to make decisions about their education, and there was no significant difference over the comparison group. However, girls in the intervention group did report feeling more empowered to make decisions about when they work and marry, and their

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<sup>31</sup> The most common decision they make is to read and study after they finish their chores. Other decisions include: to behave well, what to cook, and to finish school. This was cited by four of seven peer leaders in KIIs.



sense of empowerment over these decisions has increased compared to the comparison group since baseline.

Table 3.3: Girls feel empowered to make decisions

Type of Decision	Intervention Group (EL)	Change since BL	Comparison Group (EL)	Change since BL	Difference
Whether to go to school	47%	2.3%	50%	10.1%	-7.8%
Whether to continue in school past this year	43%	3.1%	48%	10.1%	-7.0%
When to marry	75%	21.8%	71%	12.2%	9.6%
Whether to work after studies	91%	23.2%	86%	12.4%	10.7%
How much time to spend with friends	87%	20.6%	81%	7.5%	13%
Sample Size	525		535		

Throughout the KIIS, in-school girls describe many factors that prevent them from making decisions on their own. These include parental disputes, lack of finances, chores, and failing school.

Similarly, OOS girls typically list time management around daily chores as the most common decisions they make. In KIIs, OOS girls were more likely to identify larger decisions, such as starting a business or how to conduct their business, but they also cited larger barriers to making decisions. The most frequently mentioned barrier to decision-making for OOS girls was family dynamics; specifically, staying with an abusive husband and/or step-mother. OOS girls were also more likely to say they would consult with a family member to make a decision.

*"Yes, there are times when I'm not allowed [to do baking on desired days], when someone's decision overrides mine. I found it difficult, especially during farming season. I would be given days for my baking business. So I ended up baking on the day I was not comfortable with."*

- KII with OOS girl, Mberengwa

### 3.3.3 Coping mechanisms

The majority of peer leaders, in-school, and OOS girls were able to identify a member of their family or community that they could report to if they faced problems or in the case of abuse. The most commonly cited source of support was a female relative, followed by a male relative, elder, and local volunteer (either facilitator, mentor, or CCW). The CCW, mentor, or volunteer facilitator was much more frequently cited compared to midline, although it wasn't a primary source of support. For example, seven girls, both in school and OOS, across the four districts, cite the local mentor as someone they would go to if they faced a problem, including abuse. The following outcome description describes the role of mentors supporting in-school girls in Mberengwa. Similar outcomes were found in Insiza.

**79. In school girls who work with local mentors have demonstrated improved coping mechanisms and resilience against peer pressure**

<b>Description</b>	<p>In May 2021, some girls turned away from behaviours, such as pursuing boys, that would make them vulnerable to abuse or exploitation; instead, the girls refocused on learning at home.</p> <p>Since the lockdown began and schools closed in Godheni Village, Mberengwa, in-school girls have forgotten a lot of what they were taught in school and have started to bully each other and engage in "worldly behaviours" inappropriate for their age. For example, many girls have started following taxi drivers, trying to secure a boyfriend to gain more financial security.</p>
<b>IGATE Contribution</b>	<p>The volunteer mentor counsels girls by showing them how to report abuse and explaining to them why it is important to focus on learning and education.</p> <p>IGATE designed the CLC intervention, trained local volunteers such as CLC facilitators and mentors, and provided reading cards, books, buckets, soap, and radios. They also provided many materials for educating people on COVID.</p>
<b>Significance</b>	In school girls who have networks of mentorship and support can learn not to depend on boys for income at the expense of their education.
<b>Level of Verification</b>	High-Medium-High

Six outcome descriptions related to outcome domain four, learning beyond the school, indicated that CLC participants, in addition to improving basic literacy skills, demonstrated improved resilience and leadership skills. For example, girls have improved their ability to resist negative peer pressure, show more interest in learning, have a decreased susceptibility to pregnancy and dropping out of school, and have better knowledge of abuse and how to report it.<sup>32</sup> In particular, peer leaders have taken on many new roles and responsibilities through the CLC program. They perform tasks like monitoring and distributing learning materials and counseling fellow girls in their community on a wide variety of topics. The broad range of these activities can be seen in the contribution section of the following outcome description.

All peer leaders interviewed said that they attended a one-day training on peer leadership the previous year. However, it wasn't until the COVID-19 lockdown that their role became more pronounced, as outlined in the outcome description below. Only one peer leader interviewed was not performing any associated roles/responsibilities.

**58. Girls in Lubuze community report their problems to the peer leader**

<b>Description</b>	In the last year, several girls in Lubuze community (Insiza) have reported their problems to the local peer leader and received support when their cases were successfully passed on to the local CCW. For example, there were orphans in one household who went
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<sup>32</sup> Annex 7.2.6 presents additional figures on the coping mechanisms and stress levels reported by in school girls. These tables don't find significant differences between the coping mechanisms or stress levels reported by girls in the intervention or comparison groups after IGATE-T.

	without food in the evening and were made to do chores, as well as children who had no shoes for school. All of these children were addressed by the CCW.
<b>IGATE Contribution</b>	<p>The peer leader contributed to this outcome. She meets with other girls in her community to educate them on assertiveness, confidence, GBV, pregnancies, and how to study together. She speaks to children when doing chores and also meets with groups three days a week. They also have a sexual and reproductive health group that she leads, which teaches girls lessons through drama. In the last year, children in the community have come to her when they have problems. They explain their situation and she then refers them to who they should report to - typically the CCW.</p> <p>IGATE provides learning materials and helps educate the children on safeguarding through local volunteers who work with peer leaders. IGATE also trained peer leaders during a one-day workshop in 2019.</p>
<b>Significance</b>	<p>Many girls in rural Zimbabwe face issues around safeguarding and abuse. Girls in Lubuze now have a channel of support through the peer leader that can help them gain access to broader services.</p> <p>The peer leader is also demonstrating a greater role with increased responsibilities in her community. This builds improved coping mechanisms, resilience, and better role models for other girls.</p>
<b>Level of Verification</b>	NA

Similar outcomes were also observed in relation to the CBE program, as illustrated in the outcome description presented in Section 3.2.3 above.

## 3.4 Conclusions on transition and resilience

The indicators discussed in this section are designed to inform the answers to each of the evaluation questions related to transition and resilience. Based on the results presented above, here we consolidate the findings to answer each evaluation question directly.

### 2.1.a. How has the project contributed to transition outcomes and trajectories in education and life of in-school girls?

Evidence from quantitative surveys doesn't find any significant change in the transition outcomes for in-school girls resulting from the IGATE-T project. Financial difficulties and lack of school fees were identified as one of the main barriers preventing learners from returning to school, based on responses from KIIs with in-school girls, caregivers, and community volunteers and these barriers have become more pronounced since COVID-19 affected the livelihoods of IGATE-T families and communities. This is not a barrier that the IGATE-T project attempts to address directly, which may be part of the reason that IGATE-T has not had a significant impact on learner transition. Quantitative surveys did not identify any changes in the rate of pregnancy or motherhood for in-school girls, despite widespread qualitative reports that there have been large increases in these rates since COVID-19 forced girls to spend more time away from schools. Pregnancy and

motherhood is a significant predictor of failed transition outcomes. Most community members do report that IGATE-T has contributed to greater support for girls who are mothers to return to school IGATE-T, at least in theory. If these attitudes persist and translate into action by communities that encourage girls to go back to school if they become mothers, this should contribute to improved transition trajectories for vulnerable girls in the future.

### **2.1. b How has the project contributed to transition pathways for OOS girls?**

In evaluating the project's contribution to transition pathways for OOS girls, the evaluation has been designed to focus primarily on the impact of the CBE program. The outcome harvest and separate study of the CBE program found overwhelming evidence that the CBE program was seen to result in positive transition outcomes for girls who remained in the program throughout the COVID-19 period. When we consider the activities CBE participants reported doing after participating in the CBE program, we find that 75% of girls were either self-employed, formally employed, back in school, or in an attachment. In qualitative interviews, OOS girls also described that as they earned income, they gained more self-confidence and respect in the community and that they became less dependent on their husbands.

### **2.2. How and in what ways has the project increased coping abilities and resilience of marginalized girls to make decisions and take actions on their learning and transition?**

The outcome harvest found that across all districts, CLCs helped to promote resilience and positive coping mechanisms among girls who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth. However, we do not see this translate into an increase in girls' reported or measured abilities to make independent decisions about their transition pathways. We also don't observe any consistent differences in the reported stress levels of IGATE-T participants and comparisons from the comparison group. This is despite having greater networks of support available to them in their schools and communities.

### **2.3. Have there been other/unexpected transition outcomes as a result of the project activities? How can we learn from them?**

A few interesting insights emerged from the qualitative data and outcome harvest in regards to transition outcomes.

First, CLCs were very effective in engaging learners throughout the lockdown period. Their ability to improve learners' confidence in basic literacy and numeracy skills and promote positive coping mechanisms was a major enabling factor for transition back to school. Learners also benefited from the one-on-one support provided by community volunteers and their peers. In several instances, CLCs continue to be used to supplement in-class learning. This type of community-based learning may be an effective way to support

struggling learners, in addition to school-based interventions. It's important to note that not many learners were able to access learning materials through Whatsapp and that in-person meetings (when permitted) were more effective.

Second, an important barrier to transition back into formal schooling for pregnant girls was ill-treatment by peers. IGATE has focused on transforming caregiver and community attitudes towards educating pregnant girls, which was an important barrier to their transition. However, it may be equally important to change the attitudes of peers to make school a safe learning environment for young mothers.

Finally, older girls and young mothers tended to benefit the most from CBE. The most positive impacts of the program were realized once vocational training was provided, along with start-up kits. Hairdressing seemed to have the lowest barriers to entry, followed by baking. However, bakers were faced with challenges around limited markets to sell their goods, which often led them to migrate or sell to illegal miners, exposing them to vulnerabilities.

## 4. Key sustainability findings

This section of the report answers the evaluation questions related to transition and resilience, which seek to understand what the outcomes are that are related to:

- The effects of COVID on the education system
- Girls' learning (including resilience and life skills) and transition trajectories
- Social, religious, and transitional norms and practices around barriers to girls' education
- Early marriage, teen pregnancy, and household chores as barriers
- Community views and contributions for learning within and beyond the school
- School-level norms and practices towards positive education for marginalized learners
- Approaches and/or ways of teaching in the school and community
- District education stakeholders perspectives and practices
- National education priorities, systems, programs before and after COVID-19
- Gender and social inclusion
- The CBE model and its relevance for future programs

Sustainability has been one of the main impacts that have been tracked since baseline, though this is the area where the evaluation has had the most changes since the midline evaluation. Many of the indicators discussed in this section have been adapted or added since midline to be able to answer the evaluation questions.

**Overall we find that IGATE-T has helped communities to develop more supportive attitudes towards girls' education, but challenges remain.** While COVID has had very severe, detrimental impacts on learning outcomes and learner welfare, IGATE-T's work with line ministries and local CCWs to improve reporting channels, conduct awareness campaigns and provide victim support has led to an increase in the reporting of abuse across many IGATE-T communities.

**Girls from intervention schools are more likely to report that they have received support from all levels,** which is consistent with earlier findings that suggest that IGATE-T has contributed to a much stronger "network" of support available to girls. However, most girls do not report receiving support from their school or their communities. The majority of religious and traditional leaders interviewed were very supportive of education, particularly for girls. KIIs with religious and traditional leaders demonstrate that they promote education to their congregation and community members and support children in tangible ways, such as contributing school fees, uniforms, following up on cases of children not attending school, and providing space for CLC and CBE groups to meet.

The COVID-19 pandemic and its associated lockdown measures have created disruptions to communities and schools across Zimbabwe. This section examines how COVID-19 has impacted the school system, learners, and communities, and what that has meant for the success and sustainability of the IGATE-T program. Annex 1.2 provides details on the perspectives that COVID-19 had on the education system from each of these perspectives. A more detailed discussion of the indicators related to these evaluation questions is included below. The section concludes with detailed answers to each question.

## 4.1 Community norms and attitudes

Community attitudes have been an outcome of interest for the project since baseline. At endline, questions relating to community attitudes have been embedded in the project's questions about sustainability, and focus on issues related to child protection issues, religious practices, and caregiver support for education. Collectively, these norms and attitudes influence how accessible education is to girls in IGATE-T communities. **We find that across all these stakeholders, there is now a much larger network of support available to girls.** This is evident in the strengthened safeguarding resources available, in the increased support from religious communities (including for girls who have become pregnant or have been abused), and in the increased support for education that has been reported by caregivers (and is evidenced through the reduction in chore burdens for girls). Although overall support for girls education is evident, there are still particular groups that remain unsupportive in many areas; namely, uneducated caregivers and Apostolic

### 4.1.1 Safeguarding and child protection issues

IGATE-T has worked with line ministries and local CCWs to improve reporting channels, conduct awareness campaigns, and provide victim support in rural communities.

There were two major themes across the outcomes that pertained to strengthened safeguarding actions in the outcome harvest. First, **there has been an increase in the reporting of abuse across many communities** (6 out of 17 outcomes). This is highlighted in the outcome description below.

It is important to note that the contribution section indicates a strong dependence on IGATE resources and support for the Ministry to conduct outreach activities. This issue is discussed further in section 4.3.

#### 98. Ministry line workers in Chivi have improved their coordination of services to support victims of abuse in the district

<b>Description</b>	Since the beginning of COVID, officials have been very active in following up on cases of abuse to make sure the girl returns to school. Officials share reports with relevant partners and line ministries to provide effective follow-up support services to the child in need.
<b>IGATE Contribution</b>	IGATE provided resources and transportation to Ministry officials so that they could conduct outreach and provide follow-ups to rural communities across Chivi. IGATE staff would



	frequently accompany officials during field visits. IGATE also encouraged collaboration between ministry partners to ensure that processes moved forward and the victim support was provided when abuse reports were received.
Significance	Improving the coordination of victim support services and ensuring that proper follow up is conducted in response to abuse reports will hopefully create positive reinforcement within communities to continue reporting. When community members see that reports lead to tangible support for children, they will be encouraged to continue.
Level of Verification	High-High-High

KIIs with CCWs, local leaders, and ministry officials support this outcome and suggest that case conferencing has been effectively implemented in many communities. One CCW explains how the number of cases they deal with on a monthly basis has decreased significantly since they began their work in 2017 due to ongoing sensitization efforts.

*“In 2017 there was a lot of work because there were many cases, but now people are knowledgeable and there are very few community members who engage in such abusive cases. Now if you hear about abuse cases it might be a case of say a cattle header who is not knowledgeable of these issues but now those who are knowledgeable are no longer doing that. [Now], a month can pass without receiving any case of abuse - we would [previously] receive somewhere around 5 or 6.”*

- KII with CCW, Chivi

Second, **the acceptability and incidence of early marriage are decreasing in many communities** (3 out of 17 outcomes). In some communities, local leaders are taking initiatives to deter child marriages. This was described as significant by CCWs because previously, in rural areas cases of abuse, rape and early marriages were rarely reported to the police as they were seen as minor problems to be settled out of court. Village heads now understand that this isn't the case and are taking active steps to correct it.

#### 56. Village head works with caregivers to improve reporting of child abuse cases

Description	In the last year, village heads in Siwazi, Insiza have worked with caregivers to report cases of abuse to authorities without scaring the children involved. Village heads also conduct follow ups if they suspect there is a case of early marriage, and especially if the girl has fallen pregnant.
IGATE Contribution	The CCW in Siwazi has encouraged caregivers to support their children's education. She tells caregivers to send their children back to school if they become pregnant, and confronts and advises them if she suspects abuse. In the last year, she has worked with community leaders around child abuse and child marriage.  IGATE has provided training to CCWs on safeguarding, and provided them with reading materials and airtime to enable them to conduct more effective outreach.
Significance	The CCW states that caregivers now understand that a child has to be educated before they get married. In addition, working with the local leader to enforce policies around reporting and early marriage has created stronger accountability and ownership on a local level.

Level of  
Verification N/A

Improvements in reporting and the discouragement of child marriages is also important in light of the challenges and impacts created by COVID-19. Namely, the escalation of child abuse and teen pregnancy, as discussed in the previous section. We also find that over 97% of intervention schools have a CPC in place (compared with 88% of comparison schools). These CPCs are also more active: 25% of intervention school CPCs have had a case reported in the last 12 months, compared to 13% in the comparison group. While this could reflect higher levels of abuse in intervention areas, based on the qualitative evidence it seems more likely that this suggests that there is greater awareness of child protection issues in the intervention areas.

However, it is important to note there are still many barriers to reporting, and safeguarding more generally, that remain. First, according to KIIs with CCWs and caregivers, many people do not feel comfortable reporting on fellow community members because it leads to disrupted relationships. Mothers and other female caregivers also frequently fear to report their husbands or relatives because of their dependence on them. This is especially true for children living with step-parents, or caregivers that are not their parents. We see the repercussion of this in the outcome description below, where mothers are relying on their children to report abuse cases in the household. This places a lot of pressure and risk on children and suggests that significant barriers still exist to reporting.

*"You will find that it is not that the children do not report, but that the parents step on issues. There was a lady who actually said to me "I really want to save my marriage, so may you please make sure that so and so's father does not go to jail. If I leave this marriage I will suffer back at home". So you see now that parents are protecting their marriages at the expense of their own children."*

- KII with CCW, Mangwe

**50. Children in select communities in Chivi are reporting cases of abuse that take place within their family when their mothers feel unable or unsafe to do so themselves**

<b>Description</b>	Since May 2018, children in rural Chivi have reported abuses they experience or witness in their households. Children have also been asked to report abuses that take place within their homes by their caregivers, since their mothers often feel pressured by their dependence on their husbands to keep such problems private.
<b>IGATE Contribution</b>	Since May 2018, the Victim Friendly Unit has conducted regular outreach and awareness campaigns to educate community members on what constitutes abuse and how to report it. The VFU explains that there are new laws concerning rape and abuse that supersede older cultural laws that are no longer acceptable. The VFU also educates communities on the proper reporting channels and the legal consequences of failing to report or delaying reports. The VFU has conducted 4 - 10 visits per month and also delivered campaigns/workshops for school CPCs.

	IGATE provided materials and transportation for the VFU. IGATE accompanied the VFU and provided support while she conducted investigations, provided victim support counselling, and did awareness campaigns.
	The VFU has opened reporting channels not previously available for women experiencing trouble in their homes.
Significance	However, it is important to note that when caregivers pressure their children to take on the responsibility to report abuses on their behalf, it may expose the children to greater risks. It suggests that women still face significant barriers to reporting that need to be addressed so that they can address the issue themselves.
Level of Verification	High-Medium-High

Second, according to the FGD with female caregivers in Chivi, it is usually only the most severe cases (rape) that get reported; other abuses are not disclosed. When asked how cases of abuse are handled, one mother replied:

*"It depends on the level and type of abuse. If its rape it will be handle by the police. If it is abuse in the household, I have never seen how it is resolved...The problem is if a parent abuses their child or relative, if you get into it, they will hate you forever. So, people will remain silent... There are some who are abused like orphans but there is nothing we can do. If you talk to them, they will say you have nothing to do about this."*

- FGD with Female Caregivers, Chivi

Three other mothers agreed with this sentiment. Finally, a CCW in Mangwe said that the reporting and follow up process initiated by the CPC is often delayed because elders insist they have to deliberate on it before sending the child to the hospital. This results in the case becoming dismissed or delayed beyond the 72-hour window when victims need to receive essential services.

Several conclusions can be drawn from the safeguarding outcomes and remaining barriers. The focus of safeguarding interventions has concentrated on educating community members and girls on issues of child abuse and gender-based violence. This has resulted in some positive improvements around attitudes towards early marriage, for example.

**However, there seems to be little or no emphasis on educating boys and men, as would be expected in a gender-sensitive approach.** This can be harmful to girls, especially in regards to day-to-day safety, such as walking to school, collecting water, or visiting local shops, where issues of harassment are very prevalent. In fact, in such cases, caregivers report that the responsibility is on girls to protect themselves from violence by monitoring their own behaviour more strictly. A group of mothers in Chivi state, "we are supposed to scrutinize how a child dresses because [IGATE-T] said it causes children to be raped. Do not let your child put on very short skirts. Do not let the child get used to being touched by boys." Similarly, a CCW in Mberengwa reported that they educated girls on abuse by teaching them songs about refusing to let men or boys touch them. Girls themselves

describe frequent encounters with harassment when they are engaged in common daily activities. A more integrated gender-sensitive approach would also include educating men and boys on more positive masculinities. In addition, **given the significant and widespread concerns around early pregnancy as a barrier to transition and education more generally, there is a case for education on and provision of contraceptives in future programming.**

#### 4.1.2 Religious and community leaders perspective on community value for education post COVID-19

**Religious leaders in many communities have been very supportive of education, particularly for girls.** During COVID-19, some Lutheran churches in Mberengwa allowed CLC and CBE facilitators to make use of their church to meet with children. They have also donated supplies, uniforms, and provided school fees for vulnerable learners. A religious leader in Insiza also participates on the local School Development Committee (SDC) and encourages children to pursue education.

According to KIIs with headteachers and community volunteers, religious leaders have promoted education to their congregations during sermons and actively support transition outcomes.

*“Our revival international church encourages its elders to cascade education issues down to its members. Our bishop is now late but he really pushed for education for all children... What we see is that IGATE led in educating the community in viewing the girl child the same way as the boy. Even for the disabled there are no differences as they are treated the same way. For the young mothers these will have learned their mistake the hard way hence they are serious when they get a chance to go back to school.”*

- KII with Religious Leader, Insiza

Some Apostolic communities show signs of change; certain leaders no longer hold congregations that require children to miss class, though others remain unchanged. A religious leader from an Apostolic church in Insiza describes how he has adapted church services to allow children to attend school:

*“We held workshops, including with the ‘United Development Association of Apostolic Churches’. We discussed issues of churches that involved learners’ midweek, hence disturbing learners’ participation at school due to absenteeism. Alright looking at before we had other programs during the week or we can say there has been a change - before we used to have church services during the week but now we do not have them.”*

See Annex 7.3.2 for additional caregiver and headteacher perspectives on the role of religious groups in their communities.

### 4.1.3 Religious practices on early marriage, survivors of abuse, and teen pregnancy

The KIIs with religious leaders and CCWs indicate that the majority of churches accept girls who fall pregnant and believe they should be supported, rather than being encouraged to enter into an early marriage. They also strongly support that pregnant girls should be encouraged to return to school. A very common sentiment expressed by religious leaders is that “mistakes happen, hence it should not determine the whole life of the girl child,” (KII with Religious Leader in Insiza). This sentiment was echoed by a CCW in Mberengwa, who stated that:

*“[Religious leaders] accept it.. the church will be teaching them good behaviours, telling them not to do certain things right, but children will still do it. So ... they use the word to discipline the child and to ask for forgiveness to the parents on behalf of the child because this child would now need counselling. If we harass them ... they would run away even from school and go somewhere we would have destroyed their life.”* - KII with CCW, Mberengwa

Religious leaders and CCWs both attribute this messaging and change in attitudes to the sensitization that IGATE-T has conducted. This progress seems to have built upon the successes that IGATE-T achieved at midline, which showed positive religious leader support as well.

In addition, religious leaders are frequently called upon to provide counselling and support for girls and their families when there is a case of abuse or teen pregnancy and a few religious leaders are actively involved in the Child Protection Committees. For example, one religious leader in Insiza states,

*“I worked with the case care workers and caregivers in encouraging safeguarding on the IGATE program. We had several children that we made follow up on to facilitate returning to school after getting pregnant. These were around 4 to 5 children. These children were from ward 6 especially Shakwa village and Dandabakwa village (Insiza) and it happened before COVID era.”* - KII with Religious Leader, Insiza

Of particular note was the positive deviance of one religious leader in Mberengwa, who has taken the initiative to coordinate a large number of faith leaders across the district and educate them on gender issues and safeguarding. IGATE’s ability to identify, train and support key change agents in the broader religious community was very effective in this case. The scope of impact is described in the outcome description below.

#### 62. Churches across Gwengwena have institutionalized measures that protect the safety and educational interests of girls

Description	<p>Several churches across Gwengwena, Mberengwa have institutionalized measures that better protect girls in their congregation.</p> <p>Five leaders of churches that practice Passover on Friday have changed the schedules of</p>
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their services so that children do not have to miss school to attend. They now hold services in the evenings on Friday, rather than the daytime and do not let parents leave their children to tend livestock while they attend service. This occurred from 2018 - 2020.

In addition, churches in the area have agreed to incorporate commitments to protect the interest of girls and ensure their safeguarding as part of their constitution. For example, they no longer tolerate the marriage of girls under 18 and have included this in their constitution and make time to discuss women's rights during gatherings. The churches have also come together to monitor the appearance of new churches that frequently arise; now, new churches must be known by the others and have a formal constitution.

Several churches in the area have encouraged education among their congregations and report better school attendance. Some have also helped cover school fees for vulnerable children.

Finally, many false prophets used to prophesy that a girl would become his wife in the Apostolic sect. The congregation of churches in Gwengwena have condemned such behaviour and now require that prophets have to verify their claims.

**IGATE  
Contribution**

A single influential religious leader in Mberengwa is key to this outcome. He has travelled across the region of Mberengwa to educate church leaders about girls' education and their rights. He also requested that all churches bring their constitutions that support girls rights and condemning child abuse/GBV so that they could discuss them together and helped to set up a community "watchdog" to monitor the behaviour and presence of new churches. He talked to church leaders about their role in fuelling early marriages and they welcomed the discussion. Now, the church leaders meet together to continue discussing solutions to these issues.

IGATE has been involved in convening church leaders, providing workshops on the importance of girls' education and safeguarding, and assisting church leaders to spread similar messages within their congregations and communities.

**Significance**

This change is important to the community because the children are being protected and encouraged to pursue education. If these children proceed with the education they will develop their communities.

In addition, some religious denominations have presented major barriers to girls' education; many learners were prevented from attending class due to church services or were forced into early marriages. This marks a significant shift in how church leaders are able to monitor such issues.

**Level of  
Verification**

High-High-High

The Apostolic and Zionist churches were of particular concern to IGATE because of practices that promote GBV, including early marriage, that frequently occurs in such congregations. They are small communities but increase girls' exposure to GBV. Such issues constituted a major concern at midline among religious leaders and teachers.

**There is evidence of some incremental progress seen among Apostolic communities in regards to safeguarding issues, but it is centred more on increased accountability through community member reporting, rather than changes in behaviour from religious leaders themselves.** This is seen in the outcome description below.



#### 49. Apostolic church members are reporting cases of abuse from within their congregation to the police

<b>Description</b>	Issues such as early marriage are very common in Apostolic communities in Mberengwa. In the last year, in the communities of Mataruse and Murongwe, cases of abuse have been formally reported from within the Apostolic community. Previously, these cases were frequent but went unreported. Although there are still many cases of early marriage and abuse, they are now being dealt with properly, through the police and line ministries that can offer support to victims.
<b>IGATE Contribution</b>	The social welfare officer contributed to this outcome by educating the community and church members while doing grain distribution in order to bring awareness about government policies and child protection. IGATE trained social welfare officers on correct reporting channels, follow-up actions, and how to encourage reporting when there are cases of abuse. IGATE also helped officers with fuel, vehicles, and provided financial support so that they can reach victims, do psycho-support visits, or transport them to shelters.
<b>Significance</b>	Increased reporting demonstrates a change in behaviour from within the Apostolic church, away from harmful practices often resulting in girls having to drop out from school due to early marriages. As reporting increases, girls will have better access to victim support. It may also deter Apostolic church members and leaders from engaging in such practices over time.
<b>Level of Verification</b>	Medium-High-High

In Chivi, however, Apostolic leaders refuse to cooperate with new safeguarding regulations. This is illustrated in Outcome 51, Annex 6. KIIs with CCWs and line ministries confirm that this is a common issue. An informant from the Victim Friendly Unit in Chivi who provides psycho-social support to victims of abuse, described that “religious leaders too, we can see some changes - they can now call and report cases or they call to ask how they can handle some situations, though some do not cooperate. The Apostolic sect, especially the Marange, is still problematic and to investigate it is very hard because they do not comply easily but changes in reporting are seen from the other community members.”

Furthermore, a peer leader in Chivi reported that there are still churches that do not allow girls to go to the hospital or return to church when pregnant. In a separate FGD with in-school girls, one informant said that she has witnessed up to four early marriages arranged in her community and that the issue is increasing.

These reports suggest that systemic safeguarding issues still persist among some Apostolic and traditional churches, particularly in Chivi.

#### 4.1.4 Caregiver support for education

Caregivers support for education is partially captured in sections 3.1.2 and 3.2.2. This section will briefly review those findings and provide additional insight on how and why caregivers’ support has changed.



**During FGD with caregivers, there was widespread support for education, which extended to both girls and boys, as well as young mothers.** When asked why education was important, caregivers provided a variety of opinions, such as “children will assist us - they will be able to be employed so that we can be helped like what you guys are doing in NGOs,” “they can have a brighter future,” “they will sustain themselves,” and the “child will be aware of good and bad things.” This is consistent with findings from a separate academic study being conducted by some of the authors, which uses text analysis techniques to study the changes in community attitudes in the qualitative data.<sup>33</sup>

The majority of other informants confirm that many caregivers do support, but it is not unanimous. For example, a CCW in Chivi states that “they now send their children to school, pay school fees and they expect their children to pass their subjects and proceed with education. They now become worried if the child gets married or impregnated while at school,” while a religious leader in Mangwe states, “the truth is that it is not all the parents because some parents do not care.”

As discussed, the outcome harvest found that there were many examples of caregivers reducing chore burdens to allow for study time or CLC participation, as well as more willingness to buy or borrow learning materials so that learners could participate in alternative learning activities (five outcomes in total). This change in behaviour typically occurred during the second lockdown. During the first lockdown, many caregivers were hesitant to send their children to alternative learning channels because they feared it would expose them to COVID-19. By the second lockdown, caregivers better understood the protocols and precautions that were in place through the COVID-19 pamphlets that IGATE-T distributed, and realized that the lockdowns were more than a temporary disruption. Therefore, they became much more willing to send their children to learn at CLCs. This change in behaviour was observed across all four districts. It is exemplified in the outcome description below.

#### 25. Caregivers of in school learners procure study materials and allow learners time to study them at home

<b>Description</b>	During the first lockdown period in Zimbabwe, caregivers of in-school children in Ward 14 of rural Mberengwa, bought or borrowed revision books and study materials for their children so that they could attend community learning circles and continue learning from home. Caregivers also allowed time to study at home. Learners who had foundational literacy and numeracy skills were able to successfully build upon these skills through self-study with the materials. However, learners who were struggling in school found independent study difficult and fell further behind.
<b>IGATE Contribution</b>	Using the pamphlets provided by IGATE, the headteacher encouraged parents to assist their children during the lockdown. He also organized learners to come to collect materials from the school and encouraged caregivers to assist learners at home.

<sup>33</sup> Using sentiment analysis and other text mining techniques, the authors (Cotton and Nordstrom) find that there are positive improvements in community attitudes towards girls’ education. In this research the authors present an innovative approach to incorporate sentiment analysis and text mining into impact evaluations.

	IGATE proposed the CLC model and trained facilitators to run them for children. IGATE bought the pamphlets and reading cards, visited the schools, and distributed registers for borrowing pamphlets.
Significance	The community suffers from a lack of resources, so the support provided by IGATE was influential in encouraging participation. The community learning supports also helped learners to develop a positive attitude towards learning. Typically, learning was only thought to take place in school. Those who engaged in the self-study became role models for the poor performers and served to show that even under lockdown it is possible for learning to take place, which inspired others to emulate them. Finally, when schools reopened, teachers noticed that the performance of children who were able to study from home did not go down as low as they expected.
Level of Verification	High-High-High

The table in Annex 7.3.3 summarizes the project's impact on chore burdens. Since midline, girls in the intervention group are doing 17.4 minutes (0.29 hours) less chores each day compared to girls in the comparison group. This difference is not statistically significant, but when we consider this with other qualitative evidence discussed earlier, this suggests that the program may also have been effective at mitigating this barrier to education.

Another positive theme that emerged from the outcome harvest, as well as the qualitative analysis, was that in several communities, caregivers have been willing to provide extra labour or pay additional fees to support school reopening (Outcomes 30 and 34, Annex 6). This typically included sweeping the schoolyards, preparing the classrooms, making and donating bricks, and building toilets etc. In one case, it also included paying extra fees to compensate teachers for the time they missed. This type of support was promoted by IGATE when assisting schools to develop school reopening plans.

**However, as previously mentioned, caregiver support was not seen consistently across communities.** In six of the 23 outcomes related to 'enhanced community support for education,' informants specified that support was only seen among educated caregivers, while uneducated caregivers often remained unsupportive. This was confirmed by several informants in the qualitative data. For example, a CLC Facilitator in Mangwe argues that "it's the minority that seemed to care about [alternative learning], but the rest - some didn't even see the importance of this, especially those parents who are not educated. But the educated parents were really sending their children to the CLC when we would ask that they come."

**Similarly, reports around caregivers' willingness to pay school fees were mixed. Learners still identified this as one of the primary reasons children did not attend school.** The following table shows that, even though the proportion of households paying school fees has fallen in both intervention and comparison areas, the decline has been equivalent in both groups. This was one area where the IGATE-T project had had a measurable impact,

however, there is no evidence that this change has been maintained between midline and endline.

Table 4.1: Headteachers reporting fees being paid in full

Group	Term Fees Paid		
	EL	ML	EL-ML
Comparison	27%	49%	-22pp
Intervention	31%	53%	-22pp
Diff (I-C)	4pp	4pp	-

Among caregivers interviewed in FGDs, there is no reported difference in their support for girls versus boys. For additional details on the differences in attitudes towards boys and girls, and other subgroups (such as girls with disabilities), see Annex 7.3.3.

In regards to CBE, caregivers demonstrate stronger support now that the first cohorts of CBE participants completed their vocational training program and returned to their communities with employable skills, as discussed in section 3.2.2. This can be seen in Outcome 9, Annex 6. The qualitative analysis found this to be a consistent theme across communities where CBE was fully implemented. A CBE facilitator confirms this, stating that caregiver “support is seen allowing their kids to come and attend the session we have at the CBE and also by being concerned. They always ask if all is going on well. They asked me what they should do etc and I see it as support.”

There was one exception in Insiza, where only one boy attended VTC.

#### 4.1.5 Caregiver attitudes towards supporting survivors of abuse, early marriage, teen pregnancy

As mentioned previously, **caregivers have demonstrated more acceptance and support for girls who become pregnant at endline compared to midline and baseline.** This includes allowing the girl to stay at home instead of being married off, as well as encouraging young mothers to continue with their education, either through enrollment back into school or through CBE. However, some mothers still prefer to send the pregnant girl to the boy who is responsible first.

*“However, if a girl gets pregnant, they are first sent to the boy who did it. First resort is marriage. If the husband won’t take her and pay for her school, the mother will be obligated to - but it is painful for her. Mothers have to treat their pregnant children well because the community at large really looks down on them and makes fun of them. If the mother doesn’t accept her, she will likely commit suicide.”*

- FGD with Female Caregivers, Chivi

In other cases, female caregivers express frustration that their girl children do not listen to them and instead defer to their boyfriends. This reduces the caregivers' ability to counsel them and help them prevent early pregnancies.

*"P9: We try to tell these children but it seems they don't understand. I have mine who was going to form four and she got pregnant and now stays with the husband. She calls and says I want to go back and learn but the husband does not want her to.*

*P1: That is what we mean - that these girls need to be taught as they seem to lack knowledge. You say that you make a decision for the girl but when you are still there you will hear that my boyfriend says this and you will be left in the open."* - FGD with Female Caregivers, Insiza

Caregivers also recognized that pregnancy exposes girls to vulnerabilities; one mother explained that most boys will get a girl pregnant and then deny responsibility. Others will agree to get married, but could then deny them access to education and possibly abandon them later on; "the issue is that when they marry at such a [young] age they won't get old with them. They move on when they see fresh blood around and leave the one who is old," (FGD with female caregivers, Insiza). See Annex 7.3.4 for additional examples of caregivers perceptions on the relationships between education and pregnancy.

It appears that stronger networks of support for victims of abuse, seen through improved coordination of line ministry and CPC services and clearer reporting channels, has created a virtuous cycle, whereby caregivers and community members are more willing to report because they see effective follow-up. However, as discussed in the previous section, CCWs still have many concerns. First, is that caregivers often do not believe children when they disclose abuse issues and second, is that they are often unwilling or unable to report abuse, especially when it occurs within a household or family. A CCW in Mangwe explains, "the girl child most of the times they report, but I think the parents have a problem. Parents love their marriages over their own children." Another mother from an FGD in Insiza states, "there are such issues where the father will be the breadwinner and the mother will be afraid that how will I survive and they tell that to the child. There are such issues."

## 4.2 School norms and attitudes

Section 2.3 above discussed student and teachers' experiences with new teaching practices and resources. It is clear that nearly all teachers were still using more participatory teaching methods that have been the focus of the IGATE-T TPD and the new Zimbabwean curriculum. However, **the IGATE-T training may be more effective than what other teachers are receiving; according to headteacher surveys, headteachers in intervention areas are more likely to report that the training their teachers received contributed to improved learning outcomes for students**, and the vast majority of teachers have been trained.

This is confirmed in the qualitative analysis, which found that all of the headteachers and resident teachers interviewed remained well-versed on participatory learning methods, games, and other interactive approaches to teaching in class. A headteacher in Mberengwa described how teacher practices have changed in grades six and seven, resulting in better learning outcomes; “If you get into a class and check the number of children that can be called non-readers, you will find that the number is deteriorating which means the readers are increasing in number and the non-readers are decreasing.”

A variety of methods and approaches were cited by teachers and headteachers as effective in increasing learner engagement and comprehension. Responses centred on child-centred approaches that encourage more active classroom participation, as well as the use of games, and tailored support for struggling learners. Specific examples related to this are included in Annex 7.3.5

Headteachers and teachers across all districts frequently mentioned the efficacy of child-centred approaches. For example, a headteacher in Chivi states, “Most of the teachers and most of the lessons being delivered now have changed from teacher-centred lessons to pupil-centred lessons or learner-centred lessons. Teachers are no longer teachers, they are now facilitators.” Similarly, a resident teacher in Insiza describes how teachers used to deliver lessons by simply lecturing the class, but now “we are saying that let the learners participate in learning and let them do things themselves. You are helping them to learn.” Finally, when asked what has been most useful from the TPD training, a headteacher in Mberengwa reported the following:

*“The child participation. Traditionally teachers used to use the lecture method in teaching but the new practice is the teacher is the facilitator ... you can now realise that child to child interaction to teaching is also dominating... Children are engaging in the hands-on approach.”*  
- KII with Head Teacher, Mberengwa

Furthermore, teachers and headteachers across the entire sample perceive that interactive lessons and games improve comprehension and learning outcomes, especially for struggling learners. There is a consistent, strong emphasis on supporting struggling learners through diagnostics and remediation as well. Additional examples are included in Annex 7.3.5.

The ability to assess a learner’s level of understanding and provide appropriate support is very important in the context of COVID-19 and the detrimental effects it has had on children’s education. Many caregivers express concerns that their children have lagged behind and lost much of their knowledge during the school closures. It is important that teachers are able to adjust their support in class to the level of learners’ performance in order to achieve further improvements in literacy and numeracy. However, teachers seem to understand this problem well.

*“If you are taking grade threes, you test them, group them according to their performance and check their last point of success. Then from there you can now assist them because now you know that this is a grade 5 student but they are at grade 2 level, this is a grade 5 they are at a grade 3 level. You will find that with English and maths they will be at different levels for the same child.”*

- KII with Resident teacher, Insiza

Despite the strong understanding and use of new teaching methods across all districts, there are still barriers to the sustainability of their implementation in the future. Typically, this relates to resource and infrastructure constraints, which were also identified as barriers at midline. Many schools do not have the funds to purchase learning materials for all their classes and have insufficient physical infrastructure to accommodate students. This has been exacerbated by COVID-19. A headteacher in Insiza explained that the use of new methods has been limited since schools reopened because of low teacher morale and the need to move classes outside to reduce congestion in the school. Teachers who are relegated to teach under trees do not have boards to write on, let alone games and interactive resources.

The discussion so far has focused on norms at school that are related to teaching. Community and school norms and attitudes are other important barriers according to the project’s theory of change, particularly when it comes to community and family support for girls’ education.

The following table shows the support that students report receiving from their school, community, and family to continue distance learning during the pandemic, and whether it was enough for them to continue their learning outside of school. **Girls from intervention schools are more likely to report that they have received support from all levels**, which is consistent with earlier findings that suggest that IGATE-T has contributed to a much stronger “network” of support available to girls. However, most girls do not report receiving support from their school or their communities.

Table 4.2: Girls reporting change in support from school and community

Intervention Status	Support from School	Enough?	Support from Community	Enough?	Support from Family	Enough?
Comparison	0.24	0.87	0.23	0.85	0.64	0.81
Intervention	0.40	0.89	0.43	0.93	0.70	0.84
Diff (I-C)	0.16***	0.02	0.2***	0.08**	0.06**	0.03

Statistical significance is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

A subgroup analysis of the above table finds that while girls who come from apostolic communities report similar patterns of support as girls who are not from apostolic communities. Girls with a disability are more likely to report receiving *more* support than



girls without a disability. These are two subgroups that the IGATE-T project has identified as particularly vulnerable within the beneficiaries.

## 4.3 System-level norms

### 4.3.1 MoPSE support to schools

**There is strong evidence that the MoPSE supports schools through frequent visits and ongoing use of IGATE techniques<sup>34</sup>.** District School Inspectors (DSIs) across all four districts report that they conduct support visits, typically on a monthly basis, to schools in their districts, although this has been disrupted by COVID-19 and the travel restrictions it imposed. The support visits were verified by headteachers, and have also been reported in headteacher surveys, as shown in the following table. A headteacher in Mangwe explained that ministry officials come “frequently, like say, once a month. And if you tell them that there is a need for them to come, like if you are facing challenges, they come.”

Table 4.3: Headteachers reporting regular school visits from the DSIs

DSI Visit Frequency	EL		ML		EL-ML		Difference
	Comparison Schools	Intervention Schools	Comparison Schools	Intervention Schools	Comparison Schools	Intervention Schools	
Less than once a year	7%	4%	17%	12%	-10%	-8%	3%
At least once a year	30%	20%	29%	30%	1%	-10%	-11%
At least once a term	50%	62%	44%	43%	7%	19%	13%
At least once a month	15%	13%	9%	13%	6%	0%	-6%
Several times a month	0%	1%	0%	1%	0%	0%	0%

A District Official in Chivi says that he interacts with schools using IGATE techniques almost daily because he deals with guidance counsellors. Furthermore, officials find the techniques useful.

*“I use these IGATE techniques. Even with non-IGATE schools I employ these techniques, though I don’t tell them where I got the techniques from (laughing)... They make our work become easier. If we show the teachers the policy issues, if we involve them when they are doing activities that involve the children, these are things that make the work go on well.”*

- KII with District Official, Chivi

MoPSE officials have also supported headteachers to develop school reopening plans. A headteacher in Mberengwa states, “[the MoPSE] assists us in resources - the PPEs, hand wash, fumigation. They also give staff support by physically visiting the schools and

<sup>34</sup> This includes following up on TPD training and cluster teacher support, encouraging teachers to use the participatory teaching methods that IGATE is promoting, encouraging teachers to learn from one another, and assisting with preparations for school reopening.



crosscheck if the school abides by the covid-19 regulations." Similarly, the headteacher in Insiza describes strong ongoing Ministry support:

*"We had material and it was distributed, that is the COVID-19 material, we have received a first aid kit, we received handwashing facilities, buckets, sanitisers, liquid soap, bars of soap, then we also received food for the feeding scheme - so those are some of the things we got from the government. And even calling us for meetings to share latest updates, even through WhatsApp ... we also had the office team visiting us here to check on the learning preparedness that we were always discussing about, that is how far we have taken it, what we have done, what are the parents doing, what are the challenges, our strengths after the lockdown. They were here and we shared some notes with them."*

#### 4.3.2 MoPSE adoption and endorsement of IGATE-T resources and models

In KIIs with MoPSE officials, **there is very strong evidence of support for and endorsement of new participatory teaching practices, the use of diagnostic tools, learning materials, and remediation in schools.** Ministry officials attribute improvements in learning outcomes to these new methods as well. One Ministry official in Mberengwa stated, "being a former teacher [IGATE-T] brought modern and more recent ways of teaching," and that, despite on-going challenges that they face in the education sector, the TPD "was quite commendable." There is also support for other IGATE-T interventions. According to the project's staff, the Ministry of Youth is currently in the process of continuing the CBE curriculum in future programs, and offering a bespoke certification to students who complete the CBE modules.

Ministry support is also seen through their presence during TPD workshops and training. This is verified by headteachers, who confirm that Ministry officials make time to attend workshops and follow up on IGATE activities.

*"Whenever we have workshops, we have the DSI and we have got some senior inspectors. We also have some senior inspector who is in-charge of this IGATE program in schools, so whenever they visit a school, they will make sure that somebody is answerable to the activities of the school. Those teachers who are the leads will have to discuss their challenges, their weaknesses with the inspector in charge."*

- KII with Head Teacher, Insiza

This sentiment was repeated by a headteacher in Chivi, as well. It suggests strong buy-in from the district level of the MoPSE, as well as an effective monitoring and accountability system to ensure that IGATE activities are being fully and effectively implemented.

The outcome harvest found that officials are very interested in providing extra support for struggling learners, vulnerable children, and pregnant girls. Many of the methods that IGATE has promoted through teacher professional development (TPD) are seen as helping to achieve these aims. The methods are also seen as very complementary to the new

curriculum and are effective in engaging students and improving their literacy and numeracy skills. As one headteacher in Mberengwa describes, “when we hold IGATE workshops ... [the Ministry] also participates. When we participate they also assist the teachers and school heads on how to integrate IGATE activities and Ministry Activities so that they can integrate them and operate as one thing.”

**Ministry officials across all districts agree they would like to expand the use of IGATE models to other schools in their district.** One official from Insiza states, “we want those schools under IGATE to cascade the information to other schools, through meetings or maybe cluster meetings between their other schools, of course with our assistance as the district office.” An official in Chivi explained they are waiting for the program to end so that they can continue to cascade the teachings. Part of the reason for such strong Ministry support for the new methods is due to how well it compliments changes in the new curriculum. This was described by an official in Mangwe:

*“This [IGATE] program compliments seriously on government efforts that is why we prefer it. I do not think there is anyone who can say this one cannot be cascaded, but time and resources. We will take that one on board.”*

IGATE-T was able to help Ministry officials, and teaching professionals at schools, understand how to implement the more participatory learning methods in practical ways.

*“Yes, we have seen that it makes our learners be involved in school activities rather than... we want to run away from like what our new curriculum is saying the teacher should be a facilitator while learners do the activities. So that is what IGATE came to show us. So though we have had our training on the new curriculum we didn’t get there yet with our teachers that even though there are no resources what can we do with our learners like thoughts activities which seem like they are playing but in actual fact also learning”*

- KII with Ministry Official, Chivi

The result is often more learner engagement and better learning outcomes. One Ministry official in Mberengwa captures the incremental impact that the teaching methods have had on improving the basic skills of struggling learners, which reflects the learning outcomes discussed at Midline:

*“I had discussions with professionals like the previous DSI ... He said that IGATE may be responsible for the significant increase in pass rate in Mberengwa schools. We have other districts in Matebeland who recorded zero pass rates. Mberengwa is not one of them. Where IGATE was involved the results were not so good but, you know there was that marked improvement. If you do baseline before the coming in of the project and after you can tell that there was that meaningful change.”*

**However, there are some concerns around the sustainability and scalability of the IGATE activities once the program has ended.** The lack of resources that the Ministry has

available will severely inhibit their ability to roll out the TPD and associated learning resources to other schools. Resource limitations were mentioned by several Ministry officials. It also emerged from the outcome harvest. In the following outcome description, it is clear in the IGATE contribution section that the Ministry was very dependent on program resources, allowances, and transportation to execute their jobs. This was particularly true around outreach to communities in rural areas, as well as the capacity training they received in certain issue areas (safeguarding, teacher professional development). This brings into question the ministry's ability to continue such activities once the program has ended.

#### 102. Ministry officials follow up on vulnerable and marginalized children to ensure they are going to school

<b>Description</b>	Since meetings with the Learning Welfare Officer, other ministry officials have begun to conduct follow-ups to ensure that vulnerable children go back to school. Many of the Learning Welfare Officer's colleagues did not understand that pregnant, disabled, or other disadvantaged girls should be able to go to school like other children, or how to support them according to their needs.
<b>IGATE Contribution</b>	<p>The Learning Welfare Officer was key to this outcome. He works with marginalized children to ensure they have equal access to education. He has worked with IGATE to travel to communities to talk about the importance of child protection, safeguarding and reporting, and how local leaders should be encouraging education. The LW Officer also educated his colleagues on the importance of supporting marginalized children to improve their access to education through in-house meetings.</p> <p>IGATE provided transport and fuel for ministry officials to travel to communities across Insiza. IGATE educated officials on safeguarding issues, the importance of education, and how to support vulnerable girls. IGATE also provided study materials to the communities that addressed common safeguarding issues.</p>
<b>Significance</b>	Having more consistent and widespread ministry support around the issue of marginalized girl's access to education will hopefully make the message stronger on a local level.
<b>Level of Verification</b>	High-Medium-Medium

## 4.4 Conclusions on sustainability

The indicators discussed in this section are designed to inform the answers to each of the evaluation questions related to sustainability. Based on the results presented above, here we consolidate the findings to answer each evaluation question directly.

### 3.1.a. What are the effects of COVID on the education system and how has the project helped mitigate the impacts of COVID on education?

Officials from various MoPSE offices, as well as line ministries, agreed that COVID has had very severe, detrimental impacts on learning outcomes and learner welfare. The main concerns that Ministry Officials described included high pregnancy rates, poor pass rates,

an increase in abuse and safeguarding issues, increased dropouts, and loss of income for families. The increase in pregnancy rates during the COVID-19 lockdowns was mentioned by Ministry Officials across all districts. These sentiments were reiterated by both caregivers and community volunteers, who reported issues such as: increased cases of migration, girls becoming pregnant, rise in early marriages, poor learning outcomes from school closures, increase in childrens' bad behaviour; and loss of household income, which can also increase household stress and violence. By far, the biggest impact cited by caregivers across all four districts was an increase in pregnancies.

IGATE was effectively able to respond to the COVID-19 crisis through the rapid implementation of community learning circles (CLCs). The CLCs were found to be very effective in engaging learners in learning activities throughout the period of school closures. They engaged 41% of the project's cohort and provided learning opportunities that otherwise would not have been available. The regular meetings and focus on learning had many positive results. First, learners were able to maintain, or in some cases, improve their basic literacy and numeracy skills, receive support from their peers and community members, and develop study habits at home. Secondly, by keeping learners productively engaged and maintaining their identity as learners, they developed positive coping mechanisms and relationships that helped mitigate the effect of COVID-19. This included reducing the rate of pregnancy, limiting exposure to negative peer pressure, and developing positive relationships with peer leaders and community volunteers, and encouraging their transition back to school.

### **3.2.a. In what ways has the project influenced girls' learning (including resilience and life skills) and transition trajectories?**

As discussed above, learners and communities widely report improvements in literacy and numeracy as a result of IGATE-T interventions. The quantitative analysis did not detect any significant impacts on either literacy, numeracy, or grade seven exam pass rates *overall*, however, learners in primary school did experience significant, positive improvements in literacy skills. This is consistent with earlier evaluation points, as discussed in the response to question 1.1.a.

Since baseline, transition rates have fallen for learners in both the intervention and comparison areas. Transition rates were high at midline, and have since fallen to below 90%. This is driven by declines among secondary school students, who now have transition rates of about 85%. As discussed in section 3.1.1, it is likely that attrition and the fieldwork design may limit the evaluation's ability to measure transition. Despite limited quantitative evidence, qualitative evidence suggests that as lockdowns continued, the CLCs became an important factor in improving, or at least maintaining, some learning outcomes and supporting positive transition outcomes for in-school learners.

Although resilience is a broadly understood subject, in this evaluation we consider girls' relationships and the networks of support they have available, as well as girls'

decision-making abilities and coping mechanisms. Generally, we find learners and community members report having a much deeper network of support available to them. However, this has not translated into a sense of empowerment over decisions related to their transition pathways. The outcome harvest found that across all districts, CLCs helped to promote resilience and positive coping mechanisms among girls who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth.

**3.2.b. In what ways has the project influenced social, religious, traditional norms and practices around barriers to girls education (abuse, survivor support, girls voice on issues affecting their safety and learning)?**

The majority of religious and traditional leaders interviewed were very supportive of education, particularly for girls. KIIs with religious and traditional leaders demonstrate that they promote education to their congregation and community members and support children in tangible ways, such as contributing school fees, uniforms, following up on cases of children not attending school, and providing space for CLC and CBE groups to meet. This was reiterated through KIIs with community volunteers. Some Apostolic communities show signs of change; certain leaders no longer hold congregations that require children to miss class, though others remain unchanged.

The outcome harvest found several outcomes that demonstrate decreased incidence and acceptability of early marriage in Chivi, Insiza, and Mangwe. KIIs with religious leaders and CCWs also indicate that church leaders do not condone early marriage and provide support and counselling for girls who fall pregnant. Of particular note was the positive deviance of one religious leader in Mberengwa, who has taken the initiative to coordinate a large number of faith leaders across the district and educate them on gender issues and safeguarding. This has resulted in many religious leaders institutionalizing measures in their church constitutions that protect and promote the well being of girls and women.

**3.2.c. In what ways has the project influenced early marriage, teen pregnancy, household chores as barriers?**

As mentioned in the evaluation question above, IGATE has effectively worked with religious leaders, as well as traditional leaders, caregivers, learners, and teachers to sensitize communities on issues of abuse, pregnancy, and the importance of education. The majority of caregivers at endline show willingness to support pregnant girls to transition back to school. This is strongly supported by Ministry Officials, who continue to work with communities to inform them on national policies stipulating pregnant girls must be allowed to return to school. Together, this indicates the positive sustainability of such changes in attitudes.

At endline, it appears that stronger networks of support for victims of abuse, seen through improved coordination of line ministry and CPC services and clearer reporting channels,

has created a virtuous cycle, whereby caregivers and community members are more willing to report because they see effective follow-up. The outcome harvest found multiple outcomes related to increased reporting of abuse and a decreased incidence of early marriage. However, CCWs still have many concerns. First, is that caregivers often do not believe children when they disclose abuse issues and second, is that they are often unwilling or unable to report abuse, especially when it occurs within a household or family. FGDs with female caregivers in Insiza, Mangwe, and Chivi validate these concerns; many mothers indicate that only the worst cases of abuse are reported and that many women fear to report on family members and neighbours.

The outcome harvest also found that at endline, caregivers were willing to allow learners more study time at home, though this was mostly seen amongst educated caregivers in response to the COVID-19 pandemic.

#### **3.2.d. In what ways has the project influenced caregiver practices and attitudes?**

In addition to the changes in practices and attitudes of caregivers mentioned above, the outcome harvest found that caregivers and community members have become much more supportive of CBE now that they see children who completed vocational training have returned to their communities with skills and in some cases, have started earning income. This was a very strong theme across all districts and speaks to the issue at midline when many CBE participants and caregivers were losing interest in CBE because of the delay in receiving vocational training. There were also several instances where caregivers actively supported children's income-generating activities that emerged from CBE.

#### **3.2.e. In what ways has the project influenced community views and contributions for learning within and beyond school?**

IGATE was able to positively impact community views and contributions to learning beyond the school throughout the COVID-19 period and associated school closures.

According to KIIs and the outcome harvest, caregivers became supportive of CLCs by the second lockdown in Zimbabwe, when they realized that school closures were not a temporary setback, but an ongoing crisis. At first, caregivers were afraid to send their children because they worried about risking exposure to COVID and/or wanted to follow lockdown restrictions. IGATE played an important role in changing the level of support; IGATE staff and community volunteers were able to successfully liaise with village heads to communicate protocols and objectives of the program to caregivers and win their support. After that, attendance increased and caregivers valued the support provided to learners. As mentioned, in some communities, CLCs continue to be implemented by volunteers now that schools have reopened.

The outcome harvest and KIIs found that in many communities, caregivers provided material support to school (donating bricks, clearing school grounds, building toilets, etc.)



and were eager for children to return to class. In FGDs with caregivers, both male and female respondents expressed an increased value for education and cited various reasons for how education benefited children. These included enabling children to find better jobs, helping them to know good from bad, empowering them to be more independent and help their families, and allowing them to travel more freely because they can read signs. Caregivers noted that because of more challenging socio-economic conditions, education has become more and more important. However, support for education was often caveated for a number of reasons, such as poor quality of school infrastructure, insufficient teachers, and barriers to accessing education for vulnerable groups (orphans, disabled, and pregnant girls/young mothers). These concerns indicate that the quality of education and accessibility of education for vulnerable groups is also important and may actually detract from overall support for education when these mitigating factors are not addressed.

**3.2.f. In what ways has the project influenced school-level norms and practices towards positive education outcomes for marginalized learners?**

All of the headteachers and resident teachers interviewed remained well-versed on participatory learning methods, games, and other interactive approaches to teaching in class post-COVID. A variety of methods and approaches were cited by teachers and headteachers as effective in increasing learner engagement and comprehension. Responses centred on child-centred approaches that encourage more active classroom participation, as well as the use of games, and tailored support for struggling learners. Furthermore, teachers and headteachers across the entire sample perceive that interactive lessons and games improve comprehension and learning outcomes, especially for struggling learners. There is a consistent, strong emphasis on supporting struggling learners through diagnostics and remediation as well.

During the focus groups with in-school girls, the most commonly cited teaching practice that improved in the last year was support for struggling students. This was seen across Insiza, Chivi, and Mangwe. Girls reported that teachers provided one-on-one support, helped students sound out words using phonics, encouraged peer work, handed out separate work, or made learners repeat a grade (Chivi), which differed from previous years. Learners also referenced group work and more interactive participation in class. However, it is important to note that this was only reported among grade six students. Grade seven students reported little change in their experiences of in-class learning. This included experience of physical punishment, frequent teacher absences, and lack of support for struggling students. In-school grade seven girls in Mangwe and Insiza both confirmed that their grade seven teacher does not provide help for struggling learners. This remains a cause for concern and a potential risk factor for transitioning to secondary school.

**3.2.g. In what ways has the project influenced approaches and/or ways of teaching (school and community)?**



IGATE has successfully influenced teachers, headteachers, and community volunteers to adopt more participatory and inclusive methods of teaching in school and in the community. There is widespread evidence that teachers provide more support for struggling learners, through one-on-one support, diagnostics, and remediation, from qualitative and quantitative data. Further, teachers demonstrate the use of participatory methods, group work, games and activities in class.

Notably, these same participatory methods are very evident in community-based learning, such as CLCs. Combined with literacy resources, such as reading cards, these methods have been very effective in keeping learners engaged and improving their comprehension, especially for struggling learners. The CLC model has also encouraged learners to practice at home and seek support from their caregivers, which marks a new improvement for ways of learning in the community.

### **3.2.h. In what ways has the project influenced district education stakeholders' perspectives and practices?**

In KIIs with MoPSE officials, there is very strong evidence of support for and endorsement of new participatory teaching practices, the use of diagnostic tools, learning materials, and remediation in schools. Ministry officials attribute improvements in learning outcomes to these new methods as well. One Ministry official in Mberengwa stated, “being a former teacher [IGATE-T] brought modern and more recent ways of teaching,” and that, despite on-going challenges that they face in the education sector, the TPD “was quite commendable.”

Ministry support is also seen through their presence during TPD workshops and training. This is verified by headteachers, who confirm that Ministry officials make time to attend workshops and follow up on IGATE activities.

This sentiment was repeated by a headteacher in Chivi, as well. It suggests strong buy-in from the district level of the MoPSE, as well as an effective monitoring and accountability system to ensure that IGATE activities are being fully and effectively implemented.

The outcome harvest found that officials are very interested in providing extra support for struggling learners, vulnerable children, and pregnant girls.

### **3.3. In what ways has the project contributed or influenced national education priorities, systems, programs pre/post COVID? Are they sustainable?**

IGATE was able to increase the capacity of district ministry officials and line ministries to understand national policies and strengthen the implementation of such policies in practice, especially in rural areas. The effective implementation of initiatives such as teacher professional training, community-based education, improved safeguarding, and promoting positive transitions for pregnant and vulnerable girls was valued by district ministry officials and viewed as complementary to the ministry’s initiatives. IGATE has

been important in demonstrating that these interventions work. This is likely to create positive reinforcement for continued implementation. For example, ministry officials across all districts agree they would like to expand the use of IGATE models to other schools in their district. One official from Insiza states, “we want those schools under IGATE to cascade the information to other schools, through meetings or maybe cluster meetings between their other schools, of course with our assistance as the district office.” An official in Chivi explained they are waiting for the program to end so that they can continue to cascade the teachings. Part of the reason for such strong Ministry support for the new methods is due to how well it compliments changes in the new curriculum.

Although ministry officials provided very positive feedback on the effectiveness of IGATE programming, there are some concerns around the sustainability and scalability of the IGATE activities once the program has ended. The lack of resources that the Ministry has available will severely inhibit their ability to roll out the TPD and associated learning resources to other schools. Resource limitations were mentioned by several Ministry officials. It also emerged from the outcome harvest. In several outcome descriptions related to ministry support for IGATE activities, it is clear in the “IGATE contribution” section that the Ministry was very dependent on program resources, allowances, and transportation to execute their jobs. This was particularly true around outreach to communities in rural areas, as well as the capacity training they received in certain issue areas (safeguarding, teacher professional development). This brings into question the ministry’s ability to continue such activities once the program has ended.

### **3.4. To what extent are these changes in gender and social inclusion transformative?**

If we consider a transformative change to be both meaningful and sustainable, then we have seen evidence of this in several important areas related to gender and social inclusion. The IGATE-T project addresses gender considerations throughout its program design through interventions that target norms and attitudes towards girls’ education at the school, community, and system level. These steps have led to significant improvements in learning, particularly for struggling students. This would be a clear example of transformative changes related to social inclusion. Similarly, CBE has helped OOS girls specifically to develop skills and find transition pathways that will support them and their families into the future. These benefits are particularly salient for young mothers.

The program has also led to a general improvement in attitudes towards girls’ education and support for their transition in school and OOS. This is important on its own, however, these changes should also facilitate future transformative change for girls and marginalized youth.

There are some areas where changes have been observed, but are not necessarily “transformative”, including the improvements observed around safeguarding for girls, which is an area where more could be done (for example, by including more gender-sensitive programming that engages boys more directly). To enhance future social

inclusion efforts more can also be done for girls with disabilities. Many community members identified that these girls have extra barriers to education, but not many opportunities.

**3.5. What learning from the CBE model and experience is relevant to inform future programs in this context? What are key elements that contribute to CBE success? To what extent is the model replicable/scalable?**

The outcome harvest and separate study of the CBE program found overwhelming evidence that the CBE program was seen to result in positive transition outcomes for girls who remained in the program throughout the COVID-19 period. When we consider the activities CBE participants reported doing after participating in the CBE program, we find that 75% of girls were either self-employed, formally employed, back in school, or in an attachment. In qualitative interviews, OOS girls also described that as they earned income, they gained more self-confidence and respect in the community and that they became less dependent on their husbands.

Adapting CBE programs to provide vocational training sooner, and managing community expectations about what the CBE program would be providing may improve community support for future interventions. The CBE programs helped many learners establish business plans and then start their own businesses. There are widespread reports that skills they learned through the CBE program are valued by the communities. However, these parts of the program came into effect after modules focusing only on foundational literacy and numeracy skills, which girls and communities were not as interested in. Future programming targeted to OOS girls should be tied to the pathways girls and communities are looking for, which may include providing foundational literacy and numeracy training for some students or alongside vocational training. In addition, the use of start-up kits was a very useful addition to the CBE modules and should be maintained for future CBE programming. The evaluation of the CBE program specifically was limited by the lack of a comparison group. Given the challenges associated with identifying a comparison group that would allow for impact evaluation, programs involving OOS girls should adopt other evaluation designs (such as stepped wedge or variations in implementation timing) to increase the likelihood of having a reliable counterfactual group to make conclusions about the impact of CBE programs.

## 5. Value for Money Analysis

In this section, we briefly discuss the project through the lens of “Value for Money” or VfM. VfM is a framework that is commonly used across the UK government and other institutions to understand the value of investments. FCDO emphasises four dimensions of value for money for analysing projects in the social sector. These are commonly referred to as the “4Es”, and refer to the following factors:<sup>35</sup>

- **Economy** - “Minimising the cost of inputs”
- **Efficiency** - “Achieving the best rate of conversion of inputs into outputs”
- **Effectiveness** - “Achieving the best possible result for the level of investment”
- **Equity** - “Services are designed to help people according to their need”

These are related to the inputs, processes, outputs, outcomes, and impacts as described in the following diagram.

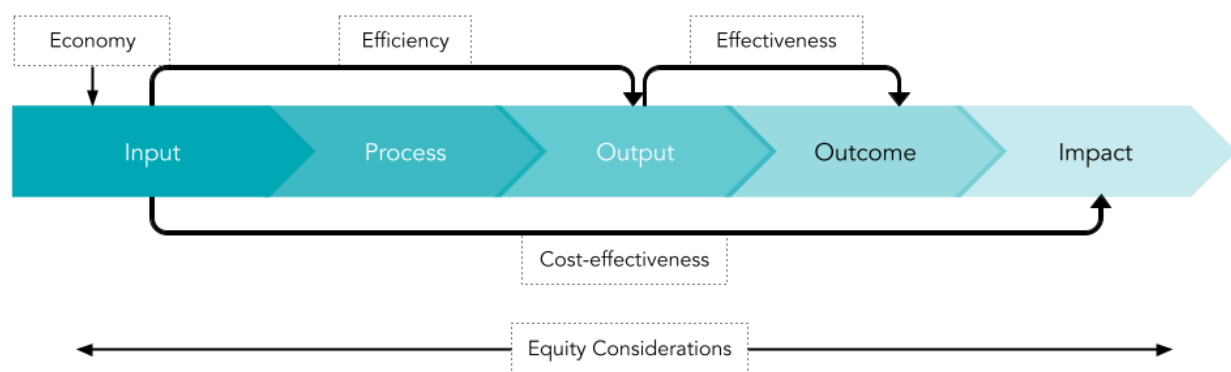


Figure 5.1 VfM framework adopted by FCDO (formerly DFID)

To comment on the overall VfM of IGATE-T, we will first examine each of the 4E categories, which focus on the relative value of the project’s inputs and outputs within the context of the project’s outcomes. This will be done by taking a narrative approach, as recommended by the FM, which will comment on the relationships between the project’s economy, efficiency, and effectiveness.<sup>36</sup> We also consider equity by focusing on the project’s ability to reach those with the greatest need.

<sup>35</sup> ICAI. “DFID’s Approach to Value for Money in Programme and Portfolio Management.” Accessed August 26, 2021. <https://icai.stage.govpress.com/html-version/dfids-approach-to-value-for-money-in-programme-and-portfolio-management/>.

<sup>36</sup> Additional analysis taking a “cost-effectiveness” approach, which explicitly models the assumptions between costs and impacts is beyond the scope of this report, but is part of a separate study done for World Vision by Limestone Analytics.

## 5.1 Economy

The total cost of the program up until March 2021 is approximately 15.4 million pounds. The majority of this was allocated to the project delivery parent category, with local/international fees and hotel accommodations representing the largest cost types. The following figure disaggregated costs into three categories.

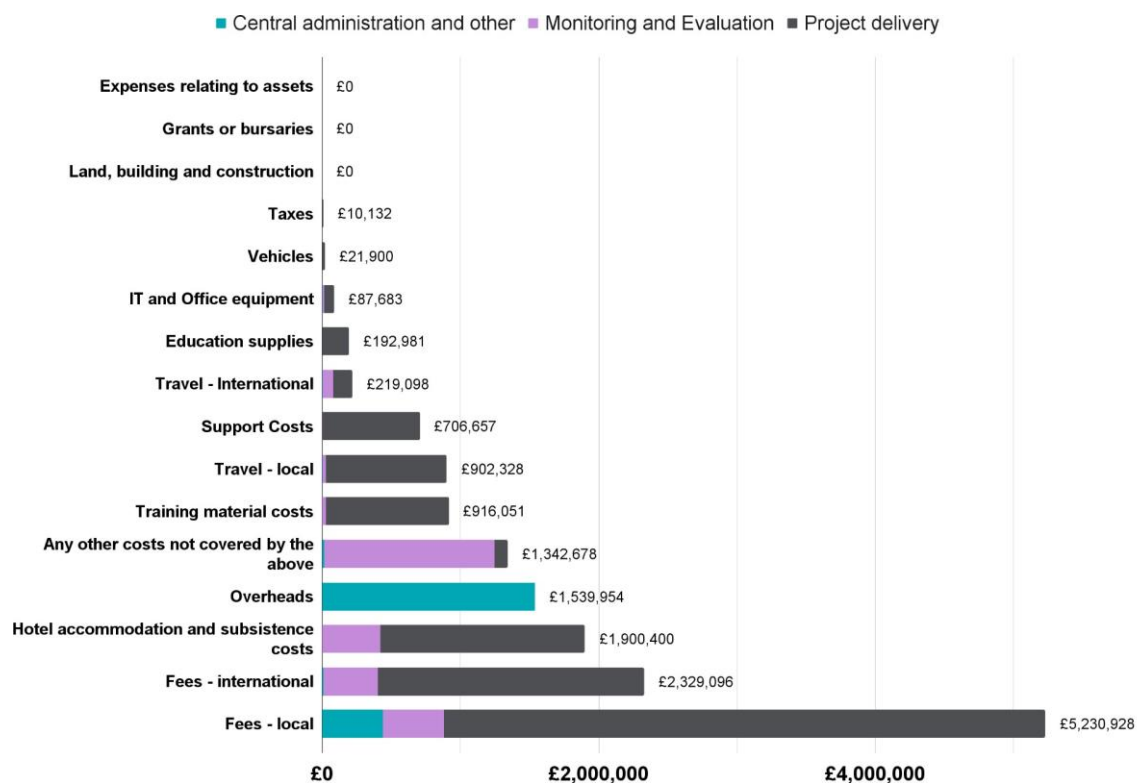


Figure 5.2. IGATE-T Program costs, end of Q16

## 5.2 Efficiency

Within the current VfM framework, efficiency represents the conversion of inputs into outputs. The following table shows the outputs of the program within the four program areas. This is accompanied by a graph, which shows the cost of each output.

Table 5.1: IGATE-T Outputs, end of Q12

Output	Quantity
<b>Output 1: Whole School Development</b>	
Teachers trained under WSD	1,717
Head-teachers trained	319
<b>Output 2: Community Learning Initiative</b>	
CBE facilitators oriented and trained	1,202
CBE centres established	326
CLCs established	758
<b>Output 3: Leadership Clubs</b>	
Mentors trained in school	753
School-based clubs	314
Community-based clubs	299
<b>Output 4: Community Champions Network</b>	
CPCs supported	298
<b>In-school children supported (direct)</b>	<b>40,928</b>

Since the outputs vary significantly across the four output types, comparing the “cost per output” is not particularly informative at the sub-output level. However, the following graph shows the cost per entire output domain (WSD, Community Learning Initiative, etc.). WSD is the most expensive in absolute terms, however, it has also been one of the largest programs in terms of the number of outputs (teachers and headteachers trained). Output 3 (Leadership Clubs) was the least expensive in absolute costs.

Output 4 (Community Champions Network) cost slightly more than Leadership Clubs, however, the number of tangible outputs associated with this output group is also relatively small, which may suggest this output area is less efficient. Output 2, which included the CLCs and CBE program cost about three-quarters of the WSD program in

terms of absolute cost, and was associated with a large number of CBE and CLC centres being established. In the next section, we consider this alongside the actual outcomes.

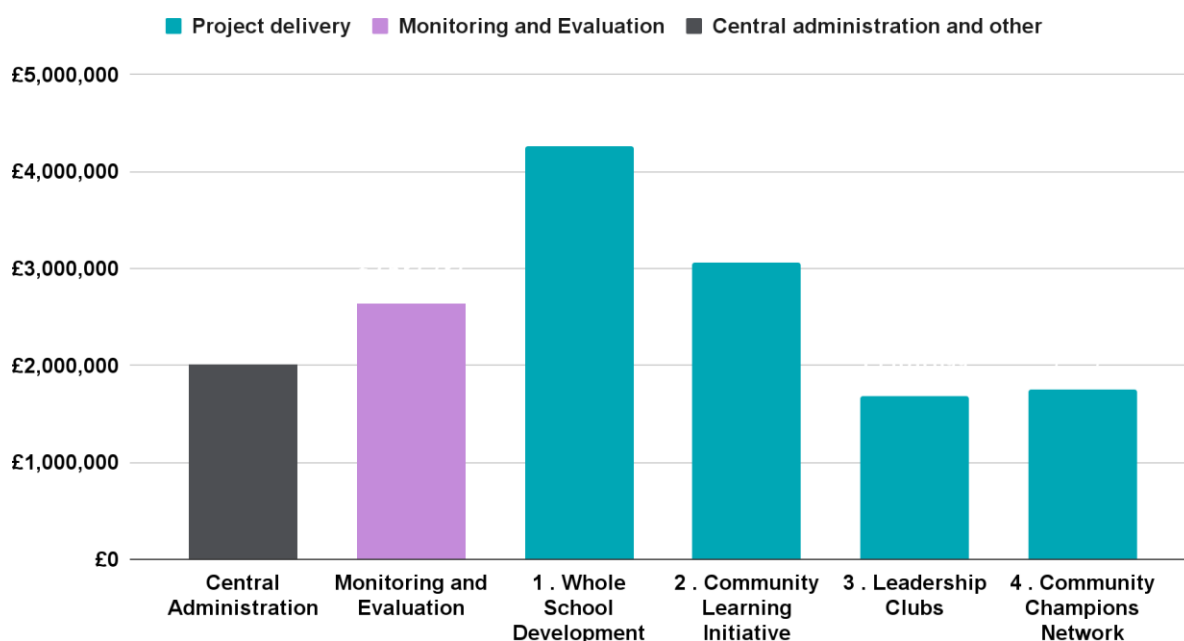


Figure 5.3: Cost per Output Category

Given the disparity in the types of outputs across the four output areas, for efficiency measures, the most relevant output for VfM is the number of beneficiaries. When comparing the total program costs and outputs, **we estimate an average cost of approximately £376 per direct beneficiary.**

## 5.3 Effectiveness

Effectiveness seeks to compare the total outputs of the program to the impact achieved. To this end, we can compare the effects of the program in terms of learning achievements and transition rates to the overall costs of the program. Based on the endline data, **we find evidence that the IGATE-T intervention had a positive effect (0.174 standard deviations between BL and EL) on literacy scores, but not on transition.**

In qualitative interviews, learners, community members, and caregivers attributed to the CLCs and training offered through the WSD programs to improving learning outcomes for the participants. In the endline evaluation for the IGATE-T project, it was also observed that participants in the program components also have higher test scores than non-participants in the intervention group. Although this cannot be interpreted as causal since learners may select into these project components, within the context of the broader qualitative findings, this is compelling evidence that the CLCs and WSD training was



effective in improving learning outcomes. Although these are the most expensive outputs, they are also the most strongly associated with learning outcomes.<sup>37</sup> Note that no quantitative data is available on learning for the OOS sample to comment on the role of the CBE program in learning, however qualitative reports also suggest that this was effective in improving literacy and numeracy outcomes for some learners.

The project also had a significant impact on youth leadership scores between baseline and midline of about 1.01 points. According to the theory of change, leadership clubs would be the largest contributors to this. These were the least expensive output, however, we know from qualitative evidence that the CLCs have also contributed to leadership outcomes.

Despite not having any significant impact on transition rates, the magnitude of learning gains may be sufficient for the program to demonstrate good VfM. Improvement in literacy achieved by the program is expected to benefit beneficiaries through higher lifetime earnings, as reported in studies of returns to education.<sup>38</sup>

Based on guidance from GEC, we estimate the equivalent years of schooling gain for the intervention group by calculating the average annual literacy gains for the control group over the life of the project. As seen in the table below, literacy gains were roughly 0.31 standard units in the control group annually (or 1.26 over 4 years) which implies that the 0.174 unit improvement observed in the intervention group would equate to nearly 0.56 equivalent years of additional schooling in the absence of the program.

Table 5.2: Effectiveness Estimates for IGATE-T

Metric	Value
4-year comparison group literacy score change	+1.26
1-year comparison group literacy score change	+0.31
4-year intervention group minus control group literacy score change	+0.174
4-year treatment effect (EYOS)	+0.56
Project cost per beneficiary (£)	£376
Project cost per beneficiary (\$)	\$524
EYOS per \$100	+0.11

<sup>37</sup> Note it is not possible to attribute causality to these individual outputs since all of the treatments are implemented simultaneously, in all locations. However, section 2.3 provides quantitative and qualitative evidence that is suggestive of these specific components being particularly important for the learning outcomes that were achieved.

<sup>38</sup> Snilstveit et al. (3ie), "The Impact of education programmes on learning and school participation in LMICs", May 2019

## 5.4 Equity

Nearly a quarter of IGATE T students live without either of their parents, and more than two-thirds of households report difficulty in affording girls education. The majority of households report being unable to meet basic needs, and roughly 40% of students report often going to sleep hungry. This is in line with the project theory of change, suggesting IGATE-T succeeded in reaching significant marginalized populations. Annex 4 presents additional characteristics about the sample, which indicate that IGATE-T has reached many significant subgroups of marginalized girls. In Annex 3, we show that at the time of endline data collection approximately 5% of the sample reported a disability. This is one subgroup that the project specifically targeted, and appears to be making up a smaller portion of the evaluation sample compared to baseline and midline disability rates, which may indicate this subgroup has also declined within the beneficiary population as well. This may also explain why the project has been relatively efficient in impacting educational attainment since **the interventions have been specifically tailored to address needs faced by the community.**

## 6. Conclusions and recommendations

### 6.1 Key findings

Between 2017 and 2021, World Vision and its partners (Care International, SNV, Open University, World Bicycle Relief, Emthonjeni Women's Forum, Udaciza, and the Ministry of Primary and Secondary Education Zimbabwe) implemented the Improving Gender Attitudes, Transition, and Education Outcomes (IGATE-T) program to increase access to formal and informal education for 123,333 girls and boys in 9 districts in Zimbabwe. The program included teacher professional development, community learning initiatives, leadership skills development for girls, and developing stronger community support networks.

Ongoing contextual challenges, including an unstable economy, teacher incapacitation, and COVID-19 made parts of the project's theory of change and assumptions less certain irrelevant since midline. This motivated the project to ask a much broader set of questions for this evaluation. Using a combination of outcome harvesting, broader qualitative methods, and quantitative causal analysis techniques, the evaluation team has assessed the project's effect on learning, transition, sustainability, and resilience outcomes to answer the following evaluation questions.

Table 6.1 Summary of evaluation questions

Learning	Transition	Sustainability
<p>What are the outcomes related to:</p> <ul style="list-style-type: none"> <li>• Learning for marginalized girls and boys</li> <li>• Girls' and boys' experiences of learning in the school and community</li> <li>• Attitudes, skills, and practices of teachers/headteachers</li> <li>• Leadership skills</li> </ul>	<p>What are the outcomes related to:</p> <ul style="list-style-type: none"> <li>• Transition and outcomes in education and life of in-school girls</li> <li>• Transition pathways for Out of School (OOS) girls</li> <li>• Coping abilities and resilience of marginalized girls to make decisions and take actions on their learning and transition</li> <li>• Other/unexpected transition outcomes</li> </ul>	<p>What are the outcomes related to:</p> <ul style="list-style-type: none"> <li>• Social, religious, and community norms and practices around barriers to girls' education</li> <li>• National and district education priorities, systems, programs before and after COVID-19</li> <li>• The effects of COVID on the education system</li> <li>• Gender and social inclusion</li> </ul>

### 6.1.1 Key learning findings

There are several conclusions that can be drawn in terms of the learning-related evaluation questions. Students learned more in both literacy and numeracy, particularly since midline. This is likely attributable to the learners' experiences within the community and in-schools, where the IGATE-T interventions led to improved teaching practices and engaging community learning opportunities through the CLC program. The CLC program also led students to take on greater roles and responsibilities within their peer groups, which has contributed to significant improvements in overall leadership scores since midline. Some OOS girls are also reporting increased confidence and leadership after participating in the CBE program. The discussion below expands on each of these points.

**Improvements in both literacy and numeracy as a result of IGATE-T are widely reported by teachers, community members, and learners. Learners experienced significant, positive improvements in literacy (0.26 SD) and numeracy (0.29 SD) skills since midline. The largest gains are coming from the most foundational skills.** There is also a large change observed from baseline in literacy (0.174 SD), but this is not statistically significant. This is consistent with the project's theory of change and design, which has focused heavily on improving foundational literacy and numeracy skills.

**Learners, community members, and members of school communities attribute improved learning outcomes to improvements in better learning experiences both within schools and in communities.** We find qualitative and quantitative evidence to suggest that CLC participants are more likely to have experienced improvements in learning than the rest of the intervention group. This is supported by widespread claims from teachers, headteachers, and learners that CLCs have contributed to improvements in not only learning but also transition and leadership skills as learners were able to maintain their identity as a student and practice their leadership skills in very tangible ways. **Similarly, IGATE-T has improved teacher attendance, engagement and the use of participatory teaching methods.** The participatory teaching methods used by teachers both in-school (before and after COVID-19 lockdowns) and by CLC facilitators are reported to have improved teachers engagement and students' learning outcomes.

**Many learners have experienced improvements in leadership assessments, and reports from peer leaders indicate that girls are taking on new roles and responsibilities through the CLC program.** The project was able to pivot their peer leadership strategy, compared to midline and offer a tangible way for peer leaders to assume leadership positions through the CLCs. As a result, peer leaders have increased their standing as role models to other students and increased their confidence, while broadening networks of support for girls. This is consistent with broader evidence around resilience. However, this has not translated into a sense of empowerment over decisions related to their transition pathways.

### 6.1.2 Key transition findings

In terms of the transition-related questions, there are several main conclusions that can be drawn. The IGATE-T has not had a significant impact on transition rates for in-school learners. Although transition rates remain high for this cohort, there has been no observable impact on transition for these learners as a result of the IGATE-T project. For the OOS cohort, however, IGATE-T's CBE program has led to positive transition and life outcomes. In terms of resilience, there is some evidence that CLCs have helped to promote resilience and positive coping mechanisms among participants, though this has not translated into any impact on the girls' ability to make independent decisions on their transition pathways. The discussion below expands on each of these points.

**Transition rates have fallen by similar amounts in the intervention and comparison groups since baseline or since midline, indicating that IGATE-T has not had a significant impact on transition outcomes for in-school girls, despite improvements in reported support by caregivers and community leaders.** The COVID-19 pandemic presented many additional barriers for girls across all four evaluation districts. Since baseline, transition rates have fallen for learners in both the intervention and comparison areas. Transition rates for in-school girls were high at midline, and have since fallen to below 90%. This is driven by declines among secondary school students, who now have transition rates of about 85%. However, the CBE program, which provides skills and vocational training for OOS girls was reported to have contributed to many positive transition outcomes for girls who completed the program.

**The CBE program and the CLCs both provided positive transition opportunities to out-of-school youth and were perceived as improving transition outcomes for direct participants.** After CBE, 50% of girls are pursuing some sort of self-employment and over 25% of girls are pursuing some kind of attachment, course, or returning to school. Older girls and young mothers tended to benefit the most from CBE.

**CLCs helped to promote resilience and positive coping mechanisms among girls who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth.** This did not translate into an increase in girls' reported or measured abilities to make independent decisions about their transition pathways. We also don't observe any consistent differences in the reported stress levels of IGATE-T participants and comparisons from the comparison group, despite having greater networks of support available to them in their schools and communities.

The outcome harvest and qualitative data also identified other unexpected transition outcomes. **Notably, the CLCs positive impact on learners' confidence in literacy and numeracy skills promoted positive coping mechanisms and was a major enabling factor for transition back to school.** In addition, an important barrier to transition back into formal schooling for pregnant girls was ill-treatment by peers. **IGATE-T has also**

**transformed caregiver and community attitudes towards educating pregnant girls, which was an important barrier to their transition.**

### 6.1.3 Key sustainability findings

There are several conclusions we can make about the sustainability-related evaluation questions. COVID-19 has had a detrimental impact on learning outcomes and learner welfare. However, iGATE-T has helped communities to develop more supportive attitudes towards girls' education, and girls are more likely to have reported receiving support at home, at school, and within their communities. This is evident in strengthened reporting channels to support victims of gender-based violence and abuse, through changes in religious practices regarding early marriage, and through the adoption and endorsement of participatory teaching methods within schools and within the Ministry of Primary and Secondary Education. The iGATE-T project addresses gender considerations throughout its program design and this has contributed to transformative change in areas related to gender and social inclusion. The discussion below expands on each of these points.

**The iGATE-T program has also helped communities to develop more supportive attitudes towards girls' education.** Community support for girls education was relatively high at midline and remains so at endline, despite challenging circumstances, such as COVID-19 and school closures. Caregivers, community leaders, and religious leaders all report that girls' education is valued as much as boys and recognize the importance of education in promoting positive life outcomes for learners. The qualitative data indicate that caregivers have allowed learners to attend alternative learning channels during school closures, reduced chore burdens to enable more study time, and were very willing to enrol children back into school when they opened.

**This increased support is also apparent to girls, who are now significantly more likely to report that they have received more support from their caregivers, their schools, and their communities than they were before.** This is consistent with earlier findings that suggest that iGATE-T has contributed to a much stronger "network" of support available to girls. However, most girls do not report receiving support from their school or their communities. Across religious leaders, community leaders, volunteers, line ministries, and caregivers in iGATE-T communities there is now a much larger network of support available to girls.

**This increased support is evident through the improved abuse reporting channels, which iGATE-T has worked to improve with the line ministries and local CCWs, as well as through the endorsement of new participatory teaching practices, diagnostic tools, and remediation strategies by Ministry officials.** Ministry officials attribute improvements in learning outcomes to these new methods introduced by iGATE-T. Ministry support is also seen through their presence during teacher professional development workshops and



training. This is verified by headteachers, who confirm that Ministry officials make time to attend workshops and follow up on IGATE activities.

**Related to this, headteachers and resident teachers remained well-versed on participatory learning methods, games, and other interactive approaches to teaching in class post-COVID.** IGATE has successfully influenced teachers, headteachers, and community volunteers to adopt more participatory and inclusive methods of teaching in school and in the community. Teachers and headteachers across the entire sample perceive that interactive lessons and games improve comprehension and learning outcomes, especially for struggling learners. These same participatory methods are very evident in community-based learning initiatives, such as CLCs. There is a consistent, strong emphasis on supporting struggling learners through diagnostics and remediation as well.

#### 6.1.4 Value for money findings

The project provided good value for money. Implementation of the IGATE-T cost 15.4 Million GBP. It reached 40,928 direct beneficiaries, which yields an approximate cost per beneficiary of 376 GBP/beneficiary. In terms of value for money, the learning gains achieved through IGATE-T are equivalent to the amount of learning that would take place over 0.56 *additional* years of schooling over the actual additional years they attended school during the program. There may be additional benefits that are not monetized in our quantitative evaluation framework, but nonetheless may demonstrate the project's effects in communities, such as improved youth leadership.

## 6.2 Recommendations

In this section, we summarize some of the recommendations for future programming. These can be broadly categorized as 1) things IGATE-T has done particularly well and have the potential to be scaled up or adopted by future programs, and 2) opportunities for future programming.

### 6.2.1 Intervention components that could be scaled up

**Community Learning Circles (CLCs) offer an effective, flexible approach for providing learners with alternative learning options and have the potential to be scaled up to support marginalized youth, across a variety of contexts.** CLCs were able to build off an existing skilled volunteer network at the community level to provide alternative learning options during the COVID-19 crisis. The success of this pivot speaks to the versatility and importance of such local resources, as well as community-based education support for in-school learners. CLCs provided learners with more informal and, in some cases, more accessible learning options since some learners reported feeling comfortable asking for help from volunteer facilitators. The CLC model is clearly an effective approach in an emergency context where schools are closed. However, due to their ability to provide

regular tailored support, these learning channels have also helped many struggling students and could be used to regularly complement and reinforce formal in-school classes in the future.

In addition, CLCs also provided learners with opportunities to apply their leadership skills. Peer leaders reported receiving leadership training the previous year but had not experienced any practical opportunity to practice such skills until CLCs were implemented. This indicates the importance of ensuring girls leadership programs go beyond training, to incorporate opportunities for real-life application, whether through community platforms or at school.

**The participatory teaching methods that iGATE-T has emphasized through the Teacher Professional Development program should be maintained, with regular refresher training to support the continued use of these methods.** These approaches are reported to have helped improve teacher engagement, as well as student learning outcomes. Similar methodologies are now part of the national curriculum, though the iGATE-T methods appear to be more effective according to reports by headteachers. Maintaining teachers' skills in using these methods will be important to ensure teachers and learners continue to benefit from these teaching approaches.

**The emphasis on improving foundational skills has been effective for facilitating greater improvements in overall learning.** At midline, we found evidence that iGATE-T had improved basic foundational literacy skills. This likely contributed to the broader learning outcomes observed at endline. At midline, we observed that learners who had been struggling with literacy and numeracy at the beginning of the program were the most likely to have successful transition outcomes by midline. Together, this suggests students have been able to build on the foundational improvements they originally experienced. The emphasis on foundational skills appears to be an effective way to achieve more effective, long-term improvements in learning and should be the focus of future programming as well.

**The networks of support that have been established in iGATE-T communities, particularly networks to support victims of gender-based violence (GBV) and abuse, have been effective and have the potential to be scaled up.** These support networks have been effective in dealing with increased incidences of abuse during the COVID-19 lockdowns. The increased support system has also been attributed to improved support for young mothers and other marginalized girls. Now that these networks are in place, it would be relatively efficient to make them available to a broader set of beneficiaries to offer this protection and support.

**Future programming should continue to focus on the specific needs of marginalized populations to enhance efficiency and equity.** The interventions have been designed to address the specific needs faced by the community. Nearly a quarter of iGATE-T students live without either of their parents, and more than two-thirds of households report

difficulty in affording girls education. The majority of households report being unable to meet basic needs, and roughly 40% of students report often going to sleep hungry. This is in line with the project theory of change, suggesting IGATE-T succeeded in reaching significant marginalized populations. It also appears that the project's impacts have been largest where there were the most needs (e.g. foundational skills, community support), which further emphasizes the importance of needs-based programming.

### 6.2.2 Opportunities for future programming

**Future programs should adopt a more integrated gender-sensitive approach that focuses on educating men and boys on positive masculinity behaviours in addition to empowering girls themselves.** Community members report that the responsibility is on girls to protect themselves from violence by monitoring their own behaviour more strictly. Although CARE International's Adolescent Development Model does identify boys as having an important role in promoting efforts to reduce GBV, future programming should ensure these messages are consistently reaching peer leaders and communities.

**Given the significance of early pregnancy as a barrier to transition outcomes, additional interventions such as Sexual and Reproductive Health (SRH) campaigns, and programming designed specifically for young mothers (including addressing the stigma associated with teen pregnancy at the peer level) would be important to emphasize from the onset of implementation for future interventions.** Qualitative and quantitative evidence suggests that pregnancy is a significant predictor of failed transition outcomes. Complementing empowerment campaigns with SRH interventions (including access to contraception) could help mitigate this barrier within these communities. However, aside from some peer-led SRH-related discussions added to the CLCs at the end of the program, SRH campaigns have not been a focus of the IGATE-T interventions.

**Relatedly, alternative learning pathways specifically designed for young mothers may be particularly helpful for this subgroup and was recommended by several caregivers.** This could be in the form of tailored CLC or CBE programming, which has already been successful in reaching many young mothers. Young mothers are still stigmatized by their peers, making returning to school difficult. Programs that address stigma at a peer level (for both mothers and girls with disabilities) would be relevant given the significance of this barrier. The increase in pregnancy rates after COVID-19 will increase the need for this kind of programming in these communities in the future.

**Adapting CBE programs to provide vocational training sooner, and managing community expectations about what the CBE program entails, may improve community support for future interventions.** The CBE program helped many learners establish business plans and start their own income-generating activities. There are widespread reports that the skills they learned through the CBE program are valued by communities. However, vocational training came into effect after modules focusing only on foundational literacy and numeracy skills, which girls and communities were not as interested in. Future

programming targeted to OOS girls should be tied to the pathways girls and communities are looking for, which may include providing foundational literacy and numeracy training for some students or alongside vocational training. In addition, the provision of start-up kits was a very useful addition to the CBE modules and should be maintained for future CBE programming. The evaluation of the CBE program was limited by the lack of a comparison group. Given the challenges associated with identifying a comparison group that would allow for an impact evaluation, programs involving OOS girls should adopt other evaluation designs (such as stepped-wedge or variations in implementation timing) to increase the likelihood of having a reliable counterfactual group to make conclusions about the impact of CBE programs.

# Annex 1: Project design and interventions

The following diagram summarizes the project's theory of change, describing the four intervention areas (Whole School Development, Community Learning Initiatives, Leadership Clubs, and the Community Champions Network) as well as the expected outputs and overall outcomes. This reflects changes that were made since midline as part of the medium term response plan, as well as the project's original log frame.

This diagram is based on a review of the project's medium term response plan and the logframe, which was updated at inception. These have been included as attachments "210831\_EL\_O\_Annex1\_IGATE-T\_ProjectMediumTermResponsePlan.xlsx" and "210831\_EL\_O\_Annex5\_IGATE-T\_Logframe.xlsx", respectively, which accompany this report.

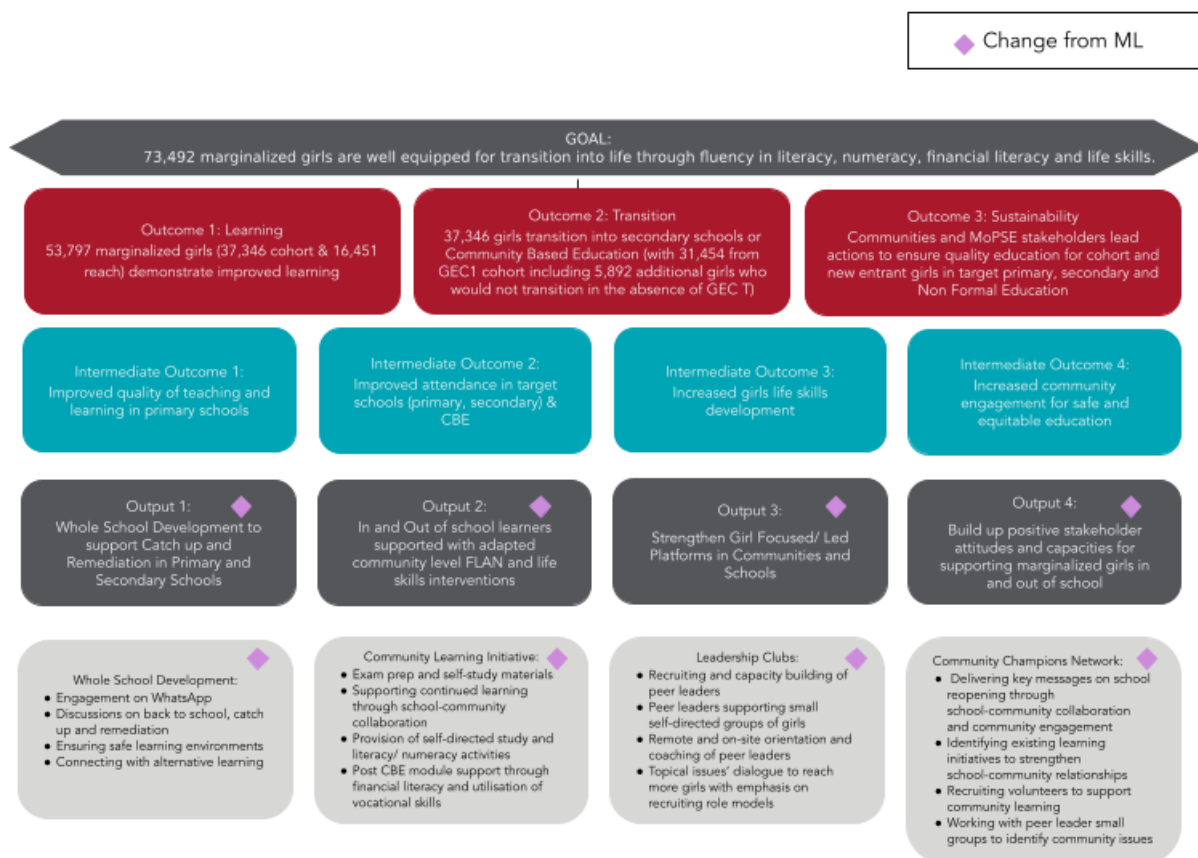


Figure A1.1: Updated program's theory of change at endline

## A.1.1 Additional contextual details

Table A1.1: Timeline of project and context events

Year	Month	Event	Category
2017	July	Project inception	IGATE-T
2017	September	New curriculum announced in Zimbabwe	External
2017	September	Baseline evaluation begins	IGATE-T
2017	October	Robert Mugabe resigns	External
2018	February	IGATE-T Interventions began	IGATE-T
2018	October	Drought and cyclone begins	External
2019	January	Economic crisis and fuel protests	External
2019	January	IGATE-T interventions paused	IGATE-T
2019	May	Midline evaluation begins	IGATE-T
2019	May	IGATE-T interventions resume	IGATE-T
2020	March	Covid 19 pandemic begins and schools close	External
2020	April	IGATE-T medium term response plan begins	IGATE-T
2020	September	Phased reopening of schools begin for exam classes (G7 & F4)	External
2020	September	Teachers' strike	External
2020	September	Phased reopening of schools begin for non-exam classes	External
2021	April	Schools reopen	External
2021	May	Endline evaluation data collection begins	IGATE-T

### A.1.1.1 Political Context

IGATE-T was implemented during a chaotic period in Zimbabwe. During baseline data collection in 2017, the Zimbabwe Defence Forces ousted long-standing President Robert Mugabe. First Vice-President Emmerson Mnangagwa replaced Mugabe, serving as acting president for the remainder of Mugabe's term. Mnangagwa was re-elected in the disputed 2018 election. After the election, protests from supporters of the Movement for Democratic Change (MDC) resulted in the deaths of six people.



### A1.1.2 Austerity Measures and Fuel Protests

Following the election, Mnangagwa's government implemented several fiscally strict measures, including a severe decrease in government spending. On January 14, 2019, the government policy decisions led to a 130% increase in fuel prices, which was met with mass protests in the capital Harare and with disturbances in Mutare and Bulawayo. The protests lasted for three days, resulting in hundreds of arrests, a complete internet shutdown, and the death of twelve protestors.

### A1.1.3 Inflation and Poverty

Before the COVID-19 pandemic, Zimbabwe was already in a recession, contracting 6% in 2019. Cyclone Idai, combined with a severe drought, particularly affected the agriculture, water and electricity sectors causing a ripple effect for other sectors. Combined with the central government's tight control of public finances, these factors led to a large amount of inflation, with the local currency depreciating more than 70 percent against the US dollar. By the end of 2019, extreme poverty had risen to 42% of the population, compared to 30% in 2017 (World Bank, 2021). This rate continued to grow during the pandemic. Estimates by the World Bank (2021) say that the number of extreme poor has reached 7.9 million, or around 49% of the total population in 2021.

### A1.1.4 New Curriculum

In 2017 the Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe began to implement a new curriculum. The new competence-based curriculum replaced the heavily academic colonial-style curriculum created in the 1980s and adopts more modern education practices. The new curriculum heavily emphasises learner participation, shifting away from traditional didactic teaching to participatory, learner-centred, and interactive methodologies<sup>39</sup>. The new curriculum also focuses on developing ICT skills and the promotion of STEM fields within a school. After coming into office, Mnangagwa initiated a review of the new curriculum; the review found several major challenges with its implementation. First, teachers had a general lack of awareness of what the curriculum was trying to achieve; this is due to a lack of in-service training and resource materials.

## A1.2 COVID-19 and education in Zimbabwe

In response to COVID-19, the Zimbabwean government closed schools in March of 2020 and implemented a strict lockdown restricting movement and business activities. The restrictions involved a dusk-to-dawn curfew, closures of all non-essential businesses and mandated facemasks in public spaces. While online learning was available, most households did not have adequate internet access and could not participate. Radio options were more widely available, but access to radios was still an issue for many households. Schools began

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<sup>39</sup> MoPSE, 2021,  
[http:// mopse.co.zw/infographic/understanding-new-competence-based-curriculum](http://mopse.co.zw/infographic/understanding-new-competence-based-curriculum)

a phased reopening in September of 2020, but several teachers were absent<sup>40</sup>. After reopening, teachers went on strike, citing severely depreciated wages and a lack of PPE. After two months of strikes and negotiations, the government agreed to increase the teachers' salaries by 41%, ending the strike. Due to rising case counts the school closures were extended from the December holiday break until March of 2021. Schools reopened in March and operated until the academic winter break (June 4th). After rising case counts and the fear of the delta variant, Zimbabwe implemented another lockdown starting June 22nd, 2021. This involved restricting movement between regions, a dawn-to-dusk curfew, and imposing additional capacity restrictions on businesses. Vaccination rates in Zimbabwe are relatively high compared to other sub-Saharan countries, with around 10% of the population receiving at least one shot by August 2021<sup>41</sup>.

### A1.2.1 School reopening during COVID

Across all four districts, head teachers were working with the School Development Committee (SDC) to ensure that schools were safely prepared for reopening. The following table shows that the vast majority of schools had reopening plans. Notably, head teachers from the intervention group did report slightly higher rates of having plans related to continuing blended learning or training teachers in their reopening plan. These differences are not statistically significant (the sample size makes significance difficult to measure), but the prevalence of reopening plans in schools should make the transition back to in-school learning more effective.

Table A1.2: COVID-19 response plan elements reported by head teachers

Response Plan	Comparison	Intervention	Difference
Reopening Plan	0.95	0.96	0.01
Catchup Plan	0.98	0.97	-0.01
Continue Blended Learning	0.66	0.72	0.06
Training Teachers on Reopening Plan	0.85	0.94	0.09

This is supported by qualitative evidence. Head teachers in Insiza, Mberengwa, and Chivi had formal reopening plans that were supported by IGATE-T and the MoPSE. The head teacher interviewed in Mangwe did not mention a formal reopening plan, but discussed several measures that were being taken with the SDC to clean up the school, set up distancing markers, as well as create wash and sanitizing areas.

During KIIs, head teachers demonstrated strong understanding of the necessary precautions to maintain learners safety during reopening. Teachers in Mberengwa and

<sup>40</sup> News24, 2020,

[https:// www.news24.com/news24/africa/zimbabwe/its-a-curse-to-be-a-teacher-zimbabwe-teachers-strike-as-schools-reopen-after-virus-shutdown-20200929](https://www.news24.com/news24/africa/zimbabwe/its-a-curse-to-be-a-teacher-zimbabwe-teachers-strike-as-schools-reopen-after-virus-shutdown-20200929)

<sup>41</sup> Our World in Data, 2021, [https:// ourworldindata.org/covid-vaccinations](https://ourworldindata.org/covid-vaccinations)

Insiza also described how the community and SDC came together to prepare the school grounds for reopening so that the children would be spared the work, in accordance with IGATE'-Ts guidance.

Despite the head teachers' efforts to ensure a safe learning environment, as well as caregivers' enthusiasm for sending their children back to school, a number of challenges remain for schools. Head teachers frequently mentioned concerns around their on-going supply of personal protective equipment (PPEs) and sanitizers.

*"Right the safety concerns that we have. At the moment we still have supplies of the hand washing liquids and soap and then we also have a few bottles of sanitizers and we will have a challenge there because the rate at which levy's are being paid, purchasing of additional material will be a challenge and well hope that the little we have will pull us up to towards the end of the term."*

- KII with Head Teacher, Insiza

This issue was echoed by the other schools as well. See Annex 7.3.1 for additional details about the challenges reported by teachers and head teachers related to COVID-19.

### **A1.2.2 MoPSE perspective on impact of COVID-19**

Officials from various MoPSE offices, as well as line ministries, agreed that COVID has had very severe, detrimental impacts on learning outcomes and learner welfare.

The main concerns that Ministry Officials described included high pregnancy rates, poor pass rates, an increase in abuse and safeguarding issues, increased dropouts, and loss of income for families. The increase in pregnancy rates during the COVID-19 lockdowns was mentioned by Ministry Officials across all districts, and reiterated by caregivers and community volunteers, as discussed in section 3.1. An official in Mangwe recounted 86 pregnancies in the district, with only seven that returned to school. Another official in Insiza states, "there was a major impact because most of the girls dropped out of school because of the pregnancies. The pregnancy rate was just too high." In addition, issues of abuse have also increased during lockdown. The incidence and severity of abuse cases was identified by ministry officials across all districts as a major issue that has resulted from COVID-19. One Ministry official in Insiza describes the issue as follows:

*"Since [COVID-19] we can rightfully say there was an increase in child abuse in our communities, especially the sexual one. Why? Because of the lack of movement and the like - children were being abused by their closest relatives...Right, maybe the coming in of IGATE helped a lot in terms of unveiling such cases and the reporting of cases increased, however because of the COVID era the cases were increasing."*

As mentioned throughout the report, COVID-19 and the associated school closures have resulted in many students lagging behind and struggling with their exams, or dropping out

altogether.<sup>42</sup> This has combined with challenges around limiting the capacity of schools and condensing the curriculum. An official in Chivi states, “schools have been understaffed, which affects the completion of the syllabus. Time is limited. I can give an example of my grade 7 child who said the teacher is covering the syllabus in a marathon way.”

Ministry officials consistently stated that IGATE-T had a mitigating effect, especially in the area of safeguarding, but that the severity of the problems increased during COVID.

### A1.2.3 Community perspectives on impact of COVID-19

The impacts of COVID-19 reported by caregivers were very similar to those identified by Ministry officials and are discussed in depth in section 3.1. However, it is worth reiterating some of the main impacts here, in response to this indicator. The impacts include:

- Increased cases of migration
- Girls becoming pregnant
- Rise in early marriages
- Poor learning outcomes from school closures
- Increase in childrens’ bad behaviour; and
- Loss of household income, which can also increase household stress and violence

By far, the biggest impact cited by caregivers across all four districts was an increase in pregnancies.<sup>43</sup>

Children also frequently moved away or shifted focus to making money during lockdown. Again, this issue was discussed in section 3.1 in relation to in-school learners. However, migration also affected OOS children. For example, a group of fathers in Chivi said that their CBE program was greatly affected by the pandemic; they lost 15 participants out of a total of 36 because they left for South Africa, moved to other towns, started to work, or fell pregnant. They also said that children in their community “have been looking to make money and are drinking and getting in trouble since schools closed.” This was reiterated by FGDs with mothers in Chivi and Insiza. Mothers in Chivi also expressed concern that disabled children in particular have not returned to school since the lockdown.

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<sup>42</sup> The official in Mangwe broke down the cases of dropouts in the district, reporting that they saw 337 girls and 294 boys drop out of school in the district for various reasons. Boys typically abscond or drop out for financial reasons. 126 girls and 123 boys also left for South Africa.

<sup>43</sup> In the learner survey, 2% of girls from the in-school sample in both the intervention and comparison groups were either pregnant or were already mothers at endline so the in-school girl sample does not pick up the increased pregnancy rates that have been widely reported in the qualitative evidence. For the out of school, the rate was slightly over 50%, which is consistent with the narrative coming from the qualitative evidence. This is discussed in more detail in section 3.1.

# Annex 2: Endline evaluation approach and methodology

This annex describes the evaluation approach, and provides detail on the technical specifications of the steps taken before, during, and after data collection.

## A2.1 Evaluation methodology

The IGATE-T uses a mixed-methods approach based on the evaluation questions described in the tables below. The original design relied on a quantitative analysis of a randomized control trial (RCT) that tracked two cohorts: one consisting of beneficiaries (“the intervention group”) plus a similarly circumstanced group that did not receive the intervention (“the comparison group”), integrated with a qualitative evaluation of interviews and focus groups collected within the intervention group.

*Table A2.1: Endline evaluation questions - Learning*

Question Number	Sub-question
1.1.a	What are the outcomes that have occurred/are occurring as a result of the project in relation to the learning outcomes for marginalized girls and boys?
1.1.b	What are the outcomes that have occurred/are occurring as a result of the project in relation to girls and boys experience of learning in school and community?
1.1.c	What are the outcomes that have occurred/are occurring as a result of the project in relation to girls' leadership skills?
1.1.d	What are the outcomes that have occurred/are occurring as a result of the project in relation to quality of teaching/learning in school?
1.1.e	What are the outcomes that have occurred/are occurring as a result of the project in relation to attitudes, skills, practices of teachers?
1.1.f	What are the outcomes that have occurred/are occurring as a result of the project in relation to attitudes, skills, practices of head teachers towards WSD, TPD focused classroom practice?
1.2.a	How successful have been the adaptations to teaching and learning of foundational literacy and numeracy across various contexts (primary, secondary, community education before and after/during COVID-19) and what can we learn from this? How successful have these been for learners?
1.2.b	What can we learn?

*Table A2.2: Endline evaluation questions - Transition*

Question Number	Sub-question
2.1.a	How has the project contributed to transition outcomes and trajectories in education and life of in-school girls?
2.1.b	How has the project contributed to transition pathways for OOS girls?
2.2	How and in what ways has the project increased coping abilities and resilience of marginalized girls to make decisions and take actions on their learning and transition?
2.3	Have there been other/unexpected transition outcomes as a result of the project activities? How can we learn from them?

*Table A2.3: Endline evaluation questions - Sustainability*

Question Number	Sub-question
3.1.a	What is the value or significance of the outcomes for project stakeholders, especially since the effects of COVID on the education system?
3.2.a	In what ways has the project influenced Girls learning (including resilience and life skills) and transition trajectories
3.2.b	In what ways has the project influenced social, religious, traditional norms and practices around barriers to girls education (abuse, survivor support, girls voice on issues affecting their safety and learning)
3.2.c	In what ways has the project influenced early marriage, teen pregnancy, household chores as barriers
3.2.d	In what ways has the project influenced caregiver practices and attitudes
3.2.e	In what ways has the project influenced community views and contributions for learning within and beyond school
3.2.f	In what ways has the project influenced school-level norms and practices towards positive education outcomes for marginalized learners
3.2.g	In what ways has the project influenced models and materials for teaching (school and community)
3.2.h	In what ways has the project influenced district education stakeholders perspective and practices
3.3	In what ways has the project contributed or influenced national education priorities, systems, programs pre/post COVID? Are they sustainable?
3.4	To what extent are these changes in gender and social inclusion transformative?
3.5	What learning from the CBE model and experience is relevant to inform future NFE programs in this context? What are key elements that contribute to CBE success? To what extent is the model replicable/scalable?

Since the midline evaluation, Zimbabwe has experienced economic and political crises followed by COVID-19 and the associated school closures. This left many students with limited or no formal learning opportunities for significant portions of the last year. In light of these challenges, World Vision and its partners adapted the IGATE-T interventions to provide additional emergency support. This included providing personal protective equipment and psychosocial support, strengthening abuse case management systems, and spreading COVID-19 prevention messaging within communities.

In response to these changes to implementation and to optimize the resources available for the endline evaluation, the project made significant adaptations to the evaluation's scope.



Rather than continue the randomized control trial design from baseline and midline, the endline evaluation relies heavily on Outcome Harvesting, which is a participatory and rigorous methodology for identifying, verifying, analyzing, and interpreting the outcomes associated with a project. The method captures a broad range of outcomes (predicted/unpredicted, positive/negative), and works backward to explore, describe, and verify the project's contribution to these outcomes. Although resources were made available a few days before data collection began to collect quantitative data from the comparison group to allow for some impact evaluation, the endline data collection efforts did not collect new data from learning assessments, or from caregiver surveys, teacher surveys.

This means that the endline evaluation includes a combination of OH and mixed-methods analysis, including an impact evaluation for some outcomes. OH is a participatory and rigorous evaluation method for identifying, verifying, analysing, and interpreting the outcomes associated with a project. Based on this, OH is used for this evaluation to answer questions where project contribution is not well understood in the TOC.

This combination of OH and mixed-methods (including an impact evaluation) has been selected as the evaluation approach because it will be able to speak to all parts of the TOC. The OH will examine TOC pathways that are not well understood or are uncertain due to recent contextual changes (including identifying emergent or previously unknown outcomes); quantitative and qualitative analysis will be able to evaluate the pathways in the TOC that are well understood. This blend also makes the best use of the available data since OH is better suited to environments where data is more limited, but the mixed-methods approach can leverage the detailed surveys and long-form qualitative interviews and focus groups. Once integrated, these methods can provide a more comprehensive answer to all of the evaluation questions, and are able to answer new questions added at endline, than either method could provide individually.

GESI minimum standards have been incorporated throughout the evaluation process. This includes action taken during design, data collection, and analysis steps. The IGATE-T program directly addresses gender considerations in their evaluation questions, and data has been collected to be able to answer these questions related to gender and social inclusion.

## A2.2 Endline data collection process and challenges

Endline data collection was completed by Jimat Consulting ("Jimat"), a local enumeration firm based in Zimbabwe. Jimat was contracted directly by World Vision, but worked closely with the EE throughout the data collection process. The endline data collection process was very similar to the process used at midline in terms of the sample of learners that was contacted and the protocols used during field work or the communities included in the

evaluation sample (see the Sampling Framework in Annex 12).<sup>44</sup> However, there were large changes to the types of data collected since the project had decided to drop the caregiver and teacher surveys, learning assessments were not collected, and qualitative instruments were expanded to accommodate the outcome harvesting instrument.

### A2.2.1 Pre data collection

Based on the the evaluation sample was adapted in the following ways:

- Unlike at midline and baseline, data was not collected from caregivers of girls in the sample. This eliminated the separate “learning” and “transition” samples that had been planned at baseline and midline. The transition sample included all learners *plus* caregivers of girls who could not be relocated themselves (which is often the case if girls migrate), so we could still assess the girls’ transition pathways. By not including the caregiver surveys in the data collection plan, quantitative analysis of transition outcomes is based entirely on learner surveys.<sup>45</sup>
- Data was not collected from teachers of learners in the in-school sample. Like the decision to drop the caregiver survey, this was based on the availability of project resources and was agreed upon by the project and the FM before the evaluation began.
- The stakeholders interviewed through KIIs and FGDs were adapted to be better suited to the new evaluation questions. This included interviewing CLC volunteers, Case Care Workers and District Task Team Members, in addition to the stakeholders who were interviewed at midline. To make efficient use of enumerator resources, and to ensure the analyses would be complementary, the individuals identified as change agents<sup>46</sup> for the OH were also included in the overall qualitative sample and were asked questions related to other parts of the project’s TOC as well.
- As part of the OH, a new verification sample was identified by the project to substantiate the outcomes collected from the OH. The verification sample consisted of individuals who were independent of the project, but close enough to the beneficiaries that they could provide an impartial confirmation or refute of the outcome descriptions identified in the outcome harvest.

The changes to the evaluation questions meant that in addition to the sample changes described above, all of the data collection tools needed to be updated (and some new ones

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<sup>44</sup> Consistent with the midline evaluation plan, learners who had graduated beyond Form 4 were not recontacted at endline. However, because the endline evaluation took place a year later than originally expected due to COVID-19, this led to students from two grades (rather than just one) being dropped from the sample at endline.

<sup>45</sup> This is supplemented from project data collected for World Vision’s CBE study, for the OOS girl cohort.

<sup>46</sup> “Change agents” is a term used in OH to refer to individuals who the project directly interacts with. The OH sample consisted of change agents that project staff identified as being particularly effective sources of change within their communities.

created) for endline. This included the following changes, which were made with direct input from the project:

- A data collection instrument was developed for the outcome harvest. This tool was added to the beginning of qualitative interviews, and asked change agents about the changes they've observed, and details about those changes for each of the five outcome domains that were prioritized by the Advisory Group (AG) and the EE.<sup>47</sup>
- In addition to the OH data collection instrument, the qualitative instruments were adapted to include questions that were specific to the new evaluation indicators and removed questions that were no longer relevant to the evaluation indicators assessed at endline. New instruments were created for the new qualitative sources (CLC volunteers, CCWs, and District Task Team Members).
- An instrument was created to verify outcomes for the verification data collection that took place in July 2021. This instrument presented verifiers with the outcome description, and asked them to comment on whether they agreed with it.
- When the instruments were originally developed for endline, there was no plan to collect data from girls or boys in the comparison areas so the learner survey was adapted to ask about how they believed their learning and transition outcomes had changed, and what they believed the source of such changes was. A few days prior to when data collection began, the project was able to update the field work plan with the local consultants to collect data from comparison areas as well as intervention areas, making these questions less important to the evaluation since impact analysis would now be feasible. This meant the analysis could rely less on questions like these, which is advantageous since depending on accurate recall and attribution on the part of the learners is not ideal. However, these perspectives are still used to triangulate the findings from the impact evaluation so the voices of learners are fully represented in the analysis.

Enumerators were recruited by Jimat, based on their experience with previous IGATE-T evaluations, or other similar projects. All of the enumerators had experience conducting field work, and were assigned to be on either the qualitative or quantitative data collection team based on their expertise. Between May 3-6, 2021 Jimat and the EE jointly offered training to enumerators.<sup>48</sup> During training, both teams were given an introduction to the program and the overall objectives of the evaluation. They were also trained on proper safeguarding and ethics practices and signed agreements to adhere to all of World Vision's

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<sup>47</sup> The "Advisory Group" is a collection of individuals selected by the project that actively participates in guiding the design, implementation, and analysis in an OH. The AG consisted of seven members from World Vision and its implementing partners, and they were consulted at multiple points throughout the evaluation (including three formal consultations before August 31, 2021+).

<sup>48</sup> Members from Limestone's team participated virtually due to COVID-related travel restrictions at the time.

safeguarding requirements. This included a detailed discussion of what “informed consent” during data collection, and how this can be obtained during data collection.

After this training, the teams were split up and the teams were introduced to the qualitative and quantitative data collection instruments, respectively. During these sessions, Jimat and the EE also presented the teams with the data collection protocols that applied to the tools they would be using, and provided enumerators time to practice using the tools. For the quantitative team, this meant practicing going through different test cases in the instruments using KoBo. For the qualitative team, this meant reviewing the interview and focus group questions and running practice interviews.

To pilot the instruments in the field, the training included one day to pilot the instruments in a non IGATE-T school. Enumerators reported back on their experiences with the instruments and minor changes were made to wording based on this feedback.

## A2.2.2 During data collection

Between May 7 and June 3, 2021, enumerators from Jimat collected quantitative and qualitative data from over 2,000 people. Data was collected in all districts during this period, using the same data collection instruments. The following box includes an excerpt from the Data Collection Protocols that were used by enumerators. This includes details about the process and operational protocols used by enumerators to collect data, including ethical standards, sampling approaches, and recontact procedures.

# Data Collection Process Protocols

## Obtaining Informed Consent

Informed consent is an essential step for ethical data collection and research. Informed consent requires that participants are informed about what the data collection will involve, how the data will be used, and that they truly understand this information, meaning communicating the details of participation is an essential step. Informed consent also requires that the information provided allows the participants to weigh the benefits and costs of participating in the surveys.

Consistent with Girls’ Education Challenge guidelines on informed consent, this project will require informed consent from the adult responsible for minors (either head teachers, CBE facilitator, or caregivers if the interview is being conducted at the school, CBE centre, or household, respectively). In the case of children, the enumerators should obtain “informed assent”, by which they express a willingness to participate in the evaluation, even if they are not old enough to provide informed *consent*. This informed assent will need to be combined with informed consent obtained from the participant’s

guardian or the adult responsible for the child. In this case, this will mean the learner's head teacher or school head master for learners being interviewed at schools, and their caregivers if they are being interviewed out of school.

GEC guidelines do not recommend relying on getting signatures to confirm consent, since in many context people feel uncomfortable signing official documents, particularly if literacy is limited. For this reason, verbal consent is preferable for this context.

### **Head teacher survey:**

"My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are from Jimat Consulting, which is an independent research organization. We are conducting this interview to learn about education in your community. These interviews are part of wider research about education that we are conducting to help gain a deeper understanding of how to improve education. Understanding the opinions of people like you is very important for our research. You were selected to participate in this survey based on your role in this school.

We would like to ask you some questions about you, your school and education within your community. Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect the future support or services you receive. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. If you do agree to take part, at the end of the interview, I will give you some options about how long the information you give us is kept and whether it is shared with other people who are not involved in this evaluation. I can talk you through that later so you can decide what you want to happen.

You can also choose to withdraw from the survey at any time. Skip any question that you do not feel comfortable answering. The survey will take approximately 60 minutes to complete.

Do you have any questions about this?

[Once confirmed they understand and have no questions] Do you agree to take part in our research?"

At the end of the surveys, enumerators will provide the participants with the following options for how the study will use and share the data after the study. Enumerators will be trained on reasons for why the data sharing can be helpful, and the protocols in place to protect and anonymize the data to reassure the participants that the data will not be associated with them if it is used in this or future research. The enumerators will check if

the participants have any questions about the information before they choose which option they consent with.

### **Girl survey:**

#### **Informed consent introduction for gatekeepers (if girl is under 18):**

"My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are from Jimat Consulting, which is an independent research organization. We would like to interview [girl/girls] to learn about education in your community. These interviews are part of wider research about education that we are conducting to help gain a deeper understanding of how to improve education. Understanding the opinions of people like [girl/girls] is very important for our research. [girl/girls] was (were) randomly selected to participate in this survey from the school rosters.

We would like to ask [girl/girls] some questions about themselves, their school and how they feel about education. Their participation in this evaluation is entirely voluntary. Whether or not they decide to participate and what you tell us will not affect their relationship with your school, their community, or organisation/any current or future support or services they receive, and it will not affect their grades. We will record their answers to use them in our research but we will not mention them by name or share their personal details with anybody outside of our team. If you agree to take part, at the end of the interview, I will give you some options about how long the information from the interview is kept and whether it is shared with other people who are not involved in this evaluation. I can talk you through that later so you can decide what you want to happen.

Note that [girl/girls] can also choose to withdraw from the survey at any time. Skip any question that you do not feel comfortable answering. The survey will take approximately 30 minutes to complete.

Do you have any questions about this?

[Once confirmed they understand and have no questions] Do you agree to let [girl/girls] take part in our research?"

#### **Informed assent introduction for girls:**

"My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are from Jimat Consulting, which is an independent research organization. We are doing this interview to learn about education in your community. These interviews are part of a research project about education that we are doing to learn how to improve education in Zimbabwe and around the world. Understanding the opinions of people like you is very



important for our research. You were randomly selected to participate in this survey from the school rosters.

We would like to ask you some questions about you, your school and how you feel about education. Your participation in this evaluation is completely voluntary. Whether or not you choose to participate and what you tell us will not affect your grades, or your relationship with your school, your community, or any current or future support or services you receive. We will record your answers to use them in our study but we will not mention you by name or share your personal details with anybody outside of our team. If you do agree to take part, at the end of the interview, I will give you some options about how long the information you give us is kept and whether it is shared with other people who are not involved in this evaluation for future research. I can talk you through that later so you can decide what you want to happen.

You can also choose to withdraw from the survey at any time. Skip any question that you do not feel comfortable answering. The survey will take approximately 30 minutes to complete.

Do you have any questions about this?

[Once confirmed they understand and have no questions] Do you agree to take part in our research?"

### All surveys

At the end of the surveys, enumerators will provide the participants with the following options for how the study will use and share the data after the study. Enumerators will be trained on reasons for why the data sharing can be helpful, and the protocols in place to protect and anonymize the data to reassure the participants that the data will not be associated with them if it is used in this or future research. The enumerators will check if the participants have any questions about the information before they choose which option they consent with.

- **Option 1:** The evaluation team and the GEC could store the information they have provided in a safe place and then destroy it as soon as the evaluation is complete.
- **Option 2:** At the end of the evaluation, the GEC could continue to keep the information they have provided in a safe place indefinitely so they can use it for any other research they might want to conduct in the future.
- **Option 3:** At the end of the evaluation, as well as the GEC potentially using the information they have provided for future research, it could also be shared with other people or organisations so they could do the same.

## Health and safety measures

Enumerators will be responsible for conducting the data collection in a safe and responsible manner, following all the relevant public safety guidelines and rules when they are in the field. At a minimum this should include requirements that the enumerators follow all of the relevant Government of Zimbabwe requirements, and follow all of the best practices surrounding hygiene and mask wearing put forth by the World Health Organization.

## Qualitative Interviews

### Identifying focus groups

Each FGD will be conducted by a member of the local consultant's dedicated qualitative research team, led by a trained moderator, and accompanied by a notetaker. The moderator and notetaker for female groups must be female, and the moderator and note-taker for male groups must be male.

In addition to taking notes during the FGDs, the discussion should be recorded (with the permission of participants) and then interpreted and transcribed afterwards. It is important that these interviews are transcribed in full and that the discussion is not paraphrased in any way. Please use the templates provided by the external evaluator to complete these transcriptions so the answers to all questions in the assessments are recorded and consistent. All material including notes, recordings, transcripts, and translations should be provided to the external evaluator after completion. Begin the recorded interview by recording the logistical/ administrative information about the interview, the participants, and the location in the template provided.

Before starting the main questions, it is advisable to include a few informal warm-up questions to open up conversation and establish rapport. A few example warm-up questions are provided in the instruments, but the facilitator can use their discretion to adapt them as appropriate.

For the non-outcome harvesting parts of the FGDs, the facilitator should make an effort to keep questions generalized, rather than asking for specific information, opinions, or experiences from individuals. This will help foster a more open and safe group dynamic where people are comfortable sharing. Moderators should also be trained to facilitate conversations and discussion around sensitive issues for these FDGS. As part of this, when addressing issues such as abuse, GBV, teen pregnancy, and child marriage, moderators should be informed of the locally available reporting mechanisms and support systems and be able to refer participants to such supports if needed.

### Recruiting Instructions for Mothers and Fathers FGDs

There should be 6 - 10 participants for each group (subject to COVID-19 safety protocols and policies at the time of the data collection), with preference for parents of girls aged 9-17 and a broad range of parent ages. Parents should be selected purposefully from the HH surveys and local mother's groups to include parents of girls who are out of school and other marginalized girls (e.g. female-headed HH, HIV-affected HH, girls with disabilities, married girls, girls with children, ethnic groups, etc.). There should be separate FGDs for mothers and fathers to facilitate better group dynamics. Community leaders should be avoided for these groups. These caregivers should also come from the 4 randomly selected intervention school catchment areas within each district (one FGD per district), after obtaining consent to interview them in a follow-up focus group during the quantitative survey. The facilitator should be the same gender as the participants to increase the likelihood that participants feel comfortable discussing sensitive topics.

### Recruiting Instructions for FGDs with in-school girls and KIIs with OOS girls

Participants for in-school girl FGDs will be selected by randomly choosing girls from the registers of the four randomly selected schools in the intervention sample and the associated secondary schools. OOS girls will also be selected by meetings with the head teacher and village leaders who will be able to help locate girls for OOS KIIs. OOS girls should be girls who have not completed Form 4. Two of these KIIs should be with girls who have dropped out during secondary school; two who dropped out before secondary school.

Before conducting these interviews, consent should be requested from either the school head or caregiver and from the participating youth. Note their participation is voluntary.

### Identifying Key Informant Interviews

Like the FGDs, each KII will be conducted by a member of the local consultant's dedicated qualitative research team, led by a trained moderator, and accompanied by a notetaker. The moderator and notetaker for female participants must be female, and the moderator and note-taker for male participants must be male.

In addition to taking notes during the interviews, the discussion should be recorded (with the permission of participants) and then interpreted and transcribed afterwards. It is important that these interviews are transcribed in full and that the discussion is not paraphrased in any way. Moderators and note-takers are also encouraged to add notes at the end of the interview about context, participant's comfort level, disruptions, or any other relevant details. Please use the templates provided by the external evaluator to complete these transcriptions so the answers to all questions in the assessments are recorded and consistent. All material including notes, recordings, transcripts, and translations should be provided to the external evaluator after completion. Begin the

recorded interview by recording the logistical/ administrative information about the interview, the participants, and the location in the template provided.

When possible, interviews with individuals in roles with the ministry or in schools are to be conducted with the same people that were interviewed at midline and baseline. For example, the religious leaders and ministry officials interviewed at midline should be re-interviewed at endline. This is conditional on the interviewees holding the same position as at midline and that they give consent to be interviewed again. If they no longer hold the position intended to be interviewed (e.g. if the person interviewed for the Provincial Education Director at baseline no longer holds this position), or they do not consent to be interviewed a second time, a replacement should be found. In these cases, it should be noted in the template that this is not a follow-up interview with a note on why a follow-up could not be conducted.

Similar to the FGDs, the moderator should begin with a few informal warm-up questions to open up conversation and establish rapport. A few example warm-up questions are provided in the instruments, but the facilitator can use their discretion to adapt them as appropriate.

Certain instruments cover sensitive topics. Moderators conducting such KIIs should be trained to facilitate conversations and discussion around sensitive issues, including the best practices specific to female youth. As part of this, when addressing issues such as abuse, GBV, teen pregnancy, and child marriage, moderators should be informed of the locally available reporting mechanisms and support systems and be able to refer participants to such supports if needed.

## Quantitative Surveys

### Relocating Girls

At endline, enumerators will attempt to reconnect with all girls who were included in the midline sample so they can be surveyed again for the IGATE-T endline evaluation. It is important for the evaluation that as many girls as possible are relocated at endline from the midline sample. For girls who could not be relocated, the enumerator should still begin a survey in KoBo. For each of these girls, enumerators must track each attempt to contact and the reasons for why each contact attempt was not successful. Limestone will be providing a list of girls to sample at endline, and will monitor the progress against this list.

If a girl has either moved to an area that cannot be reasonably reached by the enumerators, if they withdraw their consent to be surveyed, or if they cannot be located after three attempts to re-contact them then this girl will be dropped from the sample. Each of these recontact attempts should be tracked in Kobo, with the enumerator

logging the reason for why the recontact was unsuccessful. Multiple recontact attempts are not required in cases where the girls has stated they do not consent to be interviewed, death, or relocations to distances that are beyond a reasonable distance for enumerators to travel to conduct interviews. Girls who cannot be successfully contacted should not be replaced for the learning sample if they are lost.

## Identifying Head Teachers

The meeting with the head teacher should be the starting point for data collection. Only one head teacher from each primary school and secondary school must be surveyed at the catchment areas of both the comparison and the intervention groups. The head teachers from each school will be identified and attempted to survey at the endline evaluation. If the head teacher is unavailable, the next most senior teacher or staff member should take their place.

# Data Collection Operational Protocols

## Planning and Coordination with Teams

To facilitate the work for enumerators, cover sheets will be provided to enumerators for each interview. Below is a summary table on cover sheets.

Table A2.4 Coordination Sheets

Survey	Prepared by	Included info	To be completed
School head	JIMAT	Team (ID & name) Supervisor (ID & name) School (ID & name) Target # of girls Random selection guidelines	Check: current class rosters? Check: past class rosters?
Learning	Supervisor	Girl (ID, name, grade) School (ID & name) HH (ID)	Check: covered each girl

## Identification Protocols

Table A2.5: Identification Protocols

Entity	ID assigned by	Protocol
Team	JIMAT	Globally unique

<b>Enumerator</b>	JIMAT	Globally unique
<b>District</b>	JIMAT	Globally unique
<b>School</b>	JIMAT	Globally unique
<b>Household</b>	Supervisors	Globally unique - Maintain IDs used at midline
<b>Girl</b>	Supervisors	Globally unique - Maintain IDs used at midline

## Scheduling of Interviews

Based on the past experience and piloting efforts, the duration of each survey is approximated in the table below. It is important to complete the entire survey even if they take longer than anticipated.

Table A2.6: Identification Protocols

Survey	Participant	Duration (estimated)
School head	Head	1 Hour
Learner Survey	Girls	30 minutes
FGDs with in-school girls	In-school Girls	75 minutes
FGDs with caregivers	Caregivers	90 minutes
KIIs with OOS girls	See sampling protocols	45 minutes
KIIs with Peer Leaders	See sampling protocols	45 minutes
KIIs with Headmasters	See sampling protocols	75 minutes
KIIs with Traditional Leaders	See sampling protocols	75 minutes
KIIs with Religious Leaders	See sampling protocols	75 minutes
KIIs with MoPSE	See sampling protocols	45 minutes
KIIs with Community Volunteers	See sampling protocols	45 minutes
KIIs with Community Case Care Workers	See sampling protocols	75 minutes

It is for the survey at school that careful scheduling must be in place. The scheduling must consider following:



- The expected length of the survey,
- Number of enumerators, and
- The timing of school activities, including lunch and exams

## Data Monitoring

### Syncing Data from Tablets

The built-in sync function of the tablets works through the internet. It is the responsibility of team supervisors to ensure the tablets are synced at least as frequently as every 3 days. This allows external evaluators to monitor the progress and address any issue right away. Furthermore, it will limit the chance of losing data that can result from the loss of tablets. If possible, tablets should be synced more frequently.

In the rare occasion in which network coverage is not available in the entire catchment area of a school and the place of residence of the supervisor during the period of work in that catchment area, the supervisor is expected to notify the team ahead of time about a potential delay in syncing of data. This delay can not be more than a week.

To sync, the following steps must be undertaken:

1. Connect the tablet to internet using wifi or tethering
2. Login to KoBo and navigate to the relevant survey tab
3. If needed, you can collect data offline and connect to internet to sync and upload
4. Hit upload to sync the newly collected data
5. For a detailed tour: please visit <https://youtu.be/4PNtT51h3CQ>

Backup plan: paper survey

The backup paper surveys match question-by-question with the surveys programmed in KoBo. It is the responsibility of the enumerator who uses the paper survey to digitize the data by using the tablet in the evening of the same day and then sync. It is ultimately the responsibility of the local consulting team to ensure the data from paper surveys are uploaded to the server within one week.

### Summary of responsibilities

#### Local consultants

- Facilitating internet access for team supervisors so that data can be uploaded to the server at least every 3 days

- Tracking the use of paper survey as a backup and ensuring that the results are uploaded to the server within one week

#### External evaluator

- Monitoring data as it arrives and summarizing the progress on data collection every Tuesday during the data collection period
- Providing feedback on any issues with data collection and use of KoBo within one business day

## Transcript Review

As the first interviews and the associated transcripts are completed, the enumerator team can select a small sample of transcripts and send them to the external evaluator through Limestone's Secure Client Portal to review within the first week of data collection. The review will allow the external evaluator to provide feedback on transcript quality and whether the appropriate level of detail is present in the outcome harvest section. If necessary, the evaluator will provide comments and/or suggestions on where additional probing or detail could be explored in subsequent interviews, as well as any issues or course-correcting actions. The subset of transcripts should be selected according to the following criteria:

- 1 -2 transcripts that enumerators believe have sufficient detail for a change story;
- 1-2 transcripts where the enumerators are uncertain about the appropriate level of detail, or believe lacks necessary detail.

The enumerators can also include any questions on the interview questions and process.

Once the external evaluator has returned the transcripts with comments and clarifications, the enumerator team can debrief. The lessons learned can be applied for the remaining data collection.

Note that all transcripts should be uploaded to Limestone's secure server, which will be made available to the qualitative data lead at Jimat.

## Uploading Data from Cover Sheets

For identification and linking of households, girls, boys, schools, teams of enumerators, and teachers, unique IDs are assigned to each of these entities and linked through survey cover sheets. These cover sheets must be used to fill a separate database on entities that will be maintained across the evaluation - Baseline, midline, and endline. The cover sheets are produced by the local consultants and handed to enumerators through supervisors. The completed cover sheets must then be used to populate the

identification and progress database, and to verify that informed consent protocols have been followed and that informed consent has been received.

### Summary of responsibilities

#### Local consultants

- Ensuring that enumerators have enough cover sheets
- Ensuring that data from cover sheets are entered into the identification and tracking database within 10 days of each survey

#### External evaluator

- Monitoring the identification and tracking database for highlighting possible mistakes in identification
- Using the database to produce the weekly report

## Interview Environment and Supplies

For each survey, the required environment and material can be different. The table below summarizes these considerations for each survey.

Survey	Tablet, Clipboard, Pen	Stimuli	Worksheet	Paper survey
<b>School head</b>	Tablet Clipboard & pen (backup)	-	-	Yes (backup)
<b>Learner survey</b>	Tablet, clipboard, pen, stopwatch (backup), counters	Yes	Yes	Yes (backup)
<b>FGD with In-school girls</b>	Counters, markers, large paper for group exercises, camera	-	-	-

The environment for each survey can also be different. The table below summarizes the requirements for the location and seating arrangement of each survey.

Survey	Room	Recommended seating
<b>School head</b>	Head's office	Private and comfortable.
<b>Learner survey</b>	A private and visible location at school, no distraction	There is a need for a desk as the questionnaire has written components. When a desk is not available, the questionnaire must at least be placed on the clipboard. The enumerator must sit at the same level facing the interviewee, the tablet must not be visible to the interviewee. Please refer to the World Vision UK Child Protection and Safeguarding Policy (reviewed

and signed at enumerator training) for additional details on the proper practices to follow to ensure child safeguarding is prioritized during the delivery of evaluation efforts.

### Summary of responsibilities

#### Local consultants

- Provide the required stationary and printed material
  - Tablet
  - Pens
  - Clipboard
  - Backup paper surveys

## Dealing with Language Barriers

Question	Answer
<b>What to do when a child does not comprehend English?</b>	For the part of the girl survey that requires you to ask about the girls attitudes and other factual information, the instruments are translated to local languages, so you can use the translations provided. To make sure you will interact well with the child, use more friendly words and avoid using big words with children.
<b>What to do when the head teacher does not comprehend English?</b>	All the household instruments are translated into local languages. It is advised to use the language with which the respondent is most comfortable.

The final quantitative and qualitative sample sizes are presented in the following tables. The overall quantitative sample sizes are large but did not hit the completed target (91% of target for learners overall; 89% for headteachers), despite having more possible girls to sample for the quantitative surveys. This has left the quantitative sample for learners underpowered to detect the effect sizes that the sample was designed to measure at baseline.<sup>49</sup>

The following table presents the number of interviews that were unique, completed in full, and could be matched to midline data. Note that most of the completed data (96%) could be successfully matched to the midline data, so this does not explain why the number of

<sup>49</sup> For in-school girls, the sample of 1,060 girls achieves 55% statistical power. This assumes a minimum detectable effect of 0.2 SD, a level of significance of 5%, an intra-cluster correlation of 0.1 for both intervention and comparison groups, and the 74 clusters (sampling points) identified at baseline.

collected interviews did not reach the target. It appears that there weren't enough learners who could be successfully contacted at the endline from the original sample. Of a possible 2,783 learners to recontact from midline, enumerators only attempted to recontact 2,311 (and only 1,804 of these attempts were successful). It is unclear why these 472 girls in particular were not contacted. The local consultant had committed to a compressed field work timeline that only allowed for one day per sampling point, which may have limited their ability to locate and contact all learners. The enumeration team had also committed to a target of *completed* assessments, not the number of contact attempts. This likely incentivized more diligent data collection, but may have been more difficult for the local enumeration teams to calculate in real-time when field team leads were counting how many assessments had been completed in a given day. Either way, this may contribute to sampling bias if girls who were not contacted were more difficult to reach because they had different transition outcomes (e.g. they were no longer in school) or faced different barriers (e.g. high chore burdens) that prevented them from being contacted under the compressed data collection timeline that was agreed upon by Jimat and the project.

*Table A2.7: Valid Observations by Intervention Status and School Category*

Instrument	Comparison Group	Intervention Group
<b>Learner Surveys</b>		
In-School Girls	525	535
Out of School Girls	2	77
Boys	123	111
<b>Head Teacher Surveys</b>	61	70

The qualitative sample also fell slightly short of the targeted sample size, as described in the following table.

Table A2.8: Qualitative Sample Sizes

Qualitative Sample Group	Expected Sample Size		Actual Sample
	Per District	Total	
Outcome Harvest and Qualitative			
CLC Facilitators	2	8	8
Teachers acting as CLC Facilitators	2	8	6
CBE Facilitators	2	8	9
Case Care Workers	1	4	5
District Task Team	2 (2 districts)	4	3
District officials		6	4
Student Peer Leaders		7	8
Religious leaders <sup>50</sup>	1	4	2
Head teachers	1	4	4
Additional Qualitative Sample			
FGDs with caregivers	1	4	4
FDGs with in-school girls	1	4	4
KIIs with OOS girls	2	8	9
Total		69	66

Although both the qualitative and quantitative samples were smaller than the targeted sample sizes, the quality was deemed to be sufficient for the analysis. This was based on real-time review of the data done while data was being collected. The EE reviewed data as it came in to identify issues as soon as possible and course correct if needed. The steps taken for this review are described in the following section.

### A2.2.3 Post data collection

During data collection, both quantitative and qualitative data was checked for consistency so issues could be identified and resolved as soon as possible. To support the qualitative data collection efforts, and ensure that the data quality would be sufficient for the analysis, the EE conducted quality assurance reviews of a subset of transcripts during data collection.

<sup>50</sup> Only one religious leader was included in the outcome harvest. The other three were not identified as change agents based on the interviews with district coordinators held during stage one of the Outcome Harvest.



This was particularly important for the OH, since this was a relatively new approach for some enumerators. The first concern regarding data quality in the OH sample is that in 4 out of 7 transcripts, enumerators collected data on only one of the two required outcome domains. In cases where data on the second outcome domain was not collected, the EE recommended that enumerators return to the field for a second round of data collection to gather the missing data using the same respondent sample to ensure the evaluation would be able to speak to outcomes for all of the planned domains. This was completed in June 2021, after the EE conducted a debrief with the enumeration team to discuss the quality assurance review.

For the quantitative data, several measures were checked to assess the data quality. As mentioned above, 96% of the data was successfully matched with the midline data, which is one very encouraging indicator for data quality overall. Another indicator of data quality is internal consistency. Since we have data over multiple time periods, we can check if endline measures of age and grade line up with what we would expect based on previous data collection points. In the following table, we consider birthdays to see if the year a learner was born (based on their baseline data) lines up with their current age. 90% of all learners reported an age that is compatible with their birth year from baseline (and an additional 6% fall just outside the norm), which is very encouraging for data reliability and is within an acceptable error rate for the analysis.

Table A2.9: Comparing reported age at baseline and endline

EL Age + BL Birth Year	Count in Sample	Valid?	% of Observations
2013	3	NO (Age too low or birth year too high)	4.52%
2015	1		
2016	2		
2017	2		
2018	11		
2019	59	YES	89.92%
2020	680		
2021	872		
2022	46		
2023	11		
2024	8	NO (Age too high or birth year too low)	4.40%
2025	7		
2026	1		
2027	3	NO	1.16%
Other	20		
TOTAL	1726		

Similar to the previous table, the following table compares baseline and endline grades. Again, here we observe a high degree of consistency with endline and previous data entries. Similar conclusions can be drawn based on the reported gender and the reported district.

Table A2.10: Comparing reported grade at baseline and endline

Grade at Baseline	Grade 4 at Endline	Grade 5 at Endline	Grade 6 at Endline	Grade 7 at Endline	Form 1 at Endline	Form 2 at Endline	Form 3 at Endline	Form 4 at Endline	OOS at Endline
3	0	4	22	308	1	0	4	2	5
4	0	0	2	13	213	3	4	1	21
5	1	0	0	4	21	219	3	0	16
6	0	0	0	2	2	7	186	2	22
7	0	0	0	1	4	4	14	149	27
Form 1	0	0	1	2	1	1	1	0	7
Form 2	0	0	0	1	1	0	0	0	7
OOS	0	0	0	1	0	0	1	1	2

Table A2.11: Comparing reported gender at midline and endline

Reported Gender at Endline	Listed Female At Midline	Listed Male at Midline
Female	1,482	9
Male	22	212
Prefer not to say	1	0

Table A2.12: Comparing reported district at midline and endline

Midline District	District at Endline					
	Chivi	Insiza	Mangwe	Mberengwa	Beitbridge	Binga
Chivi	771	1	-	-	-	-
Insiza	-	187	1	-	1	-
Mangwe	-	6	347	1	1	1
Mberengwa	1	-	-	408	-	-

The following table also considers how similar learner names are at endline compared with midline data. Using the Levenshtein distance measure, we find that more than 90% of all learners' names at the endline are within 2 characters of their names at midline. Overall this suggests a high level of data quality.

Table A2.13: Comparing reported name at midline and endline

Levenshtein Distance between Name at Midline and Name at Endline <sup>51</sup>	Count	Percent of Total
0	902	52.3%
1	518	30.0%
2	167	9.7%
3	33	1.9%
4	13	0.8%
5	9	0.5%
6+	84	4.9%

### Data storage

Quantitative data was collected using password protected tablets using KoBo Toolbox, an open-source data collection software. Access to completed records was only available to the EE's research team and the lead on the field work team to ensure the data was secure. Once data collection was completed, spreadsheet versions of the completed surveys were downloaded and stored on Limestone's internal servers, which are only accessible to the EE's analysts and are protected using two-factor authentication.

Enumerators transcribed the qualitative interviews in full and translated verbatim to English when interviews were done in Shona or Ndebele. These completed transcripts were uploaded by the enumerators to Limestone's Secure Data Portal, which is a secure server that only select members of the EE's team has access to. The field work team lead and select leads from the IGATE-T project have also been granted limited access to be able to upload the files to the portal.

### Qualitative data analysis

The qualitative data analysis adapted a grounded theory approach in order to identify, examine, and interpret patterns and themes in text data obtained through KIIs and FGDs. The process involved six key steps:

- Organizing and preparing transcripts
- Reviewing initial data
- Developing a code book
- Coding and analyzing transcript data
- Synthesizing data into key themes
- Interpreting and reporting results

<sup>51</sup> [https://en.wikipedia.org/wiki/Levenshtein\\_distance](https://en.wikipedia.org/wiki/Levenshtein_distance)

Once transcripts were received from the enumerators, they were uploaded and organized in Dedoose, a qualitative and mixed methods analysis software. Transcripts were organized according to several key variables, including: type of interview, district, type of informant, and gender (when possible). The EE then reviewed an initial sample of the transcripts and developed a codebook that was relevant to both the data and the evaluation questions. The initial codebook is presented in the tables below, along with key themes that were explored for each overarching research objective.

Table A2.14: Qualitative codebook - section one: learning outcomes

Code	Description	Instrument
<b>Enabler - Learning</b> <b>Barrier - Learning</b>	Enabling factor that promotes learning Barrier to learning	KIIs In-School Girls KIIs Head Teachers KIIs Caregivers
<b>Learning outcome - school</b> <b>Learning outcome - community</b>	Learning outcomes that are reported in school Learning outcomes that result from study at home, or community learning initiatives (ex. CLCs)	KIIs In-School Girls KIIs Head Teachers KIIs Caregivers KIIs CLC Facilitators
<b>Value of education - community</b> <b>Value of education - learner</b>	Reported value of education among community members (includes GESI considerations, COVID impact, changes in support, religious differences) Reported value of education from learners	KIIs In-School Girls KIIs Head Teachers KIIs Caregivers KIIs CLC Facilitators
<b>School Experience</b> <b>CLC Experience</b>	Self-reported experience of in-school learning Self-reported experience of community learning	KIIs In-School Girls
<b>Teaching practices</b> <b>Teacher support</b> <b>FLAN impacts</b>	Teaching practices/methods employed in classrooms, including impacts of such practices Institutionalized support for teachers at schools (classroom walks, staff meetings, etc.) Changes in foundational literacy and numeracy reported by teachers or caregivers	KIIs Head Teachers KIIs Teachers KIIs CLC facilitators KIIs Caregivers
<b>COVID impact - school</b> <b>COVID impact - community</b> <b>Reopening plan</b>	Impact of COVID on school operations Impact of COVID on communities References to school reopening plans	KIIs Head Teachers KIIs Caregivers KIIs CLC Facilitators
<b>Ministry support - schools</b>	Reference to ministry of education support for schools and CLCs, including ministry views /endorsement of IGATE activities	KIIs Head Teachers
<b>IGATE effectiveness</b> <b>IGATE challenges</b>	Informant views on overall effectiveness of IGATE programs Informant views on any challenges resulting from IGATE programs	KIIs In-School Girls KIIs Head Teachers KIIs Caregivers KIIs CLC Facilitators

Key themes: learning outcomes, experience of learning in school and in community, quality of teaching, teaching practices and attitudes, head teacher support and practices, adaptation of FLAN, COVID impact.

Table A2.15: Qualitative codebook - section two: transition and resilience outcomes

Code	Description	Instrument
<b>Enabler - Attendance/Transition</b>	Enabling factor that promotes attendance/transition	KIIs In-School Girls KIIs OOS girls
<b>Barrier - Attendance/Transition</b>	Barrier to attendance/transition	KIIs Head Teachers KIIs Caregivers
<b>Transition outcome - school/CLC</b>	Transition outcome related to school and/or CLC progression	
<b>Attendance - school/CLC</b>	Changes in attendance, reasons for missing class or CLC sessions, etc.	KIIs In-School Girls KIIs OOS girls KIIs Head Teachers KIIs Caregivers
<b>Transition outcome - OOS/CBE</b>	Transition outcome related to CBE or OOS girls	KIIs CBE Facilitators
<b>Attendance - OOS/CBE</b>	Changes in attendance, reasons for missing CBE sessions, etc.	
<b>Decision-making</b>	Learner or OOS girl demonstrates decision-making in relation to transition	
<b>Goals</b>	Learner or OOS girl identifies goals for the future	KIIs In-School Girls KIIs OOS girls
<b>Leadership</b>	Learner or OOS girl reports or exhibits leadership abilities	KIIs CBE Facilitators KIIs CLC Facilitator
<b>Confidence</b>	Learner or OOS girl reports or exhibits improved confidence	
<b>Drop-out</b>	Reason, age, or circumstance around drop-outs	KIIs In-School Girls KIIs OOS girls
<b>CBE experience</b> <b>CBE value - community</b>	Reported experience of CBE from participants Value of CBE program in the community	KIIs OOS girls KIIs Caregivers
<b>COVID impact - CBE</b>	Impact of COVID on CBE program/outcomes/participants	
<b>Ministry support - CBE</b>	Ministry support for CBE program	

Key themes: in-school girl transition outcomes; OOS girl transition outcomes; decision making; unexpected consequences; barriers and enablers to transition; resilience, leadership, confidence and life skills of in school and OOS girls

Table A2.16: Qualitative codebook - section three: sustainability

Code	Description	Instrument
<b>District-level support</b>	Change in practices or levels of support from district-level ministry of education officials	KIIs MoPSE officials KIIs Head Teachers
<b>National-level support</b>	Change in practices, priorities, systems, or levels of support from district-level ministry of education officials	
<b>Religious practices (GBV, marriage)</b>	Changes in religious practices, beliefs, or support for early marriage, teen pregnancy, GBV, victims of abuse	KIIs Religious Leaders KIIs Traditional Leaders
<b>Religious value of education</b>	Religious views and value for education	
<b>Community practices (GBV, marriage)</b>	Community practices in relation to early marriage, teen pregnancy, GBV, victims of abuse	KIIs with in-school girls KIIs with CCWs KIIs with Caregivers
<b>Experience of GBV</b>	Reported experience of GBV, early marriage, teen pregnancy, including any changes in frequency of such cases in the community	KIIs with in-school girls KIIs OOS girls KIIs with CCWs KIIs caregivers
<b>Victim Support</b>	Sources of support for victims of GBV, early marriage, teen pregnancy	
<b>COVID impact - GBV</b>	Impact of COVID on GBV, early marriage, teen pregnancy	
<b>Sustainability - Learning outcomes</b>		
<b>Sustainability - Transition</b>		
<b>Sustainability - CBE</b>	Perceived sustainability, scalability, or replicability, as well as any perceived challenges, of each program component	All
<b>Sustainability - Community practices</b>		
<b>Sustainability - GBV</b>		
<b>COVID- crisis management</b>	IGATE's ability to adapt programs in response to COVID and the significance of such mitigation strategies to local stakeholders	All

Key themes: Religious, social and traditional norms and practices; gender-based violence, teen pregnancy, and early marriage; community contributions to learning; district and national level systems, practices, and priorities; sustainability of impacts; scalability of program activities; effectiveness of program adaptation and crisis mitigation in response to COVID.

The next step involved coding all transcripts, using the codes outlined in the codebook. This was an iterative and non-linear process; the team returned to certain transcripts and text data to review and refine codes, notes, and interpretations continuously, as needed.

Next, coded text data was grouped and reviewed by theme. For example, text coded under “transition outcomes” were cross referenced with that coded under “transition barriers,” “drop outs,” and “community support for education,” to ensure results were consistent and strongly supported. During this step, the EE selected supporting quotes and made note of notable exceptions, inconsistencies, and comparisons to ML results to assist in the interpretation of results.

The themes that emerged from the analysis phase were then summarized into more concise and nuanced findings and included in the draft report.

Throughout the process, the EE regularly reviewed the preliminary qualitative and quantitative results together to identify any areas that required further analysis or clarification.

### Outcome harvest analysis

The outcome harvest began by reviewing key program documents and meeting with the Advisory Group (AG) to identify what parts of the program and corresponding Theory of Change would be most suitable for the outcome harvest. Together, the EE and AG identified five “outcome domains” that would frame the analysis:

1. Out-of-school (OOS) girls transition pathways and life outcomes
2. Enhanced community support for learning
3. Strengthened safeguarding actions
4. Learning beyond the school
5. Ministry-level support

The EE then met with the program’s District Coordinators to identify a list of change agents in each district that have contributed to significant changes or outcomes in each of these domains. The change agents were included in the sample for KIIs and interviewed using modified instruments to capture the outcome harvest objectives.

Next, the EE compiled a list of outcome descriptions based on the KIIs with change agents. The outcome descriptions were organized by region, outcome domain, change agent type, and level of IGATE contribution. A subset of these outcome descriptions were selected for verification by independent review. For each outcome domain, a subset of descriptions were selected to represent a common theme that emerged, while additional outcome descriptions were selected because they were novel or unexpected.

The evaluation selected 36 outcomes (35% of the total sample) for substantiation by knowledgeable, independent verification respondents.



Two of the outcomes selected for verification were missed by enumerators and so dropped from the verification sample (but kept in the overall sample). The remaining 94% of the verification sample were fully or partially verified. In addition, the evaluation team conducted a credibility review of the project contribution data for all 103 outcomes. Credibility was established based on cross referencing the respondents description of iGATE-T's role in providing support for the outcomes they described with the role of iGATE-T specified in project documents, as well as the expected impact channels in the theory of change.

Finally, the EE analyzed the results of the outcome harvest by reviewing the common themes that emerged under each outcome domain and across regions. These findings were compared and integrated into the qualitative and quantitative results.

### Quantitative data analysis

The first step of the quantitative data analysis involved cleaning the data, and merging it with baseline and midline data using school and learner ID numbers to create a comprehensive analysis file. This included developing new standardized test scores using only the scores on subtasks included in the monitoring data (which did not include all of the subtasks included at midline and baseline. Notably, all secondary grade subtasks have been excluded which limits our ability to measure changes on more advanced skills). Once complete, the EE began by assessing the quantitative indicators in the evaluation matrix. For learning and transition this was done using standard econometric techniques. This included a difference-in-differences approach (using panel regression) in addition to presenting a standard difference in the averages over time within each group. For other results, the differences in averages alone (without additional regression analysis) have been presented for greater readability unless otherwise specified. However, even when regression was not used, the results still check whether differences are statistically significant. All of the analysis was done using R, an open-source statistical analysis software.

## A2.3 Representativeness of the samples

As noted above, the endline evaluation did not collect data on learning directly. Instead, the evaluation relies on secondary data collected directly by the project (with the help of a local enumeration firm) using subsets of updated EGRA and EGMA assessments as part of the project's ongoing monitoring efforts. The EE was not involved with the collection of this data in any way. However, this section will describe the representativeness of the learning assessment sample within the context of the overall sample. We also go on to describe the representativeness of the overall sample used to evaluate transition and other non-learning outcomes.

### A2.3.1 Representativeness of the learning sample

In April 2021, the project collected learning assessments from 384 students. Since these assessments were intended to be used by the project for other monitoring efforts, not all of these students were part of the IGATE-T evaluation sample. Of the 384 assessments, 275 were from learners who were part of the IGATE-T evaluation sample, and 256 could be matched with baseline and midline data so the endline test scores could be compared across time. The sample of learners that could be matched is described in the following table.

Table A2.17: Available learning assessment data

Sample Breakdown	Intervention Group % (n)	Comparison Group % (n)
<b>Girls</b>		
Primary	59% (69)	67% (62)
Secondary	41% (47)	33% (30)
<b>Boys</b>		
Primary	84% (27)	75% (12)
Secondary	16% (5)	25% (4)
<b>Total</b>	148	108

In terms of statistical power, this sample is underpowered based on standard definitions. The overall girl sample only has 29.5% statistical power to detect an effect size of 0.20 SD, even without considering clustering, which would be expected to reduce the estimated power. The boy sample only has 8.8% power. The combined sample has 34.9% power. This was to be expected with such a large reduction in sample size when the project moved away from the original design for the endline assessment of learning outcomes, and almost certainly limited the project's ability to make conclusions about overall learning outcomes.

In terms of representativeness, the monitoring data collection was never intended to collect assessment data from all learners in the IGATE-T evaluation sample. Only students in grade 3 at baseline (expected to be in grade 7 at endline) or in grade 7 at baseline (expected to be in Form 4 at endline) were selected. Of the students in these grades in IGATE-T sample, only 50% of primary school students and 40% of secondary school students were assessed as part of the monitoring data collection effort. Although enumerators were supposed to contact everyone on the original sample list, many learners were reported to be unavailable.

### A2.3.2 Representativeness of the overall endline quantitative sample

Since the FM and the project agreed that learning data would not be collected during the endline data collection, this analysis of attrition in the sample focuses on the overall learner sample used to assess transition and other non-learning outcomes.

The following table describes the sample sizes, including the “top up” sample added at midline. This full sample achieves 60.2% power to detect a 0.2 SD minimum detectable effect in a two-sided test of a continuous variable.<sup>52</sup> An important note to consider when interpreting these attrition rates is that the evaluation team was not intending to recontact the comparison group or boys when the data collection plan was originally designed. However, a few days before data collection began, the project was able to make additional resources available for data collection from boys and the comparison group, but did not have resources to collect data from everyone in the original sample. Jimat’s contract with the project was designed to target a number of *completed* interviews, rather than a number of individuals to be interviewed.

As discussed earlier in this section, this likely contributed to the high quality of data collected, since most records were completed in full. The number of completed interviews targeted did account for estimated attrition (which had been based on the attrition rates observed at midline), and was set to be double what the sample size was for the entire in-school girl sample. This did not allow for the additions required to add data from the boys, so some learners were never recontacted (as discussed above), which has led to these attrition rates to appear quite high. However, despite this, the attrition rate is nearly identical to what the attrition rate was at midline. Since that was the rate used to estimate the number of completed surveys that would be achievable when the project set the data collection target, this accuracy likely contributed to the attrition rate being roughly equal to what was expected, and roughly equal across intervention and comparison groups for the in-school girl sample.

The exception is the OOS girl sample, where the attrition rate was significantly higher than it was at midline with only two individuals being recontacted at endline. This will mean that the analysis will have to focus on changes within the intervention group alone to make conclusions about the OOS sample.

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<sup>52</sup> Compared to 55.4% power for the sample with the replacement (reconnected with from baseline to endline) sample only.

Table A2.18: Endline learning sample and attrition (including top up sample)<sup>53</sup>

Grade at midline <sup>54</sup>	Intervention Group			Comparison Group		
	Possible endline sample	Recontacted at endline (including top-ups)	Attrition	Endline sample	Recontacted (including top-ups)	Attrition
In-school Girls	940	693	26%	1,035	689	33%
OOS girls	275	77	72%	64	2	97%
Boys	154	111	28%	148	123	17%
<b>Total</b>	<b>1,369</b>	<b>881</b>	<b>36%</b>	<b>1,247</b>	<b>814</b>	<b>35%</b>

The remainder of the tables in this section present summary statistics about the sample for learners who were sampled at baseline and could be contacted all the way to endline (ie. excluding the top up sample), since this is the main sample used for the analysis in the report. The intervention and comparison groups identified are very similar in terms of district, age, grade, and other demographic characteristics, which is consistent with findings at baseline and midline. This is a strong indication that attrition has not led to significant differences in the types of students who are in the sample. Together, these findings suggest that adjustments are not necessary for the analysis.

<sup>53</sup> These counts differ slightly from other tables, which focus only on the replacement sample to avoid selection issues that may be introduced by relying on the top up sample as well for the main analysis. However, attrition rates between midline and endline are not meaningfully different if the top up sample is not included so top ups have been included here to present a more comprehensive view of sample attrition.

<sup>54</sup> To maintain consistency with the midline evaluation design, enumerators did not attempt to recontact learners who were in Form 3 or 4 at midline (and so would be expected to be beyond Form 4 after endline).

Table A2.19: Evaluation sample breakdown (by region)

Sample Breakdown	Intervention Group % (n)	Comparison Group % (n)
<b>Girls</b>		
Chivi	46.7% (250)	46.9% (246)
Insiza	9.7% (52)	9.5% (50)
Mangwe	21.7% (116)	21.3% (112)
Mberengwa	21.9% (117)	22.3% (117)
<b>Sample Size</b>	535	525
<b>Boys</b>		
Chivi	46.8% (52)	51.2% (63)
Insiza	11.7% (13)	10.6% (13)
Mangwe	13.5% 15	13.0% (16)
Mberengwa	27.9% 31	25.2% (31)
<b>Sample Size</b>	111	123

Table A2.20: Evaluation sample breakdown (by grade)

Sample Breakdown	Intervention Group % (n)	Comparison Group % (n)
<b>Girls</b>		
Grade 4	0% (0)	0.2% (1)
Grade 5	0.2% (1)	0.6% (3)
Grade 6	1.7% (9)	1.1% (6)
Grade 7	22.8% (122)	24.6% (129)
Form 1	20.7% (111)	17.5% (92)
Form 2	18.9% (101)	18.1% (95)
Form 3	15.1% (81)	17.5% (92)
Form 4	12.0% (64)	12.0% (63)
Out of School	8.6% (46)	8.4% (44)
<b>Sample Size</b>	<b>535</b>	<b>525</b>
<b>Boys</b>		
Grade 6	5.4% (6)	3.3% (4)
Grade 7	34.2% (38)	26.8% (33)
Form 1	16.2% (18)	17.9% (22)
Form 2	14.4% (16)	19.5% (24)
Form 3	11.7% (13)	17.9% (22)
Form 4	9.9% (11)	13.0% (16)
Out of School	8.1% (9)	8.1% (2)
<b>Sample Size</b>	<b>111</b>	<b>123</b>

Table A2.21: Evaluation sample breakdown (by age)

Sample Breakdown	Intervention Group % (n)	Comparison Group % (n)
<b>Girls</b>		
Aged 6-8	0% (0)	0% (0)
Aged 9-11	18.7% (10)	2.7% (14)
Aged 12-13	30.7% (164)	33.0% (173)
Aged 14-15	38.3% (205)	36.0% (189)
Aged 16-17	24.3% (130)	24.0% (126)
Aged 18-19	4.3% (23)	4.3% (23)
Aged 20 and over	0.6% (3)	0.6% (3)
NA	0% (0)	0.2% (1)
<b>Sample Size</b>	535	525
<b>Boys</b>		
Aged 6-8	0% (0)	0% (0)
Aged 9-11	1.8% (2)	1.6% (2)
Aged 12-13	38.7% (43)	37.4% (46)
Aged 14-15	30.6% (34)	35.8% (44)
Aged 16-17	25.2% (28)	21.1% (26)
Aged 18-19	3.6% (4)	3.3% (4)
Aged 20 and over	0% (0)	0.8 (1)
<b>Sample Size</b>	111	123



Table A2.22: Evaluation sample breakdown (by disability)<sup>55</sup>

Sample Breakdown	Intervention Group % (n)	Comparison Group % (n)	Variable name
<b>Girls with any disability (% overall)</b>	4.9% (26)	4.2% (22)	
Difficulty seeing	1.3% (7)	0.6% (3)	CS_D1s
Difficulty hearing	1.5% (8)	0.6% (3)	CS_D2s
Difficulty walking or climbing steps	0.9% (5)	1.3% (7)	CS_D3s
Difficulty concentrating or remembering	1.3% (7)	2.1% (11)	CS_D4s
Difficulty with self-care	0% (0)	0.2% (1)	CS_D5s
Difficulty with communication	0.2% (1)	0.4% (2)	CS_D6s
Multiple impairments	0.4% (2)	0.9% (5)	

Table A2.23: Evaluation sample breakdown (by disability severity)

Sample Breakdown	Some difficulty % (n)	A lot of difficulty % (n)	Cannot do at all % (n)
<b>Girls</b>			
Difficulty seeing	9.0% (48)	1.3% (7)	0% (0)
Difficulty hearing	3.9% (21)	1.5% (8)	0% (0)
Difficulty walking or climbing steps	5.8% (31)	0.9% (5)	0% (0)
Difficulty concentrating or remembering	10.1 % (54)	1.1% (6)	0.2% (1)
Difficulty with self-care	1.5% (8)	0% (0)	0% (0)
Difficulty with communication	2.1% (11)	1.5% (1)	0% (0)

<sup>55</sup> The approach adopted by the GEC is that a child identified as having a disability is one who is recorded as having a lot of difficulty or cannot do at all in one or more domain.

## A2.4 Contamination and compliance

The main source of data on whether there is contamination within the comparison group comes from head teachers. 56% of head teachers in comparison schools reported that they were receiving support from an NGO, compared to 94% of head teachers in the intervention group. This is not surprising, considering the challenges all schools faced in the last few years. When asked about the types of support they received, the most commonly cited form of support was books (35% of comparison schools), followed by furniture (15% of comparison schools), followed by training (4% of comparison schools). However, the sources of support reported by the comparison group head teachers are reported in roughly equal number within the intervention group. For example, UNICEF, Care International, Capernum Trust, Camfed, and the Red Cross are all reported relatively equally. The fact that comparison schools were receiving some training, combined with the fact that many learners have participated in some sort of CLC during the lockdown (see figures in section 1) is to be expected given the context and do not appear to be systematically different to the supports available to IGATE-T schools, so no contamination adjustment is recommended.

In terms of compliance, the figures shown in Section 1 indicate that we observe a relatively high level of compliance within the intervention group. The vast majority of head teachers report that teachers have been receiving training. We also observe club participation rates that would be expected for programs such as this (compared to IGATE 1 as well as previous IGATE-T sampling points). In the data, we do observe some variation in the proportion of students from each sample point who have participated in different clubs or CLCs however there is no evidence of systematically different levels of program participation within the data.

## Annex 3: Learning outcome data tables

The following table describes the grades and age groups that have been tracked through the evaluation. Note that an OOS sample was collected at baseline, however, due to changes in the CBE program a new sample was designed at midline. That is the sample that has been tracked at endline.

*Table A3.1: Tracked Cohort grades and ages*

Grade	Baseline	Midline	Endline
G3	✓	-	-
G4	✓	-	-
G5	✓	✓	-
G6	✓	✓	-
G7	✓	✓	✓
F1	✓	✓	✓
F2	✓	✓	✓
F3	-	✓	✓
F4	-	✓	✓
OOS	-	✓	✓
Age	8-18	10-18	11-20

## A3.1 Literacy results

Table A3.2: Change in standardized literacy test scores (girls only - by intervention group)

Grade	Intervention		Comparison		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
Primary	1.61	1.01	1.26	0.68	<b>0.35**</b>	0.04	<b>0.34**</b>	0.02
Secondary	0.97	0.83	0.83	0.53	0.14	0.68	0.30	0.15
Overall	1.31	0.94	1.14	0.62	0.17	0.26	<b>0.32***</b>	0.01
Overall sample size	116	170	93	133				

Table A3.3: Literacy score subtask averages by cohort

Subtask:	Cohort	Intervention			Comparison		
		BL	ML	EL	BL	ML	EL
EGRA 1	Primary	0.10	0.20	0.41	0.07	0.12	0.25
	Secondary	0.14	0.25	0.36	0.12	0.20	0.32
EGRA 4	Primary	0.46	0.56	0.69	0.40	0.54	0.68
	Secondary	0.89	0.91	0.97	0.88	0.90	0.92
EGRA 5	Primary	0.05	0.10	0.17	0.04	0.10	0.14
	Secondary	0.35	0.30	0.50	0.31	0.27	0.37

Table A3.4: Literacy Zero scores (by subtask) across Baseline, Midline and Endline

Subtask	Cohort	Intervention			Comparison		
		BL	ML	EL	BL	ML	EL
EGRA 1	Primary	54.9%	23.8%	8.6%	65.4%	37.3%	24.1%
	Secondary	29.3%	23.1%	18.5%	35.4%	22.0%	20.0%
EGRA 4	Primary	16.5%	12.4%	4.8%	20.5%	12.0%	4.8%
	Secondary	0.0%	0.0%	1.5%	2.1%	0.0%	0.0%
EGRA 5	Primary	74.7%	54.3%	51.4%	76.9%	59.0%	50.6%
	Secondary	24.1%	16.9%	12.3%	18.8%	24.0%	24.0%

The following table summarizes the regression results from the difference in differences analysis done to measure the impact of the IGATE-T program on literacy test scores. Similar to the results presented in section 2 of the report, primary school girls experienced a significant, positive impact on literacy test scores that can be causally attributed to the IGATE-T program. Given how many changes there have been to the learning test score measurement, the table includes the baseline to endline estimates as well as the midline to endline estimates.

Table A3.5: Literacy results

Grade	Details	Diff in Diff (BL to EL)	Diff in Diff (ML to EL)
Primary	Beta	0.382*	0.322***
	p-value	0.090	0.007
	N	123	123
Secondary	Beta	-0.088	-0.071
	p-value	0.679	0.694
	N	70	70
Overall	Beta	0.174	0.173
	p-value	0.322	0.129
	N	193	193

## A3.2 Numeracy results

Table A3.6: Change in standardized numeracy test scores (girls only - by intervention group)

Grade	Intervention		Comparison		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
Primary	0.11	0.10	0.20	-0.07	-0.09	0.96	0.17	0.18
Secondary	-0.65	0.18	-0.47	-0.21	-0.18	0.40	0.39	0.12
Overall	-0.19	0.14	-0.07	-0.12	-0.12	0.36	<b>0.26**</b>	0.04
Overall sample size	116	170	93	133				

Table A3.7: Numeracy score subtask averages across Baseline, Midline and Endline

Subtask:	Cohort	Intervention			Comparison		
		BL	ML	EL	BL	ML	EL
EGMA 3	Primary	0.42	0.55	0.73	0.39	0.56	0.72
	Secondary	0.63	0.68	0.88	0.65	0.70	0.84
EGMA 4	Primary	0.49	0.59	0.49	0.49	0.62	0.46
	Secondary	0.84	0.80	0.70	0.88	0.79	0.58
EGMA 4a	Primary	0.51	0.65	0.62	0.52	0.66	0.63
	Secondary	0.88	0.74	0.78	0.78	0.76	0.77
EGMA 5	Primary	0.36	0.44	0.31	0.37	0.43	0.32
	Secondary	0.73	0.66	0.50	0.75	0.67	0.43
EGMA 5a	Primary	0.31	0.39	0.44	0.37	0.43	0.46
	Secondary	0.74	0.58	0.74	0.60	0.72	0.74
EGMA 6	Primary	0.34	0.38	0.42	0.26	0.35	0.40
	Secondary	0.66	0.62	0.69	0.55	0.59	0.65
SEGMA 1	Primary	0.00	0.04	0.08	0.01	0.04	0.09
	Secondary	0.43	0.37	0.39	0.40	0.35	0.38

Table A3.8: Numeracy Zero scores (by subtask) across Baseline, Midline and Endline

Subtask	Cohort	Intervention			Comparison		
		BL	ML	EL	BL	ML	EL
EGMA 3	Primary	5.5%	2.9%	0.0%	7.7%	3.6%	0.0%
	Secondary	1.7%	0.0%	0.0%	2.1%	0.0%	0.0%
EGMA 4	Primary	4.4%	2.9%	1.0%	7.7%	3.6%	1.2%
	Secondary	1.7%	1.5%	1.5%	2.1%	0.0%	0.0%
EGMA 4a	Primary	19.8%	9.5%	6.7%	23.1%	12.0%	6.0%
	Secondary	3.4%	6.2%	1.5%	2.1%	8.0%	4.0%
EGMA 5	Primary	14.3%	6.7%	5.7%	11.5%	9.6%	1.2%
	Secondary	1.7%	0.0%	1.5%	2.1%	0.0%	2.0%
EGMA 5a	Primary	42.9%	37.1%	25.7%	35.9%	31.3%	20.5%
	Secondary	5.2%	20.0%	7.7%	16.7%	12.0%	6.0%
EGMA 6	Primary	24.2%	17.1%	3.8%	35.9%	21.7%	1.2%
	Secondary	3.4%	1.5%	0.0%	6.2%	0.0%	2.0%
SEGMA 1	Primary	100.0%	62.9%	59.0%	96.2%	60.2%	53.0%
	Secondary	5.2%	10.8%	7.7%	8.3%	12.0%	16.0%

The following table summarizes the regression results from the difference in differences analysis done to measure the impact of the IGATE-T program on numeracy test scores. Like the results in Section 2 of the body of the report, there has been no significant impact on numeracy test scores for any grade level. Given how many changes there have been to the learning test score measurement, the table includes the baseline to endline estimates as well as the midline to endline estimates.



Table A3.9: Numeracy results Midline to Endline

Grade	Details	Diff in Diff (BL to EL)	Diff in Diff (ML to EL)
Primary	Beta	-0.008	0.059
	p-value	0.963	0.692
	N	123	123
Secondary	Beta	-0.171	0.164
	p-value	0.433	0.484
	N	70	70
Overall	Beta	-0.113	0.086
	p-value	0.463	0.546
	N	193	193

## Annex 4: Characteristics and barriers

The following tables describe the characteristics of the in-school girl sample. To align with the evaluation results presented in the body of the report, these tables focus on the characteristics and barriers for learners who had been reconnected with at midline and endline.

Table A4.1: Sample characteristics (in-school girls, all reconnects)

Sample Breakdown	Intervention Group			Comparison Group			Source
	Baseline	Midline	Endline	Baseline	Midline	Endline	
Orphans & Absent Parents							
Single orphans	12.0%	13.1%	NA	12.6%	13.9%	NA	PCG_11g
Double orphans	1.5%	1.5%	NA	2.9%	2.9%	NA	PCG_11g
Living without both parents	23.4%	28.0%	40.0%	26.7%	34.1%	40.4%	PCG_12g CS_9s
Married	0.2%	0.6%	1.1%	0.2%	0.0%	1.5%	PCG_23g
Is a mother	0.2%	0.6%	2.9%	0.2%	0.00%	4.1%	preg_1
Poor households							
Difficult to afford for girl to go to school	71.7%	72.7%	NA	75.8%	75.4%	NA	PCG_7enr
Household doesn't own land	7.5%	6.1%	NA	4.6%	4.3%	NA	PCG_11econ
Material of the roof							
Asbestos/ Concrete/ Tile	15.7%	16.1%	NA	15.5%	17.2%	NA	PCG_2econ
Iron/ Tin	44.1%	50.4%	NA	39.3%	43.8%	NA	
Mud/ Wood/ Thatch	40.0%	33.3%	NA	44.5%	39.1%	NA	

Household unable to meet basic needs	55.1%	55.3%	NA	53.4%	57.4%	NA	PCG_6econ
Often goes to sleep hungry	37.1%	27.7%	NA	37.1%	27.8%	NA	PCG_7econ
<b>Language difficulties</b>							
Doesn't speak language of instruction	54.0%	12.1%	NA	49.2%	8.1%	NA	PCG_3enr
<b>Parental education</b>							
HoH has no education	8.4%	8.2%	NA	6.9%	6.4%	NA	HH_13
Primary caregiver has no education	10.3%	8.8%	NA	9.5%	6.8%	NA	PCG_6
<b>Apostolic Household</b>	38.5%	40.5%	NA	34.5%	38.7%	NA	HH_10
<b>Sample Size</b>	<b>525</b>				<b>535</b>		

Table A4.2: Potential barriers (in-school girls, all reconnects)

How do PARENTAL POTENTIAL CHALLENGES (in school, girls, and PGCs) affect?							
Sample Breakdown	Intervention Group			Comparison Group			Source
	Baseline	Midline	Endline	Baseline	Midline	Endline	
Safety							
Learner doesn't feel safe travelling to/from school	21.2%	15.4%	13.1%	22.7%	21.9%	23.5%	cs_w13s
Learner feels safe at school	95.3%	99.4%	99.8%	94.6%	99.2%	98.5%	cs_w14s
>30min away from school	45.8%	60.5%	31.5%	52.8%	67.4%	24.0%	cs_w1s
Parental/ Caregiver Support							
Insufficient time to study: high chore burden	19.3%	28.4%	11.9%	15.9%	29.2%	14.9%	PCG_26g HHG_20
Doesn't get support to stay in school and do well	3.6%	5.4%	9.2%	2.3%	5.7%	11.0%	HHG_7
Household pays school fees	67.1%	73.4%	NA	71.0%	69.2%	NA	PCGEW_1a
Household pays school levies	63.3%	NA	NA	61.2%	NA	NA	PCGEW_1a _levy
Attends school half the time	81.2%	75.0%	NA	79.2%	84.6%	NA	PCG_6enr
Attends school less than half the time	16.7%	7.7%	NA	9.4%	12.5%	NA	PCG_6enr
School Facilities							

Teacher frequently absent	27.8%	20.3%	20.4%	26.5%	16.5%	25.5%	CS_2s
Insufficient seats for all students	14.4%	16.4%	11.3%	6.0%	17.0%	15.2%	cs_w5s
Difficult to move around school	3.0%	5.8%	1.0%	2.3%	5.1%	2.1%	cs_w6s
Doesn't use drinking water facilities	23.3%	21.4%	8.6%	24.8%	21.1%	17.7%	cs_w7s
Doesn't use toilet at school	0.6%	0.2%	0.2%	0.0%	0.4%	0.0%	cs_w9s
Doesn't use areas where children play and socialise	1.3%	0.6%	0.6%	0.6%	0.4%	2.1%	cs_w11s
Access to Bicycle	27.1%	30.1%	34.2%	4.2%	1.4%	1.0%	cs_11s
Sample Size	525				535		

## A4.1 Key subgroups by learning scores

This section compares the literacy and numeracy results for participants of each program activity and by gender. **We observe few significant differences between changes in intervention and comparison group outcomes by subgroup.** We suspect sample size limitations are likely to drive the lack of significance in the subgroup analysis. We know from the regression analyses referenced earlier that even when overall results are similar to some subgroups (in terms of coefficients), the overall regressions are significant when the subgroup analyses are not. For the most part, the subgroup analysis suggests that the positive effects on literacy likely extend across subgroups. One exception to this comes from the analysis of orphans, for which there is a (marginally) significant negative impact of being in the intervention group relative to the comparison group.

Table A4.3: Change in literacy test scores (by subgroup)

	Comparison		Intervention		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
All Girls	1.14	0.66	1.31	0.87	0.17	0.26	<b>0.21**</b>	0.04
Boys	1.03	0.73	1.05	0.86	0.03	0.92	0.13	0.60
Disabled	0.97	0.83	1.20	0.84	0.24	0.70	0.01	0.98
Orphans	1.64	1.13	0.60	0.68	<b>-1.05*</b>	0.06	-0.45	0.35
Apostolic	1.08	0.62	1.40	1.00	0.32	0.27	0.37	0.12
Chivi	0.89	0.53	1.26	0.79	0.37	0.12	0.26	0.18
Insiza	1.28	0.44	1.12	0.79	-0.16	0.75	0.35	0.28
Mangwe	1.60	0.70	1.46	1.11	-0.15	0.69	<b>0.40*</b>	0.10
Mberengwa	1.04	0.71	1.45	0.87	0.41	0.11	0.15	0.44

Table A4.4: Change in numeracy test scores (by subgroup)

	Comparison		Intervention		Intervention - Comparison			
	EL-BL	EL-ML	EL-BL	EL-ML	EL-BL	P-Value 1	EL-ML	P-Value 2
Girls	-0.07	-0.06	-0.19	-0.01	-0.12	0.36	0.05	0.63
Boys	0.36	0.19	0.00	0.04	-0.36	0.27	-0.15	0.62
Disabled	0.20	0.10	-0.33	0.06	-0.53	0.32	-0.04	0.93
Orphans	0.08	0.02	0.17	0.69	0.09	0.86	0.67	0.11
Apostolic	-0.01	-0.21	-0.01	0.18	0.00	1.00	0.38	0.15
Chivi	-0.32	-0.18	-0.10	-0.01	0.23	0.26	0.16	0.42
Insiza	0.59	0.63	0.41	0.28	-0.18	0.64	-0.36	0.26
Mangwe	0.51	0.40	0.13	0.39	-0.38	0.39	-0.01	0.97
Mberengwa	-0.26	-0.51	-0.44	-0.08	-0.18	0.47	<b>0.43**</b>	0.02

## Annex 5: Evaluation matrix and logframe

This annex will include the evaluation matrix, which will be where endline indicators are tracked and the project logframe. As indicated in the inception report, since so many of the evaluation questions, outcomes, and indicators changed, the original logframe was not updated at endline. The evaluation framework has been included with this report as "210831\_EL\_O\_Annex5\_IGATE-T\_EvaluationFramework.xlsx". The original logframe (which was updated at inception to identify which indicators would not be included at endline) has been attached as "210831\_EL\_O\_Annex5\_IGATE-T\_Logframe.xlsx".



# Annex 6: Comprehensive outcome descriptions

The outcome harvest (OH) collected 103 outcomes across 5 outcome domains. The outcome domains include:

1. Out-of-school (OOS) girls transition pathways and life outcomes
2. Enhanced community support for learning
3. Strengthened safeguarding actions
4. Learning beyond the school
5. Ministry-level support

This Annex includes all outcome descriptions, by outcome domain type.

## A6.1 Outcome Domain 1: Out of school girls transition pathways and life outcomes

### 1. Caregivers of OOS children are now enrolling their children in the CBE program at unprecedentedly high rates

<b>Description</b>	In the last year of the CBE program (2020 to present), enrollment levels have increased dramatically - there is now more demand than the program can accommodate as caregivers see the success of the graduates who have completed the vocational training module. Caregivers of other OOS children want their children to have the same opportunity to develop practical skills. This trend stands in stark contrast to the initial skepticism that caregivers had about the program when it was first implemented in 2017. The trend has occurred across rural Mberengwa.
<b>IGATE Contribution</b>	<p>The social welfare officer contributed to this outcome by advocating for CBE to OOS girls, caregivers, and community leaders in their locality so that they could better understand and buy into the program.</p> <p>IGATE designed the CBE program model, trained social welfare officers, education officers and local volunteers on how to conduct outreach in the communities to raise awareness of the program, and supplied resources such as fuel, vehicles, and materials for the program. IGATE also organized community meetings where the social welfare officers and other advocates of CBE were invited to speak.</p>
<b>Significance</b>	The skills that OOS girls develop through the CBE program become abilities that they can employ throughout their lives. It gives them the opportunity to become more self-sufficient, confident, and respected by the community and by themselves. Their small businesses contribute to the community and its development.
<b>Level of Verification</b>	High

**2. Two out of school girls from rural Mberengwa have stopped selling wares in gold panning areas in order to attend CBE**

<b>Description</b>	In Mberengwa, it is very common for people to engage in illegal gold panning for income. Girls frequently drop out of school and sell small wares to illegal panners by the river. This exposes them to many risks, including gender-based violence. The CCW has reached out to out of school girls engaged in such activities and encouraged them to attend CBE instead. Two girls enrolled in CBE and attended VCT in 2020.
<b>IGATE Contribution</b>	IGATE developed the CBE program and trained facilitators to run the various modules it involved. IGATE also delivered three workshops and materials to capacitate the community case care workers on how to do outreach to the children, as well as how to do proper reporting and follow ups. IGATE also taught them how to make sanitary pads.
<b>Significance</b>	This change is valued by many community members including parents, church, village heads because it reduced the risk that OOS girls are exposed to, while also giving them opportunities to become more financially self-sufficient. This change is important because children who complete school and vocational training are better equipped to start businesses in their community, thereby improving both themselves and their communities.
<b>Level of Verification</b>	NA

**3. Four out of school girls have re-enrolled into school in rural Mberengwa.**

<b>Description</b>	Many girls in Gwengwen, Mberengwa, drop out of school because they get involved with dating boys, which can lead to unwanted pregnancies. In the last year, four OOS girls have re-enrolled into school.
<b>IGATE Contribution</b>	<p>The CCW in the community has been conducting outreach and providing counselling to OOS girls to encourage them to return to school.</p> <p>As part of the IGATE-developed CBE program, IGATE delivered three workshops and distributed supporting materials to the community case care workers (CCWs). The workshops focused on how to conduct outreach to children, as well as how to do proper reporting and follow ups.</p>
<b>Significance</b>	An increased number of OOS girls are experiencing positive transition outcomes in the Oldcommunity, as well as benefiting from a larger network of support. The girls who have re-enrolled demonstrate improved value for education.
<b>Level of Verification</b>	NA

4. Five OOS children have experienced positive transition outcomes as a result of participating in CBE

<b>Description</b>	After participating in the CBE program, five OOS children across the communities of Lefa, Madhoba, Chidaka, and Mafamba have achieved positive transition outcomes. These include: enrolling back into school, finding work as a housemaid, or starting their own micro enterprises. Participants have also improved their literacy and numeracy as a result of CBE.
<b>IGATE Contribution</b>	IGATE provided books to reads, charts to write on and lesson balls for them to play games. However, this stopped during COVID.
<b>Significance</b>	Girls who have their own income and can provide for themselves are not as pressured to follow boys around and depend on them for a living.
<b>Level of Verification</b>	NA

5. Village heads in Lefa, Madhoba, Chikada, and Mafamba support the CBE program by allowing the CBE facilitator to come speak to the community about the program during community meetings

<b>Description</b>	Granny works with the village heads in all of these communities to promote CBE. These communities now open space for her to talk about the program during community meetings to encourage caregivers to enroll their children.
<b>IGATE Contribution</b>	IGATE developed the CBE program and trained facilitators to run the various modules it involved. They also provided learning materials to use during each module.
<b>Significance</b>	Providing a public space to advocate for the program and endorsement from leaders will promote enrollment.
<b>Level of Verification</b>	NA

6. Four out of school girls from Bvute community have re-enrolled into school as a result of CBE

<b>Description</b>	In the Bvute community, four out of twelve OOS girls who participated in the CBE program have re-enrolled in school. This occurred in the last year.
<b>IGATE Contribution</b>	IGATE designed the CBE program model, trained education officers and local volunteers on how to conduct outreach in the communities to raise awareness of the program, and supplied resources such as fuel, vehicles, and materials for the program. IGATE also organized community meetings where local leaders and other advocates of CBE were invited to speak.
<b>Significance</b>	The OOS girls have achieved positive transition outcomes and demonstrate greater value for education. Also, by enrolling back in school there is more protection against the risk of abuse and early marriage often faced by girls who drop out.
<b>Level of Verification</b>	NA

**7. OOS Girls who participated in CBE have transitioned away from high-risk income generating activities to start small businesses in catering, sewing, and gardening**

<b>Description</b>	In the last two years in the Bvute community, several out of school girls who had been engaged in high-risk income generating activities (ex. selling wares to miners, working in beer halls) graduated from the CBE program and started micro enterprises. The micro enterprises are in the areas of catering, sewing, and gardening and allow the girls to earn income more safely.
<b>IGATE Contribution</b>	IGATE designed the CBE program model, trained education officers and local volunteers on how to conduct outreach in the communities to raise awareness of the program, and supplied resources such as fuel, vehicles, and materials for the program. IGATE also organized community meetings where local leaders and other advocates of CBE were invited to speak.
<b>Significance</b>	The girls are seen as successful by the community and they have attracted others to join the program. They are now able to support themselves without putting their safety at risk.
<b>Level of Verification</b>	High

**8. Older CBE graduates have used their new micro-enterprise earnings to pay their children's school fees**

<b>Description</b>	OOS girls who are older (20-25) and have children were very motivated to complete the CBE course, including the vocational training. They have started micro-enterprises using their new skills and have invested their earnings to pay for their children's school fees. This change has occurred in the last year throughout Nyahombe and Tokwani resettlement scheme.
<b>IGATE Contribution</b>	<p>The CBE facilitator contributed to this outcome by talking to the village head and gathering parents in the community to tell them about why it's important for their children to gain knowledge. The CBE facilitator reiterated that, although OOS children have dropped out of school, they can still learn, "because a one-eyed man is a king among the blind. They were blind but now they can see with one eye."</p> <p>IGATE designed the CBE program model, trained education officers and local volunteers on how to conduct outreach in the communities to raise awareness of the program, and supplied resources such as fuel, vehicles, and materials for the program. IGATE also organized community meetings where local leaders and other advocates of CBE were invited to speak.</p>
<b>Significance</b>	The new source of income is important to young mothers - it allows them to pay school fees for their children and buy household items for their family. Some have become the main breadwinner and their standard of living has improved. As more people are able to earn money, it develops the whole community.
<b>Level of Verification</b>	High

9. Caregivers of OOS children wish to enroll them into CBE program after observing the benefits among graduates of the program in the last year

<b>Description</b>	Two single mothers and one married girl have recently completed the CBE vocational training in cosmetology and are now completing attachments and earning income on the weekends in the Takavarasha area of Chivi District. The caregivers in the community have seen the success of these girls, which has increased their support for the program. Caregivers of OOS children who did not participate in the first CBE cohorts now wish to enroll their children as well. They want their children to complete attachments so that they can get certificates and hopefully earn income as well. More children wish to join, including boys. This change has been occurring this year.
<b>IGATE Contribution</b>	IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided books for the courses, they conducted visits to ensure things were still progressing and to encourage participants, and provided sanitizers, wash buckets, and start-up kits for the CBE participants to start their own businesses. The facilitator encouraged parents to send their children, worked with the children in their homes, provided the modules and helped them work through the sessions.
<b>Significance</b>	Learners have developed new talents and skills and are capable of creating employment and jobs in the local area. This will encourage other children to develop skills as well, rather than being left at home doing nothing. This outcome may also suggest that caregivers are hesitant to buy into new programs; having multiple cohorts may be important to market initial results and so generate support over time.
<b>Level of Verification</b>	NA

10. An OOS child from a child-headed household returned to school after receiving counselling from a CLC facilitator

<b>Description</b>	A child from a child-headed household returned to school after encouragement to return to school. The CLC facilitator also provided counselling to the children who were potentially involved in risky behaviour, providing information and guidance around peer pressure, STIs, early marriage, etc.
<b>IGATE Contribution</b>	IGATE provided reading cards, information on the effects of early marriage, STIs, peer pressure etc.
<b>Significance</b>	It is especially important for child headed households to be encouraged to attend school when their parents are not there to do so.
<b>Level of Verification</b>	NA

11. Caregivers and spouses of OOS girls excused them from chores so that they had time to attend CBE

<b>Description</b>	OOS girls were excused from chores by their caregivers and spouses so that they could attend CBE.
<b>IGATE Contribution</b>	The CBE facilitator walks around and tries to educate the community, going door to door and also speaking at community meetings to promote the program. They also reached out to children individually and through the school counsellor. IGATE also conducted workshops with the community, provided text books and reading cards, sanitizers, sewing machines, etc.
<b>Significance</b>	The change is important to the children because it gives them skills that will assist them in life. It also provides access to education for girls who got married before they were mature and for those who couldn't afford school fees but still wanted to learn. Caregivers also gain help from their children who become more educated.
<b>Level of Verification</b>	NA

**12. The headmaster at the local school in Bvute allowed the school to be used as the meeting place for CBE classes and encouraged girls to attend**

<b>Description</b>	Headmaster allowed school premises to be used, which was not previously allowed, and counselled girls to not be ashamed of their situation and to ask questions about lessons they didn't understand.
<b>IGATE Contribution</b>	The CBE facilitator walks around and tries to educate the community, going door to door and also speaking at community meetings to promote the program. They also reached out to children individually and through the school counsellor. IGATE also conducted workshops with the community, provided text books and reading cards, sanitizers, sewing machines, etc.
<b>Significance</b>	The change is important to the children because it gives them skills that will assist them in life. It also provides access to education for girls who got married before they were mature and for those who couldn't afford school fees but still wanted to learn. Caregivers also gain help from their children who become more educated.
<b>Level of Verification</b>	NA

**13. At least ten girls and six boys in Mbaulo have started successful business in the trade they received training in through CBE**

<b>Description</b>	In the last year, several OOS children in Mbaulo, Insiza who attended CBE and completed their vocational training have experienced positive transition outcomes. Some of the OOS girls in CBE went back to school while others are now earning income through their own small businesses. When the participants returned from the vocational skills training, they were motivated to earn income for themselves. Consequently, 6 of 11 boys are now in building, 8 girls have started small catering businesses and are doing well, and 2 girls have started hairdressing and are also doing very well, according to their CBE facilitator.
<b>IGATE</b>	The CBE facilitator worked hand in hand with OOS youth to develop their literacy and numeracy skills, and checked their progress after they had returned from skills training.

<b>Contribution</b>	IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided books for the courses, they conducted visits to ensure things were still progressing and to encourage participants, and provided sanitizers, wash buckets, and start-up kits for the CBE participants to start their own businesses.
<b>Significance</b>	The transition outcomes of these CBE participants suggests that the program's theory of change is accurate, even if support is mixed, and OOS children are able to become more financially self-sufficient through literacy, numeracy, and skills training.
<b>Level of Verification</b>	NA

#### 14. The participation of OOS children in CBE has declined and only certain trades are accepting attachments

<b>Description</b>	There have been approximately 40 participants in the CBE in Mbaulo, Insiza District since the program began, but enrollment has declined over time. The first cohort had 32 participants, while the second had 4, and the third had 1. Only a few dropped out. The delay in programming caused by COVID led many OOS learners to believe the program had stopped. Furthermore, some community members have been supportive, but others think one month of training is not enough. Right now, because of low numbers, VCTs are only accepting certain trades, so those who want to do other trades are excluded from participating.
<b>IGATE Contribution</b>	The CBE facilitator worked hand in hand with OOS youth to develop their literacy and numeracy skills, and checked their progress after they had returned from skills training.  IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided books for the courses and conducted support visits to CBE centers. During COVID, IGATE also provided sanitizers, wash buckets, and start-up kits for the CBE participants to start their own businesses.
<b>Significance</b>	The CBE program has resulted in many positive outcomes for participants, but suffered from an ineffective COVID-19 adaptation plan in some communities. This, combined with skepticism among some community members that one month of training isn't sufficient and the lack of opportunity to get attachments for certain trades risks decreasing support.
<b>Level of Verification</b>	NA

#### 15. Three OOS girls in Siwazi, Insiza were supported by caregivers and community to return to school

<b>Description</b>	The CCW works with parents to ensure that OOS children can go to school. There was a case of 2 children not going to school because their mother had died and the father left them with their sister. They had no books, uniform, or resources to attend class. The
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	CCW helped their caregivers to make a plan and now they are enrolled back in school. In another case, she worked with the mother of a girl who wasn't in school and they fundraised for her uniform and books so she could return. Now there are no OOS girls in the community.
<b>IGATE Contribution</b>	IGATE provided books and cards, airtime, sanitizers
<b>Significance</b>	Children have become very enthusiastic about coming to her home for lessons.
<b>Level of Verification</b>	NA

#### 16. OOS girls who complete CBE earn income independently and are less dependant on their husbands

<b>Description</b>	In the last year, OOS girls in Kwashira village, Mberengwa, have gained practical vocational skills through the vocational training module of the CBE program. They can now use these skills to support themselves and their families, even if they are married to a man who is not very hardworking.
<b>IGATE Contribution</b>	IGATE gave them cloth so that they could sew and masks. For CBE, they provided training for children, and when the children returned, they were given equipment to use.
<b>Significance</b>	Girls are more self-reliant when they have their own skills. If they marry a man who is not hard working, they won't be left behind.
<b>Level of Verification</b>	NA

#### 17. OOS girls who attended the CBE program demonstrate more confidence, respect, and financial independence and have consequently been less susceptible to pregnancies and early marriages

<b>Description</b>	From the fall of 2019 and throughout the lockdown period, approximately 20-25 girls are more confident in standing up for themselves and are earning a living on their own in Madabe, Mangwe District. Typically, the girls earn income making buns or sewing mats. Consequently, they don't go hungry as often. They are also more respectful to other community members and don't linger around bottle stores and bars. Notably, the cases of early pregnancies and early marriages have reduced because these girls have realized they don't need to rely on men so much.
<b>IGATE Contribution</b>	<p>The CBE Facilitator in Madabe, Mangwe District, was key to this outcome. She counseled 53 OOS girls on issues that commonly affected the community. This included: the dangers of early marriages, the importance of working for yourself, the proper age of marriage, how not to succumb to envying others who have dropped out and are earning money working across the border, and how to stand up to potential abusers.</p> <p>IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided materials for the CBE modules, conducted visits to ensure things were still progressing and to encourage participants, and provided start-up kits for the CBE participants to start their own businesses. IGATE</p>

	was also involved in delivering trainings on safeguarding and child abuse for community members.
<b>Significance</b>	There are older men that try to lure girls into sex with money in Mangwe. This outcome demonstrates the importance of identifying influential role models to convey the project's key messages. The CBE Facilitator is a woman who started small and set up a business of her own and now owns a shop. As she becomes more involved in the OOS children's lives, they can see what is possible by her example and become more resilient to peer pressure and the use of relationships/marriage as a way to achieve a more secure financial future.
<b>Level of Verification</b>	High

#### 18. Caregivers of OOS girls work collaboratively with the CBE facilitator to make sure their children are attending the sessions

<b>Description</b>	In the last year, the CBE facilitator conducted outreach and presented the program to the headman, kraal heads, and then the community of Madabe, Mangwe District. Now, if there are any problems with the children in the program, the parents come to the facilitator directly to deal with it. There is good collaboration between the parents and the mentor to resolve difficulties with children.
<b>IGATE Contribution</b>	IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided materials for the CBE modules, conducted visits to ensure things were still progressing and to encourage participants, and provided start-up kits for the CBE participants to start their own businesses.
<b>Significance</b>	The OOS children and their caregivers now benefit from a wider network of support within the community. If caregivers experience challenges with a child, they can go to the CBE facilitator as an additional resource to help them resolve the issue.
<b>Level of Verification</b>	NA

#### 19. OOS girls in Pelile Village who were placed in early marriages have re-enrolled into school

<b>Description</b>	A few girls from Pelile village in Mberengwa enrolled back into school last year. One girl dropped out because of an early marriage. The peer leader spoke to her and explained why it's important to continue her education.
<b>IGATE Contribution</b>	IGATE did a training in Chishanga for peer leaders on how to report problems in their community.
<b>Significance</b>	Returning to school after getting married at a young age helps ensure that the child will be able to provide for themselves in the future.
<b>Level of Verification</b>	NA

## 20. OOS children access a larger network of support for learning and life challenges

<b>Description</b>	The OOS children that participated in CBE in Nkedile, Mangwe District, are now more free to talk to their parents if they encounter challenges either in life or with their learning goals. Similarly, the parents will come to the local CBE facilitator if they have difficulties with the children and they work together to make a plan. The parents and children have more unity with the CBE facilitator, who is trusted to provide counselling. The change started in 2019.
<b>IGATE Contribution</b>	IGATE helped with stationary and the modules. They hosted workshops so that they could educate the children effectively.
<b>Significance</b>	The children really enjoyed the sessions - it kept them busy and out of trouble. They frequently asked if there was room in the BEAM program (pays fees for learners) so that they could go back to school. Boys weren't as tempted to smoke and girls didn't fall pregnant.
<b>Level of Verification</b>	NA

## 21. Caregiver support for OOS children who wish to return to school remains low

<b>Description</b>	Eight OOS girls in Nkedile, Mangwe District have attended CBE and wish to return to school. They have asked their parents to start gardening businesses to pay for school fees, but the parents are slow to understand. At the time of the interview, the girls were still at home. Some parents are appreciative of the CBE program, but still don't pay school fees or contribute at school.
<b>IGATE Contribution</b>	IGATE designed the CBE program, trained volunteer facilitators, conducted outreach, and provided the learning materials and exercises.
<b>Significance</b>	Although parents may support their children for CBE, their support for education more broadly remains limited.
<b>Level of Verification</b>	NA

## 22. The success of CBE participants has led to higher interest in the program by their peers

<b>Description</b>	Prior to the CBE program in Lochard, Insiza, many OOS teenagers had a lot of free time, which led them to engage in risky or bad behaviours. They also did not believe that the CBE program would help them when it was first introduced. However, now that the first participants have returned from vocational training, the CBE facilitator says you will not pass more than a few days without seeing them selling their baked goods, or doing hairdressing - their new businesses are very popular. Consequently, the OOS teenagers no longer have time to be gallivanting, but are focused on their business. Once they saw others going for training, many other children started showing up for CBE sessions. Their first round had 16 children, then there was a pause from the pandemic. Now the
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	CBE facilitator is being pressured by children that want to enrol because they see the change in their peers.
<b>IGATE Contribution</b>	IGATE provided the modules, transport for training (children), start up kits, etc
<b>Significance</b>	It's important to the child, their parents, and the community. The biggest impact is on families who couldn't afford anything for their children. The change in behaviour has also had a positive effect on the community because there is less anti-social behaviour that disturbs community members.
<b>Level of Verification</b>	NA

### 23. Head teacher actively supports CBE by checking on progress, reaching out to parents if there are attendance concerns, and liaising with the community leader

<b>Description</b>	In Madabe, Mangwe District, the CBE program has benefited from the local head teacher's more active support in the last year. Prior to this, the CBE facilitator had many absences during the CBE sessions, some of the students had bad behaviour, and she never met the learners' parents. In the last year, however, the head teacher has become very supportive of CBE and comes to check on their progress regularly. He also reaches out to parents and the community leaders if students are absent or consistently late in order to talk to them and try to solve the problem.
<b>IGATE Contribution</b>	IGATE provided lessons, resources like cloth, braids, flour, etc for their start ups.
<b>Significance</b>	It's important in the sense that the youths get to be independent and get to have a better future from utilizing the skills that they would have learnt. By plaiting or sewing they can definitely have a great future even if they get married they will be women with skills who don't just get to sit and wait for the husband to provide for them.
<b>Level of Verification</b>	NA

### 24. Caregivers of OOS children support their childrens' businesses

<b>Description</b>	In the last year, several CBE participants have completed their vocational training program in Madabe, Mangwe District. During this time, caregivers of OOS children have provided more support to the program and the OOS children who completed it. For example, some of the parents have approached the CBE facilitator to ask how they can continue to support their children's businesses. The facilitator had never met the parents before. Parents have also provided the youth with cloth so that they can do dressmaking. Five youth have been assisted in this way by caregivers in the last year.
<b>IGATE Contribution</b>	IGATE provided lessons, resources like cloth, braids, flour, etc for their start ups.
<b>Significance</b>	Many of the children who joined the program could not write and said they had nothing to look forward to in their lives. Now, they have skills and a means of income, as well as

	better regard from their families.
<b>Level of Verification</b>	NA

## A6.2 Outcome Domain 2: Enhanced community support for education

### 25. Caregivers of in school learners procure study materials and allow learners time to study them at home

<b>Description</b>	During the first lockdown period in Zimbabwe, caregivers of in-school children in Ward 14 of rural Mberengwa, bought or borrowed revision books and study materials for their children so that they could attend community learning circles and continue learning from home. Caregivers also allowed time to study at home. Learners who had foundational literacy and numeracy skills were able to successfully build upon these skills through self-study with the materials. However, learners who were struggling in school found independent study difficult and fell further behind.
<b>IGATE Contribution</b>	<p>Using the pamphlets provided by IGATE, the headteacher encouraged parents to assist their children during lockdown. He also organized learners to come collect materials from the school and encouraged caregivers to assist learners at home.</p> <p>IGATE proposed the CLC model and trained facilitators to run them for children. IGATE bought the pamphlets, and reading cards, visited the schools, and distributed registers for borrowing pamphlets.</p>
<b>Significance</b>	The community suffers from a lack of resources, so the support provided by IGATE was influential in encouraging participation. The community learning supports also helped learners to develop a positive attitude towards learning. Typically, learning was only thought to take place in school. Those who engaged in the self-study became role models for the poor performers, and served to show that even under lockdown it is possible for learning to take place, which inspired others to emulate them. Finally, when schools reopened, teachers noticed that the performance of children who were able to study from home did not go down as low as they expected.
<b>Level of Verification</b>	High

### 26. Caregivers with low levels of schooling now support education for their female children

<b>Description</b>	Typically, caregivers who have low levels of education also offer lower support for the education of their children. This causes the children, especially female children, to either perform poorly, or drop out of school early because of unpaid school fees, lack of study time, frequent absences, etc. Through community outreach, line ministry workers have spent time conducting outreach directly with caregivers with low education levels to explain the benefits of keeping their children (particularly girls) in school. Consequently, these parents have started sending their children to school more.
<b>IGATE</b>	IGATE provided books and uniforms and transportation for the VFU. They conducted

<b>Contribution</b>	investigations and awareness campaigns together with the line ministry. The VFU would also provide counselling in the community during investigations and ensure that the victim was supported.
<b>Significance</b>	Low education levels amongst caregivers is a primary barrier to children, particularly girls, being supported to transition through school and perform well. Direct engagement with such caregivers may be an effective way to begin addressing this barrier.
<b>Level of Verification</b>	NA

**27. Caregivers of in-school girls who become pregnant are now sending them back to school instead of making them drop out**

<b>Description</b>	Caregivers of girls who get pregnant are now sending them back to school, whereas this was not previously an option. There used to be a difference in support for girls vs. boys education, but through awareness campaigns they value both. They realize even pregnant girls can go to school.
<b>IGATE Contribution</b>	IGATE provided books and uniforms and transportation for the VFU. They conducted investigations and awareness campaigns together with the line ministry. The VFU would also provide counselling in the community during investigations and ensure that the victim was supported.
<b>Significance</b>	Many girls could not proceed with school due to pregnancies. The community thought it would be a bad influence for such a girl to return. But now they are more willing to send them back, thus improving their livelihoods.
<b>Level of Verification</b>	NA

**28. Nyaningwe Secondary School accepted a disabled girl who was rejected from enrolling in another secondary school and has supported her to learn while managing her medical condition**

<b>Description</b>	The ministry conducts visits to follow up on drop-outs across the district. The ministry also brings in partners and other line ministries to address the reasons for drop out and speak to homesteads. In one case in the last year, they identified a girl who had a heart condition and was rejected from enrolling in secondary school because of her health issues. They found another secondary school who volunteered to take the girl and help monitor her health.
<b>IGATE Contribution</b>	IGATE provided resources and transportation. They also encouraged collaboration between ministry partners to ensure that processes moved forward and the victim support was provided. They would accompany them on visits.
<b>Significance</b>	Educating girls can help them get jobs and in turn support their parents and their community. Keeping girls in school helps prevent early marriages and allows girls to make informed decisions on their lives. Therefore, finding an alternative school for a disabled learner where she can be supported and accepted opens up the benefits of education to more vulnerable children.

<b>Level of Verification</b>	High
<b>29. Caregivers express understanding in regards to the importance of education, but are unable to financially support it due to economic conditions of their communities</b>	
<b>Description</b>	The ministry conducts visits to follow up on cases of school drop outs. Officials report that there is not a lot of observable behaviour change among caregivers in regards to support for education because of the difficulties in the economy - they simply can't afford school fees so children are forced to drop out. Most parents in the community do not have a source of income.
<b>IGATE Contribution</b>	IGATE provided resources and transportation. They also encouraged collaboration between ministry partners to ensure that processes moved forward and the victim support was provided. They would accompany them on visits.
<b>Significance</b>	The current political and economic conditions in Zimbabwe create major barriers to education that may not be within the scope of IGATE's current interventions to address. Although caregivers may state they support education, they may simply not have the resources to pay for their children's material needs.
<b>Level of Verification</b>	Medium
<b>30. Caregivers of in-school children have worked harder to pay school fees, resulting in infrastructure improvements of the school</b>	
<b>Description</b>	Since the second lockdown in Zimbabwe, caregivers in Gororo community are eager to have their children return to school, rather than sit idle at home. Consequently, they are working harder to pay school fees for all their children (not just boys). The willingness to pay school fees has resulted in infrastructure improvements at the school - new blocks have been built.
<b>IGATE Contribution</b>	The CCW works with parents and the school to develop payment plans for those who couldn't afford school fees and so re-enroll the child in school and educate parents about the importance of education. IGATE has provided books, learning cards, radios, memory cards etc so that learners could access lessons, they convene community meetings to speak about education, and conduct support visits.
<b>Significance</b>	As fees are paid more, learners will have better environments in which to learn - it's more conducive to learning.
<b>Level of Verification</b>	NA
<b>31. Caregivers increased their support to in-school learners by buying books and other study materials after seeing their children's literacy improve through CLCs</b>	



<b>Description</b>	Parents of in school learners became more supportive of the CLCs and education more generally after they saw their children's literacy progressing. Once they began to see results, they were more willing to purchase books and other materials so that children could continue to practice. This has taken place since 2020, during the lockdown.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios. The facilitator did a lot of outreach to parents and children to encourage participation.
<b>Significance</b>	This is important because when children return to school the teachers are not starting from scratch again - the learners have maintained or even improved their basic skills so the teacher can continue to build, rather than go back and start over. It may also build positive momentum of parental support, which will hopefully continue once schools reopen.
<b>Level of Verification</b>	High

**32. Several caregivers in Mundingi village have opted to remain in the village, rather than move to South Africa, because they do not want to create a vulnerable situation for their children while they are gone**

<b>Description</b>	Peer leader talks to caregivers about the danger of moving to South Africa for work and leaving girls behind on their own, which increases their risk of early marriages. Many parents don't send money back and it forces the girls into dependence on husbands. As a result fewer parents are opting to move to South Africa.
<b>IGATE Contribution</b>	IGATE has provided reading cards and gave a radio to the CLC champion.
<b>Significance</b>	Many girls marry early - typically around age 15. Women are more aware of the risks of early marriage and listen to their friends/peers warnings.
<b>Level of Verification</b>	NA

**33. Caregivers have more value for their OOS children who completed CBE**

<b>Description</b>	In Bvute, Mberengwa and the surrounding area, caregivers have become more supportive of the CBE program after observing the benefits that CBE graduates bring to their families. The OOS girls were able to start income generating activities and contribute their earnings to their families. Caregivers report that they can now afford the basics in their home, through income from sewing and baking, or that their children are now more helpful on their homestead through better knowledge of gardening. The graduates completed CBE in 2019 and the change in caregivers' respect towards the girls was recorded in 2020.
<b>IGATE Contribution</b>	The CBE facilitator contributed to this outcome by promoting the program within the community, discussing the benefits with both children and their caregivers. They also provided counselling and support during the lessons.

	IGATE designed the CBE program, trained volunteers, and provided the learning activities and vocational training. IGATE also provided materials like flip charts, and conducted field visit assessments.
<b>Significance</b>	Families' quality of life increases with the additional income earned by CBE graduates.
<b>Level of Verification</b>	NA

**34. Caregivers of in school children have built benches, donated bricks, and carried water to the school so that learners have a comfortable and safe learning environment**

<b>Description</b>	Since lockdown restrictions have been lifted in Zimbabwe and schools reopened, caregivers of in school children in Mbaulo, Insiza, have built benches for the school so that children could learn more easily. They have also brought bricks and water to the school when asked for support.
<b>IGATE Contribution</b>	<p>The CLC facilitator contributed to this outcome. She was already a CBE facilitator prior to COVID-19, so she opened her home for learners to come do their work. Every chance she gets, she talks to the community about the importance of education in order to rally their support.</p> <p>IGATE supported schools reopening plans by providing workshops and suggestions on how schools could prepare learning environments effectively. This included suggestions around involving parents in the preparation of school grounds.</p>
<b>Significance</b>	By using the efforts of caregivers to improve the school grounds and infrastructure, learners are not kept from their studies to clean the premises. It also creates a better learning environment for them and involves parents in supporting the education of their children in new ways.
<b>Level of Verification</b>	High

**35. Girls in Kwashira village feel confident asking for support during menstruation so that they can continue going to school**

<b>Description</b>	In the last year, in school girls from Kwashira Village in Mberengwa feel more comfortable reaching out to the CLC facilitator or other trusted adults to get support for menstruation. The facilitator encourages them not to feel ashamed of and to seek help when needed. The CLC facilitator works with children who do not stay with parents and buys them pads when needed, or shows them how to buy their own once they have earned income.
<b>IGATE Contribution</b>	IGATE gave them cloth so that they could sew and masks. For CBE, they provided training for children, and when the children returned, they were given equipment to use.
<b>Significance</b>	It's important to girls because they are often afraid to tell their parents that they are menstruating. Menstruation is a common barrier to attending class for girls, especially for vulnerable girls who do not stay with their parents.

<b>Level of Verification</b>	NA
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36. Educated caregivers in Village Godheni support their children's education by assisting with homework, while others criticise the efforts of volunteers and do not assist their children	
<b>Description</b>	During the lockdown period as the CLCs were implemented, the caregivers with higher levels of education appreciated the CLC program and allowed their children to attend. They also helped their children with homework when the resident teacher requested that caregivers provide more support at home. However, caregivers from the community that are not educated see no value in the program; they do not come to the school yard to collect materials when asked, nor do they check their children's homework. Some have even told the resident teacher that she is insane for supporting the program.
<b>IGATE Contribution</b>	<p>The resident teacher supported learners by distributing materials and trained CLC facilitators on how to facilitate learning circles. She also discussed the importance of education and parental support with caregivers, encouraging them to send their children to CLC's and assist them if need be.</p> <p>IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and airtime.</p>
<b>Significance</b>	The value of education, and therefore support for education, still seems to be bifurcated in the community depending on caregivers' level of education. This remains a barrier to learning and transition outcomes.
<b>Level of Verification</b>	High

37. The community counsellor agreed to allow all kraal heads to implement CLCs for children to learn during lockdown and even set up a CLC in the school closest to him when he realized it didn't have a program	
<b>Description</b>	At the beginning of the lockdown period in Lubuze, Insiza, the local leaders were afraid to allow gatherings of any kind because of the Ministry of Health directions. The CLC facilitator worked with IGATE and the ministry of education to give them a picture of the situation on the ground - finally, when the elders, leadership, and teachers came together and met with the counsellor to explain the situation and how alternative learning channels could support learners safely, he understood and gave the go-ahead to all the kraal heads. The counsellor even organized a CLC group in his local community when he realized that there were no alternative learning options available there.
<b>IGATE Contribution</b>	<p>The CLC facilitator contributed to this outcome by meeting with traditional leaders and parents to discuss the effect that school closures have on children and how CLCs could safely mitigate this.</p> <p>IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios. IGATE also co-facilitated the outreach to local leaders to educate them on the benefits and safety protocols of the program to encourage buy-in.</p>

<b>Significance</b>	Support from local leadership is essential to the success of the program; many leaders fear the risks of new programs, especially during crisis situations such as COVID. However, direct engagement and collaboration can result in buy-in and even expand the program in the medium to long term.
<b>Level of Verification</b>	NA

**38. Caregivers and community members are now setting up plans to use CLCs to supplement education during strikes, since learners are missing school up to three days a week**

<b>Description</b>	The community in Lubuze, Insiza is already supportive of education; they have set up a Former Students Associations both at the primary and at the secondary school who make contributions and help at the school where there is a need. The parents of in-school learners also support projects at the school. However, learners are only coming 1-3 times a week for class since schools reopened in May because of teacher strikes. The caregivers approached the CLC facilitator (who is also the chairperson of the SDC) and asked if they could continue to use CLCs to supplement children's learning during the strikes.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios.
<b>Significance</b>	Although the plans to adapt the CLC were not yet implemented at the time of the interview, the initiative from parents suggests that the alternative learning model is both valued and adaptable to the educational needs of the community. If they can be properly resourced, it could be a sustainable model for supplementing learning in schools.
<b>Level of Verification</b>	NA

**39. Educated caregivers remained supportive of learning and sent their children to CLCs, but uneducated caregivers did not see the value of the program**

<b>Description</b>	The CLC program started in April 2020. Since this time, a minority of caregivers in Bulu, Mangwe District, value the program and send their children to learn. The majority of caregivers are not well educated and do not see the value of the CLC and so do not encourage their children to attend.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios. They did not conduct follow up visits.
<b>Significance</b>	The lack of support for the CLC program suggests that the overall value for education, and therefore support for learning, remains low in this community.
<b>Level of Verification</b>	Medium

**40. Educated caregivers remained supportive of learning and sent their children to CLCs, but uneducated caregivers did not see the value of the program**

<b>Description</b>	The CLC program started in April 2020. Since this time, a minority of caregivers in Ngulubeni, Mangwe District, value the program and send their children to learn. The majority of caregivers are not well educated and do not see the value of the CLC and so do not encourage their children to attend.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios. They did not conduct follow up visits.
<b>Significance</b>	The lack of support for the CLC program suggests that the overall value for education, and therefore support for learning, remains low in this community.
<b>Level of Verification</b>	NA

**41. Peer leaders in the community are unclear on their roles**

<b>Description</b>	The peer leader was trained in Chisanga for one day last year. Her only explanation of her role was that, when girls have problems, like getting their period, or being abused at home, they tell her and she takes it to a teacher. However, she has not actually provided such support in practice. She has good behaviour that she tries to model to the other girls, shares her things with girls who don't have that much, and promotes school attendance. She was only reminded the week before the interview that she was a peer leader and needed to speak to IGATE about it.
<b>IGATE Contribution</b>	IGATE provided a one day training for peer leaders in the previous year.
<b>Significance</b>	There is little evidence she is actively involved in the community as a peer leader. This suggests that more support is needed for this intervention to be effective.
<b>Level of Verification</b>	NA

**42. Community leaders influenced skeptical parents to allow their children to attend CLCs**

<b>Description</b>	When CLCs began at the beginning of the lockdown period in Zimbabwe, there were only 2 girls attending in Mbawulo, Insiza District. Some parents were not supportive because they thought their children would say they are going to CLCs to get out of house chores. The community leaders spoke to the caregivers and encouraged them to send their children. By the time schools reopened, the CLC had over ten participants.
<b>IGATE Contribution</b>	IGATE Contribution: IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios.

<b>Significance</b>	Through the encouragement of community leaders, caregivers reduced chore burdens to allow their children to attend CLCs during school closures.
<b>Level of Verification</b>	NA

#### 43. Parents of in school learners have reduced chores and encourage their children to attend CLCs

<b>Description</b>	During the lockdown period, a peer leader in Madabe, Mangwe district observed that caregivers of children who were attending CLCs began to reduce chores and allow their children to attend CLCs. The children now encourage their peers to attend CLCs.
<b>IGATE Contribution</b>	IGATE provided reading materials, dictionaries, etc. and taught her not to be shy/to express her confidence. They also gave her airtime.
<b>Significance</b>	Caregiver support for alternative learning increased throughout the lockdown in response to the CLC model.
<b>Level of Verification</b>	NA

#### 44. Parents have been very active in supporting their children's learning from home by helping them work through materials and marking their work

<b>Description</b>	The head teacher in the community reached out to all caregivers to let them know about the reading cards that learners could borrow, and encouraged them to help their children learn with them at home. At first, the CLC teacher marked all the questions that participants turned in, but it became too much work with the size of the CLCs, so she asked the parents to do the marking. The parents responded positively and were really helpful - if not for them, the children would just take the cards and not use them.
<b>IGATE Contribution</b>	IGATE Contribution: IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios.
<b>Significance</b>	If the children had not been assisted by their caregivers, they would have returned to school forgetting everything. Due to the caregivers' assistance, the reading cards were very captivating to learners and kept them interested.
<b>Level of Verification</b>	NA

#### 45. Community leaders encouraged caregivers to send their children to CLC

<b>Description</b>	The CLC facilitator in Lochard, Insize, met with community leaders to discuss the benefits of the program during lockdown. The leaders appreciated the role that the CLCs could play to maintain learners' education during lockdown and consequently, continued to send this message throughout the community and encouraged caregivers to send their children to CLCs.
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<b>IGATE Contribution</b>	IGATE provided the study materials, PPEs, and workshop materials.
<b>Significance</b>	With the community leader's patronage, more children will hopefully gain access to CLCs
<b>Level of Verification</b>	NA

**46. Caregivers of in school learners encourage their children to attend CLCs, help them with the homework, and actively reach out to the facilitator with any questions or concerns**

<b>Description</b>	The younger parents have become very helpful and assist learners with homework, they follow up with the facilitator to ask for more work. They ask for help if they struggle with the reading cards.
<b>IGATE Contribution</b>	IGATE provided reading cards, materials, books, radios
<b>Significance</b>	Traditional leaders did not want children wandering the village being idle and unruly during the lockdown. They worried about what the children would do. So they encouraged parents to use CLCs and helped monitor them.
<b>Level of Verification</b>	NA

**47. Children have improved their literacy but have not returned to school**

<b>Description</b>	Throughout the lockdown period in Phathisanani, Mangwe District, in school and out of school children attended CLCs. The CLCs were very effective in helping children with their literacy. Some children who could not read at all made great improvements. It also protected children from falling pregnant by keeping them occupied with their studies. Despite the success of the program, many parents have not been able to afford school fees and have not been able to send their child back to formal school.
<b>IGATE Contribution</b>	IGATE provided reading cards and materials.
<b>Significance</b>	CLCs have resulted in positive learning outcomes, but they do not always translate to positive transition outcomes. However, it may still provide a learning opportunity for those who would not return to school regardless.
<b>Level of Verification</b>	NA



## A6.3 Outcome Domain 3: Strengthened safeguarding actions

### 48. Village headmen in rural Mberengwa report cases of abuse in their communities to the government line ministries and police

<b>Description</b>	Cases of abuse, such as rape or early marriage, were rarely reported to the police in rural Mberengwa because they were thought of as minor problems, best settled outside of court. However, since IGATE has been working with the community, village headmen have been reporting abuse cases (such as rape and early marriages) to the government line ministries and police so that the perpetrator is handled through the law and the victim can receive support. They now recognize that these practices must be stopped.
<b>IGATE Contribution</b>	IGATE trained social welfare officers on correct reporting channels, follow-up actions, and how to encourage reporting when there are cases of abuse. The social welfare officer has worked closely with community leaders to educate them on government policies and expectations, as well as how to promote safeguarding of girls in their communities.
<b>Significance</b>	The increased level of reporting ensures that perpetrators are arrested and victims receive support. It also helps prevent early marriages and changes some harmful practices that were once common and accepted in rural Mberengwa through the leadership of village headmen setting new norms around what is acceptable behaviour. Finally, it marks a significant change from when such issues would be "washed away" and demonstrates great strength from the victim, the family, and the community.
<b>Level of Verification</b>	NA

### 49. Apostolic church members are reporting cases of abuse from within their congregation to the police.

<b>Description</b>	Issues such as early marriage are very common in Apostolic communities in Mberengwa. In the last year, in the communities of Mataruse and Murongwe, cases of abuse have been formally reported from within the Apostolic community. Previously, these cases were frequent, but went unreported. Although there are still many cases of early marriage and abuse, they are now being dealt with properly, through the police and line ministries that can offer support to victims.
<b>IGATE Contribution</b>	The social welfare officer contributed to this outcome by educating community and church members while doing grain distribution in order to bring awareness about government policies and child protection.  IGATE trained social welfare officers on correct reporting channels, follow-up actions, and how to encourage reporting when there are cases of abuse. IGATE also helped officers with fuel, vehicles, and provided financial support so that they can reach victims, do psycho-support visits, or transport them to shelters.
<b>Significance</b>	Increased reporting demonstrates a change in behaviour from within the Apostolic church, away from harmful practices often resulting in girls having to drop out from school due to early marriages. As reporting increases, girls will have better access to victim support. It may also deter Apostolic church members and leaders from engaging in such practices over time.

<b>Level of Verification</b>	Medium
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50. Children in select communities in Chivi are reporting cases of abuse that take place within their family when their mothers feel unable or unsafe to do so themselves	
<b>Description</b>	Since May 2018, children in the rural Chivi have reported abuses they experience or witness in their household. Children have also been asked to report abuses that take place within their homes by their caregivers, since their mothers often feel pressured by their dependence on their husband to keep such problems private.
<b>IGATE Contribution</b>	<p>Since May 2018, the Victim Friendly Unit has conducted regular outreach and awareness campaigns to educate community members on what constitutes abuse and how to report it. The VFU explains that there are new laws concerning rape and abuse that supersede older cultural laws that are no longer acceptable. The VFU also educates communities on the proper reporting channels and the legal consequences of failing to report or delaying reports. The VFU has conducted 4 - 10 visits per month and also delivered campaigns/workshops for school CPCs.</p> <p>IGATE provided materials and transportation for the VFU. IGATE accompanied the VFU and provided support while she conducted investigations, provided victim support counselling, and did awareness campaigns.</p>
<b>Significance</b>	Parents value this change because they are empowering the girl child. Many girls could not proceed with school because of cases of sexual abuse, but now even the pregnant ones can be proceeding with school thus improving their livelihoods. It has also opened reporting channels not previously available for women experiencing trouble in their homes.
<b>Level of Verification</b>	Medium

51. Apostolic religious leaders refuse to cooperate with new safeguarding measures	
<b>Description</b>	Since May 2018, religious leaders in select Chivi communities have called the Victim Friendly Unit to report cases of abuse, or ask how to handle certain cases. The VFU is now receiving up to 30 cases a month in the district. However, the leaders from Apostolic churches are not cooperating and don't accept the new laws that prohibit certain types of abuse.
<b>IGATE Contribution</b>	<p>The VFU provided counselling in the community during investigations and ensured that the victim was supported. They also receive the reports and coordinate the proper line services to provide assistance.</p> <p>IGATE provided books and uniforms and transportation for the VFU. They conducted investigations and awareness campaigns together with the VFU.</p>
<b>Significance</b>	Although there are positive developments in the number of abuse cases being reported by community members in general, the on-going unwillingness to cooperate by Apostolic church leaders and congregations is concerning. Many Apostolic churches have practices that are harmful to the well-being of young girls, including early marriages.

<b>Level of Verification</b>	Medium
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52. Caregivers in Gororo community no longer arrange early marriages with illegal miners	
<b>Description</b>	The chief of Gororo community (Chivi) imposed a new regulation that forbids early marriage and imposes penalties if such marriages are discovered. Early marriage has been a very prevalent problem in the community because of the presence of illegal miners who lure girls and their caregivers into marriage by showing them cash and claiming to be wealthy. This change has taken place in the last year. As a result, there has been a marked decline in early marriages (the previous year had 12 early marriages) and one caregiver even took back a girl who had been married early.
<b>IGATE Contribution</b>	<p>The local CCW has conducted outreach to educate caregivers, community members, and local leaders on the importance of education, issues of child abuse, and how to report abuse.</p> <p>IGATE trained CCWs on correct reporting channels, follow-up actions, and how to encourage reporting when there are cases of abuse. They also provided airtime so that they could communicate more easily with the social welfare office.</p>
<b>Significance</b>	The change is important to children and parents - children are no longer rushing into marriages, but decide to pursue their education and have a better future. Parents are not pressured into allowing early marriages for their daughters because illegal miners come to them pretending to have great wealth, making parents think it may provide a better future.
<b>Level of Verification</b>	High

53. Six girls in Mashanda village and surrounding area are no longer engaged in relationships with boys	
<b>Description</b>	Peer leader informed girls that they should not behave inappropriately with boys and if they experience abuse, how to report it to trustworthy grownups. As a result around 6 girls are no longer engaged in relationships with boys.
<b>IGATE Contribution</b>	GATE provided a radio and materials to read and work through during their sessions
<b>Significance</b>	The change is important to girls so that they avoid early pregnancies and the burden of having to look after children.
<b>Level of Verification</b>	NA

54. Five caregivers in Mashanda village are more open to talking to their daughters about safeguarding issues and counsel them to avoid relationships with boys	
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<b>Description</b>	Peer leader told caregivers that once a girl hits puberty, they should not be told to fetch water late or be allowed to date boys. Caregivers are now open to talking to their daughter about safeguarding issues and discouraging relationships.
<b>IGATE Contribution</b>	IGATE provided a radio and materials to read and work through during their sessions
<b>Significance</b>	The change is important to girls so that they avoid early pregnancies and the burden of having to look after children.
<b>Level of Verification</b>	NA

**55. Two girls in Mundingi village no longer pressure other girls to become involved in relationships with boys**

<b>Description</b>	During sessions with girls in her community the peer leader talks to them about early marriages and not getting into relationships at a young age. As a result, fewer girls are less boastful and become involved with boys.
<b>IGATE Contribution</b>	IGATE has provided reading cards and gave a radio to the CLC champion.
<b>Significance</b>	Many girls marry early - typically around age 15. Women are more aware of the risks of early marriage and listen to their friends/peers warnings.
<b>Level of Verification</b>	NA

**56. Village head works with caregivers to improve reporting of child abuse cases**

<b>Description</b>	In the last year, village heads in Siwazi, Insiza have worked with caregivers to report cases of abuse to authorities without scaring the children involved. Village heads also conduct follow ups if they suspect there is a case of early marriage, and especially if the girl has fallen pregnant.
<b>IGATE Contribution</b>	<p>The CCW in Siwazi has encouraged caregivers to support their children's education. She tells caregivers to send their children back to school if they become pregnant, and confronts and advises them if she suspects abuse. In the last year, she has worked with community leaders around child abuse and child marriage.</p> <p>IGATE has provided training to CCWs on safeguarding, and provided them with reading materials and airtime to enable them to conduct more effective outreach.</p>
<b>Significance</b>	The CCW states that caregivers now understand that a child has to be educated before they get married. In addition, working with the local leader to enforce policies around reporting and early marriage has created stronger accountability and ownership on a local level.
<b>Level of Verification</b>	NA

#### 57. Caregivers no longer arrange early marriages for children who get pregnant

<b>Description</b>	Previously, caregivers thought that if a girl gets pregnant, she should leave school and marry the boy that impregnated her. The mentors, peer leaders, and community leaders have spoken with caregivers about national laws stipulating that girls who get pregnant should be allowed to go back to school and continue their education. In the last year, caregivers have started reporting abuse and no longer let girls get married underage, even if they fall pregnant. The village head works with the parents and the mentor on these issues.
<b>IGATE Contribution</b>	IGATE has delivered trainings and workshops on issues of child abuse, early marriage, safeguarding protocols and support, and the importance of girls' education to a variety of stakeholders, including mentors, community members, local leaders, peer leaders, and CCWs.
<b>Significance</b>	As caregivers understand the consequences and risks of early marriages, which are reinforced by local leaders and stakeholders, the rates of early marriage can be expected to decrease.
<b>Level of Verification</b>	High

#### 58. Girls in Lubuze community report their problems to the peer leader

<b>Description</b>	In the last year, several girls in Lubuze community (Insiza) have reported their problems to the local peer leader and received support when their cases were successfully passed on to the local CCW. For example, there were orphans in one household who went without food in the evening and were made to do chores, as well as children who had no shoes for school. All of these children were addressed by the CCW.
<b>IGATE Contribution</b>	<p>The peer leader contributed to this outcome. She meets with other girls in her community to educate them on assertiveness, confidence, GBV, pregnancies, and how to study together. She speaks to children when doing chores and also meets with groups three days a week. They also have a sexual and reproductive health group that she leads, which teaches girls lessons through drama. In the last year, children in the community have come to her when they have problems. They explain their situation and she then refers them to who they should report to - typically the CCW.</p> <p>IGATE provides learning materials and helps educate the children on safeguarding through local volunteers who work with peer leaders. IGATE also trained peer leaders during a one-day workshop in 2019.</p>
<b>Significance</b>	<p>Many girls in rural Zimbabwe face issues around safeguarding and abuse. Girls in Lubuze now have a channel of support through the peer leader that can help them gain access to broader services.</p> <p>The peer leader is also demonstrating a greater role with increased responsibilities in her community. This builds improved coping mechanisms, resilience, and better role models for other girls.</p>
<b>Level of Verification</b>	NA

#### 59. Caregivers do not support early marriages

<b>Description</b>	In the last year, children and caregivers in Nguwanyana, Mangwe have learned about the different types of abuse, as well as the channels to report to when they face such issues through outreach conducted by the CCW and peer leaders. Caregivers now understand the appropriate age of marriage and the importance of education. Consequently, they have stopped arranging child marriages and the number of such incidents has reduced.
<b>IGATE Contribution</b>	IGATE has delivered trainings and workshops on issues of child abuse, early marriage, safeguarding protocols and support, and the importance of girls' education to a variety of stakeholders, including mentors, community members, local leaders, peer leaders, and CCWs. They have also supported line ministries to ensure that victims of abuse receive proper support.
<b>Significance</b>	Girls face a lot of peer pressure and abuse in Nguwanyana. Early marriages prevent them from growing up, pursuing education and then developing the community. The ability to report abuses and receive proper follow-up, and the subsequent reduction in early marriages will help them be more independent.
<b>Level of Verification</b>	NA

#### 60. In school girls behave more respectfully towards the peer leader and have aspirations to achieve the same role

<b>Description</b>	The peer leader in Madabe, Mangwe District meets with other girls in her community to teach them about abuse and their rights. She reports that the girls were skeptical about her role at first, but now listen to her and look up to her. Several other girls now want to become a peer leader as well so that they can be like her and teach others.
<b>IGATE Contribution</b>	IGATE provided reading materials, dictionaries, etc. and taught her not to be shy/to express her confidence. They also gave her airtime.
<b>Significance</b>	Girls have gained a positive role model in their community and wish to take on leadership roles as well.
<b>Level of Verification</b>	NA

#### 61. Caregivers have developed new strategies to protect girls travelling to school from threats of GBV

<b>Description</b>	A religious leader in Gwengwena, Mberengwa has been encouraging community leaders and caregivers to look out for the safety of girls walking to school. Around the community, there is a problem where girls get accosted or harassed on their commute. Recently, caregivers took the initiative to get up early and set ambushes to catch rapists who waited on the road for the girls to pass. the religious leader claims that many of the changes he has observed are driven by a desire to impress donors.
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<b>IGATE Contribution</b>	IGATE hosted a three day workshop in Filabusi . As a result of the workshop, the church leaders formed a group and IGATE monitored the group and engaged in Whatsapp discussions. IGATE also sent airtime so they could communicate from August last year.
<b>Significance</b>	The safety concerns that girls face on their commute to school is a major deterrent from attending class or continuing with education.
<b>Level of Verification</b>	NA

## 62. Churches across Gwengwena have institutionalized measures that protect the safety and educational interests of girls

<b>Description</b>	<p>Several churches across Gwengwena, Mberengwa have institutionalized measures that better protect girls in their congregation.</p> <p>Five leaders of churches that practice Passover on Friday have changed the schedules of their services so that children do not have to miss school to attend. They now hold services in the evenings on Friday, rather than the daytime and do not let parents leave their children to tend livestock while they attend service. This occurred from 2018 - 2020.</p> <p>In addition, churches in the area have agreed to incorporate commitments to protect the interest of girls and ensure their safeguarding as part of their constitution. For example, they no longer tolerate the marriage of girls under 18 and have included this in their constitution and make time to discuss women's rights during gatherings. The churches have also come together to monitor the appearance of new churches that frequently arise; now, new churches must be known by the others and have a formal constitution.</p> <p>Several churches in the area have encouraged education among their congregations and report better school attendance. Some have also helped cover school fees for vulnerable children.</p> <p>Finally, many false prophets used to prophesy that a girl would become his wife in the Apostolic sect. The congregation of churches in Gwengwena have condemned such behaviour and now require that prophets have to verify their claims.</p>
<b>IGATE Contribution</b>	<p>A single influential religious leader in Mberengwa is key to this outcome. He has travelled across the region of Mberengwa to educate church leaders about girls' education and their rights. He also requested that all churches bring their constitutions that support girls rights and condemning child abuse/GBV so that they could discuss them together and helped to set up a community "watch dog" to monitor the behaviour and presence of new churches. He talked to church leaders about their role in fuelling early marriages and they welcomed the discussion. Now, the church leaders meet together to continue discussing solutions to these issues.</p> <p>IGATE has been involved in convening church leaders, providing workshops on the importance of girls' education and safeguarding, and assisting church leaders to spread similar messages within their congregations and communities.</p>
<b>Significance</b>	<p>This change is important to the community because the children that are being protected and encouraged to pursue education are their own. If these children proceed with education they will develop their communities and help their parents.</p> <p>In addition, some religious denominations presented major barriers to girls education;</p>



many learners were prevented from attending class due to church services, or were forced into early marriages. This marks a significant shift in how church leaders are able to monitor such issues.

**Level of Verification** High

### 63. Traditional leaders in Insiza have enacted or enforced safeguarding policies within their communities

**Description** The Business Development Officer has conducted meetings with the communities in his district on safeguarding over the last year. In collaboration with IGATE, his team communicates that marrying minors is a punishable offence. Community leaders have actively taken this message up. Since 2020, they have seen chiefs and policy makers in the communities enacting laws against child abuse. For example, from ward three, Chief Chivasa encourages all communities to report all child marriages as a crime and to report those who take lobola (bride price) for an under person, and that all deliveries should be done at the clinic. Also in Avoca area under Chief Mafu, there was a great change where he brought people to village courts because of underaged marriages.

**IGATE Contribution** IGATE has delivered trainings and workshops on issues of child abuse, early marriage, safeguarding protocols and support, and the importance of girls' education to a variety of stakeholders, including mentors, community members, local leaders, peer leaders, and CCWs. They have also supported line ministries to ensure that victims of abuse receive proper support.

**Significance** Improved accountability and law enforcement at a local level is an effective means of promoting safeguarding girls in a community.

**Level of Verification** High

### 64. Children in Phathisanani, Mangwe feel comfortable going to the CCW to share problems and ask for advice

**Description** Children in Phathisanani, Mangwe District typically have difficulties bringing their problems to their parents. In the last year, the CCW has worked with children and caregivers to educate them on safeguarding issues and reporting channels. She speaks to children and encourages them to abstain from sex while in school or use protection. She also gives them scenarios and stories that demonstrate abuse or how abuse can escalate and they work through them together to understand their options and how to respond. The children are now eager to share their issues and go to her for advice. She has found that having a CCW to liaise between children and parents have helped facilitate communication and open up cases of abuse within families. Many parents just assume their children are behaving badly and don't understand the underlying issues. Now that the children are more free to go to the CCW, she advises them on how to approach the parents. In addition, the CCW is part of a Whatsapp group, which has helped share successes of case management stories, such as how CCWs were able to intervene with boys or girls who had bad behaviour and get them back on track.

**IGATE Contribution** IGATE provided training for CCWs, conducts outreach on safeguarding to communities, and supplies learning materials that can help facilitate discussions.

<b>Significance</b>	Children now have channels through which they feel comfortable reporting abuse or asking for support when they are not able to go to their parents/caregivers
<b>Level of Verification</b>	NA

## A6.4 Outcome Domain 4: Learning beyond the school

### 65. In school learners participating in CLCs avoided teen pregnancies during the lockdown period while maintaining learning habits

<b>Description</b>	During the lockdown period in Mt. Belingwe, Mberengwa, 36 learners regularly attended community learning circle sessions. Attending sessions enabled the learners to maintain their study habits and it also kept them busy and focused, filling their time productively while away from school. All of the female CLC participants avoided pregnancies, which were very common in the community throughout this period.
<b>IGATE Contribution</b>	<p>The CLC facilitator contributed to this outcome by working with youth three times a week to develop their literacy and numeracy skills. She also provided them with learning exercises and homework to ensure they were occupied with work.</p> <p>IGATE developed the CLC program as a crisis response to school closures in Zimbabwe. IGATE trained CLC facilitators and provided reading cards and learning exercises for the learners to do. The program also provided airtime and radios for the CLC facilitators and conducted support visits.</p>
<b>Significance</b>	Learners were able to maintain their identity as school children, as well as their literacy and numeracy skills so that they did not fall behind when schools reopened. Also, by providing learners with structured schedules and activities, girls seemed to avoid "mischief" and bad behaviours that respondents report were common amongst those children who did not attend. This has helped protect the girls from falling into undesired relationships and pregnancies during lockdown.
<b>Level of Verification</b>	High

### 66. Caregivers have allowed their children to continue to attend community learning circles, even after schools have reopened

<b>Description</b>	In Mt. Belingwe, caregivers of in-school learners are typically not very supportive of education. This was seen in their initial reaction to the CLC program, when it was introduced at the beginning of the lockdown period in Zimbabwe. At first, caregivers accused facilitators of spreading Satanism and refused to let their children attend. However, CLC facilitators used IGATE support to reach out to caregivers, local leaders, and students in the community to advocate for alternative learning channels. After a few weeks, caregivers allowed their children to attend the sessions and continue to support weekend sessions now that schools have reopened.
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<b>IGATE Contribution</b>	IGATE developed the CLC program as a crisis response to school closures in Zimbabwe. IGATE trained facilitators, provided reading cards and learning exercises for the learners to do. The program also provided airtime and radios for the facilitators and conducted support visits.
<b>Significance</b>	Caregivers have demonstrated increased support for their children's learning opportunities. As caregivers permit learners to benefit from community support, in addition to formal teaching in school, learners may be able to improve their learning outcomes more easily.
<b>Level of Verification</b>	NA

**67. Caregivers have allowed their children to attend community learning circles, even after schools have reopened**

<b>Description</b>	In Vanguard, Clifton, and Raddy (Mberengwa district), 50 caregivers of in-school learners have allowed their children to attend the community learning circle sessions after initial skepticism, and continue to support weekend sessions now that schools have reopened. This change has occurred in the last year, during the school lockdown period.
<b>IGATE Contribution</b>	IGATE developed the CLC program as a crisis response to school closures in Zimbabwe. IGATE trained facilitators, provided reading cards and learning exercises for the learners to do. The program also provided airtime and radios for the facilitators and conducted support visits.
<b>Significance</b>	Caregivers have demonstrated increased support for their children's learning opportunities. As caregivers permit learners to benefit from community support, in addition to formal teaching in school, learners can improve their learning outcomes more easily. The CLC facilitator noted that the children who participated in the program successfully passed all 6 subjects of grade 7 since returning to school.
<b>Level of Verification</b>	NA

**68. Learners who attended CLCs have demonstrated improved disposition, attentiveness, confidence, and adherence to instructions compared to peers who did not attend**

<b>Description</b>	From May 2020 - present, in the communities of Vanguard, Clifton, and Raddy, 27 in-school learners who participated in the CLC program have demonstrated positive changes in their disposition, attentiveness, and adherence to instructions. Parents and teachers speak favorably about this change. Learners also express pride in their improved educational outcomes.
<b>IGATE Contribution</b>	IGATE developed the CLC program as a crisis response to school closures in Zimbabwe. IGATE trained facilitators, provided reading cards, guide textbooks, manila, cards, sanitizers, soap, buckets to wash with, and learning exercises for the learners to do. The program also provided airtime for the facilitators and conducted support visits. The CLC facilitator distributed the lessons and instructions to mentors and would mark their work, giving learners feedback, which encouraged them to continue.

<b>Significance</b>	The CLC facilitator noted that children that participated are more confident and perform better in their reading and writing. The children are proud of their achievements. This may positively influence learning and transition outcomes for school - it suggests they will have more enthusiasm to return to school and apply themselves to their school work.
<b>Level of Verification</b>	NA

**69. Over 50 in-school learners across several learning centers were able to learn math, reading, and practical skills through CLCs organized and implemented by one CBE facilitator**

<b>Description</b>	During COVID, the CBE facilitator would take 5 students at a time to give them lessons. The facilitator taught them maths, reading, and skills like candle making and bee keeping. They had 50 CLC attendants across several CLC centres.
<b>IGATE Contribution</b>	IGATE designed the CLC program and trained volunteers. IGATE also provided pens, books, text books, reading cards, notebooks, learning exercises, buckets and taps for washing, and sanitizers.
<b>Significance</b>	The CLCs allowed children to continue learning while schools were closed, thereby maintaining - or sometimes improving - their learning outcomes so that it would be easier to transition back to school once they were able to.
<b>Level of Verification</b>	High

70. Struggling learners who could not afford school fees improved literacy and numeracy skills through CLC attendance

<b>Description</b>	Community Learning Circles were implemented in Takavarasha area, Chivi District from 2019 - 2020. Many of the learners that attended were vulnerable children whose family could not afford school fees. They initially struggled with the reading cards and learning exercises and found them too difficult. After attending for several weeks, struggling learners showed progress in reading and maths.
<b>IGATE Contribution</b>	<p>The CLC facilitator supported this outcome by conducting regular outreach to parents and children to encourage participation. She provided catered support to struggling learners and encouraged children to help each other with the learning exercises. She also purchased a radio using their own money to further promote the program and attract children to join.</p> <p>IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, and soap.</p>
<b>Significance</b>	The CLCs were very important because it is a rural setting and learners don't have access to other alternative learning options, such as through TV or internet. The lockdown provided financial relief to caregivers who struggled to pay school fees, but still wanted their children to learn. The CLC model appears to be an effective way to support vulnerable children in the community and improve basic learning outcomes. This could potentially encourage more children to re-enroll into school.
<b>Level of Verification</b>	High

71. Caregivers demand for alternative learning channels during lockdown increased the enrollment of the CLC program dramatically

<b>Description</b>	When the CLC groups began, they had capacity for 5 learners at a time. However, caregivers showed great interest because there were no other alternative learning opportunities. This led to the facilitator having to expand their sessions to 15 learners. This took place from Oct 2020 - early 2021 during lock down period.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios. The facilitator did a lot of outreach to parents and children to encourage participation.
<b>Significance</b>	The CLCs were very important because it is a rural setting and learners don't have access to other alternative learning options, such as through TV or internet. The lockdown provided financial relief to caregivers who struggled to pay school fees, but still allowed their children to learn.
<b>Level of Verification</b>	High

**72. Marginalized children (orphans and child-headed households) in Zibulani center, Chivi District, who were not able to attend school due to a lack of fees were able to access education opportunities and improve the literacy and numeracy through CLCs**

<b>Description</b>	Most of the children who attended the CLC sessions in Zibulani centre, Chivi District, do not have parents and so did not have fees to attend school formally. Both caregivers and learners appreciate the new opportunity for children to learn, which led to a consistently increasing number of participants throughout the lockdown period. Caregivers were also willing to buy books and materials when the CLC facilitator suggested it in order to support the learning of their children.
<b>IGATE Contribution</b>	The CLC facilitator contacted caregivers and explained the benefits of CLC's and encouraged them to send their children. The facilitator also helped children work through the learning exercises at the CLCs.  IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, soap, and radios.
<b>Significance</b>	This has been important because it offers a chance for those who cannot go to school because of financial issues. It opens the opportunity for more children to be educated.
<b>Level of Verification</b>	NA

**73. Struggling learners felt more comfortable to ask questions/clarifications and received more tailored support when attending CLCs compared to school**

<b>Description</b>	Children who attended the CLC sessions felt comfortable working with the CLC facilitator because they were a community member and fellow parent - this allowed them to ask questions more freely and to inform them of things they didn't understand. Consequently, the facilitator could provide more tailored support and children who could not read improved their literacy skills.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios. IGATE also followed up with facilitators to check on their progress.
<b>Significance</b>	One of the in-school goals of the IGATE program is to improve teaching methods and move teachers away from using physical abuse to discipline learners. This may set a good example for why developing a more familiar relationship with learners can improve their learning outcomes and encourage them to participate more in class. It is also significant because struggling learners are gaining access to support from the community according to their own unique challenges.
<b>Level of Verification</b>	NA

**74. Struggling learners improved literacy and numeracy skills through CLC attendance**

<b>Description</b>	Children who were almost completely illiterate made great strides in literacy after the resident teacher conducted one-hour lessons at her house. She also provided one-on-one tutoring for those who could not read after the session.
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<b>IGATE Contribution</b>	IGATE provided sanitizers and wash buckets, reading cards, radios, and they conducted support visits to assess how the learners and facilitators were doing.
<b>Significance</b>	Through the CLCs she was able to bring children back into learning and help those struggling. The CLC participants became role models to other children. The resident teacher was also seen as a role model to other teachers, who also volunteered to teach sessions. It also kept both the teacher and the students busy and occupied during the lock down when everything was idle - it gave them more purpose.
<b>Level of Verification</b>	NA

**75. Seven caregivers in Mashanda village and the surrounding area allowed their children to attend CLCs after initial skepticism about the program, due to encouragement from peer leaders**

<b>Description</b>	As a peer leader, she runs sessions at the centre on COVID safety, menstruation, activities, games, reading practice, etc. She helps them with problems they have, such as lack of sanitary pads, and also encourages children to attend the CLC's. As a result caregivers are now encouraging their children and helping them with their homework. As a result caregivers are now sending their children to CLCs.
<b>IGATE Contribution</b>	No mention of IGATE support in becoming a peer leader - she was selected by her school mentor. IGATE supplied a radio and flash and provided lessons on numeracy, literacy, English, maths, and conducted support visits.
<b>Significance</b>	More children are now encouraged to attend and learn and improve in areas where they are having difficulties
<b>Level of Verification</b>	NA

**76. Caregivers support CLCs because they keep children busy and out of trouble/In school learners that attend CLCs are less vulnerable dropping out of school because of gold panning or pregnancies**

<b>Description</b>	When CLCs were first introduced to the Mbaulo community in April/May 2020 caregivers were nervous about sending their children because of fears around COVID-19 risks. As restrictions relaxed and the lockdown continued, caregivers were more willing to allow children to attend. By August, attendance increased significantly and the community valued CLCs greatly because they saw that their children were losing out on education while schools were closed. Boys started gold panning and girls were getting pregnant more often. Parents wanted something to keep their children busy and out of trouble. CLCs helped protect them from those things.
<b>IGATE Contribution</b>	<p>The CLC facilitator, who was also a CBE facilitator, opened their home to learners as a place to meet and do work. They also used their connections with caregivers that they developed through CBE to promote the program.</p> <p>IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios. IGATE also followed up with facilitators to check on their progress.</p>



<b>Significance</b>	In addition to helping learners maintain their studies, caregivers valued CLCs for the program's ability to mitigate some of the risks that children were exposed to during COVID-19 and the associated school closures.
<b>Level of Verification</b>	High

**77. In school children attending CLCs demonstrate resilience to negative peer pressure i.e. not engaging in drinking or gold panning**

<b>Description</b>	Children are effective at keeping children learning and occupied. When children are busy with CLCs, they are able to resist the temptation to go buy alcohol. In the last year in the community there were a lot of Mopane worms, so the children are tempted to sell them and then use the profits to buy alcohol, but if they attend CLCs, they don't have time.
<b>IGATE Contribution</b>	IGATE provided books and cards, airtime, and sanitizers.
<b>Significance</b>	Children have become very enthusiastic about coming to her home for lessons.
<b>Level of Verification</b>	NA

**78. Community members take children and enroll them in CBE or CLCs when they see the need**

<b>Description</b>	In the last year and half, neighbours of families that have children who were not attending school have taken the initiative to enroll the children in either CLCs or CBE in Kwashira village, Mberengwa. The neighbours have seen the benefits from the program and encouraged other parents to accept it.
<b>IGATE Contribution</b>	IGATE designed the CBE program and provided training and learning materials to the facilitator.
<b>Significance</b>	Increasing enrollment in the program ensures more children get access to tangible skills.
<b>Level of Verification</b>	NA

**79. In school girls who work with local mentors have demonstrated improved coping mechanisms and resilience against peer pressure**

<b>Description</b>	In May 2021, some girls turned away from behaviours, such as pursuing boys, that would make them vulnerable to abuse or exploitation; instead the girls refocused on learning at home.
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	Since the lockdown began and schools closed in Godheni Village, Mberengwa, in-school girls have forgotten a lot of what they were taught in school and have started to bully each other and engage in "worldly behaviours" inappropriate for their age. For example, many girls have started following taxi drivers, trying to secure a boyfriend to gain more financial security.
<b>IGATE Contribution</b>	The volunteer mentor counsels girls by showing them how to report abuse and explaining to them why it is important to focus on learning and education. IGATE designed the CLC intervention, trained local volunteers such as CLC facilitators and mentors, and provided reading cards, books, buckets, soap, and radios. They also provided many materials for educating people on COVID.
<b>Significance</b>	In school girls who have circles of mentorship and support can learn not to depend on boys for income at the expense of their education.
<b>Level of Verification</b>	Medium

#### 80. In school learners who attended CLCs participated more in class and performed better once schools were reopened

<b>Description</b>	A resident teacher from Village Godheni has over 100 learners at her school. She has observed that since schools have reopened, the students that attended CLCs during lockdown are participating in class more and performing better compared to other children who did not attend CLCs.
<b>IGATE Contribution</b>	<p>The resident teacher contributed to this outcome by distributing learning materials, training CLC facilitators on how to facilitate learning circles, and marking the work that learners completed. She also discussed the importance of education and parental support with caregivers, and encouraged them to send their children to CLCs.</p> <p>IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, soap, and radios. They also provided many materials for educating people on COVID so that caregivers were not afraid to send their children to CLCs.</p>
<b>Significance</b>	CLCs seem to have positive influences on learners' interest and willingness to continue learning in school. One risk that may result, however, is that children who were not able to access CLCs could fall further behind in class.
<b>Level of Verification</b>	High

#### 81. Two additional CLC facilitators are now running their own centers in the neighbouring area

<b>Description</b>	The CLC facilitator that was selected and trained by IGATE in Lubuze, Insiza, couldn't keep up with the demand from caregivers and children in the community and so recruited and trained two more facilitators. The program now covers three centers. The first facilitator started with only 2-4 girls when the lockdown began in October 2020 and now has 35 secondary school students and 28-32 primary school students. She has concentrated her efforts on improving the skills of grades 6-7.
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<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and radios.
<b>Significance</b>	The CLC model is now able to reach more learners across a wider geographical area. This outcome suggests that the model is relevant and easily scalable.
<b>Level of Verification</b>	NA

## 82. Three struggling learners in Bulu community improved their basic literacy while attending CLCs

<b>Description</b>	Beginning in April 2020, the CLC facilitator in Bulu, Mangwe District worked with children to learn outside of school throughout the school closures. She helped them work through reading materials and provided one-on-one support when needed. None of the children had any other way of continuing learning and many were struggling with simple words. By August of 2020, the facilitator noticed great improvements in the reading skills of three struggling learners.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios. They did not conduct follow up visits.
<b>Significance</b>	Struggling learners are able to access the more personalized support they need to improve their literacy and numeracy through the CLC program.
<b>Level of Verification</b>	NA

## 83. In school learners were prevented from attending CLCs regularly because they had to help their families in the fields

<b>Description</b>	The CLC facilitator worked with primary and secondary school students. The secondary school students in particular were very eager to learn; they looked forward to reading and wanted to gain something before schools reopened. A few of the learners were very dedicated, but many of the struggling learners missed sessions. Others were called away to help on the farms. In April 2020, many of the learners had to help in the fields and attendance dropped. When the CLC facilitator followed up with caregivers, some began to send their children a few times a week again, but others didn't care.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios. They did not conduct follow up visits.
<b>Significance</b>	The lack of support for the CLC program suggests that the overall value for education, and therefore support for learning, remains low in this community.
<b>Level of Verification</b>	High

#### 84. In school learners encouraged other children in their community to join the CLC sessions

<b>Description</b>	When they started the CLC in Nkankezi, Mangwe District, only a few in school learners attended. Over time, the elders and parents became more supportive and the children started to encourage others to join as well. The CLC began with 10 participants but grew to 132. They had to split into two groups of primary and secondary school students to accommodate the demand. The children enjoyed the sessions. In particular, they liked having their work marked and receiving feedback on it.
<b>IGATE Contribution</b>	IGATE designed the program, conducted workshops to teach facilitators, checked on registers, and provided materials such as cards, dictionaries, and books. IGATE also supported/encouraged volunteers to be part of school meetings between teachers and parents.
<b>Significance</b>	The CLC facilitator stated that educated children are more resilient and independent. In addition, the CLC model is now able to reach more learners across a wider geographical area. This outcome suggests that the model is easily scalable.
<b>Level of Verification</b>	High

#### 85. Struggling learners who attended CLCs are now performing better than their peers who did not attend

<b>Description</b>	Since returning to school in May 2021, the peer leader in Pelile, Mberengwa noticed that children who attended CLCs and were previously struggling are now performing better than those who didn't go to the CLC.
<b>IGATE Contribution</b>	IGATE did a training in Chishanga for PLs on how to report problems and provided the learning materials for the CLCs.
<b>Significance</b>	Although the peer leader did not attend the CLCs herself, the learning outcomes were apparent once classes resumed, suggesting that the model was effective in preserving students' knowledge throughout the lockdown period, and possibly accelerating the literacy/numeracy skills of struggling students.
<b>Level of Verification</b>	NA

#### 86. Orphans were able to access education opportunities not available to them through the school system by attending CLCs

<b>Description</b>	Orphans and child-headed households make up a subset of marginalized children that typically have limited access to education because they do not have caregivers who can pay for school fees and help them learn. CLCs have opened up a new opportunity for education to such children in Mbawulo, Insiza District, and allowed them to interact with their peers, gain support from facilitators, and improve their basic literacy and numeracy. It is unlikely they would otherwise be able to build such skills. This has taken
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	place within the last year, during the lockdown period, and reached over 10 learners, a subset of which are orphans.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios.
<b>Significance</b>	CLCs have opened up opportunities for education, as well as peer support, for very vulnerable children.
<b>Level of Verification</b>	High

#### 87. Girls have improved their resilience to negative peer pressure through increased sources of support (mentors and peer leaders)

<b>Description</b>	There is a lot of negative peer pressure in the community of Mbawulo. For example, children influence each other to steal, to date boys for money, or to date before they reach maturity, which puts them at risk of abuse and/or early pregnancy. Now, girls are resisting peer pressure, making better choices, and occupying their time studying instead of wandering around the village being idle.
<b>IGATE Contribution</b>	<p>The peer leader in Mbawulo was key to this outcome. She was trained to speak up against peer pressure, as well as provide advice and support girls in her community. If the issue is bigger than what she can handle, then she goes to the mentor and seeks her advice and intervention. She meets with girls on Saturday and Wednesday and encourages them to use the reading cards and focus on studying.</p> <p>IGATE provided trainings for peer leaders and workshops on child abuse. They also trained mentors and community case care workers in the community to assist children with peer pressure and abuse.</p>
<b>Significance</b>	Girls are more resilient to negative peer pressure and have good support and role models within the community. Peer leaders have also increased their roles and responsibilities through new activities that they led during the COVID-19 pandemic. This has resulted in peer leaders gaining more influence and positive regard from other girls in their community.
<b>Level of Verification</b>	Medium

#### 88. Struggling learners improve literacy through peer-to-peer support in CLCs

<b>Description</b>	Throughout the lockdown period in Lubuze, Insiza, one of the peer leaders helped tutor 3-4 other girls who were struggling in school through their local CLC. The girls have improved and are now excited to learn. Now that schools are open, they continue using the study materials during their free time to prepare for class.
<b>IGATE Contribution</b>	IGATE provided a one-day training for peer leaders the year before. They also provided learning materials and reading cards for the CLCs.

<b>Significance</b>	According to the peer leader, the CLCs were very important to learners who were struggling with their studies.
<b>Level of Verification</b>	NA

#### 89. Girls in the community changed negative coping behaviours in favour of attending CLC sessions and going to school

<b>Description</b>	A peer leader in Nguwanyana provides support to her peers on issues related to GBV, abuse, and pressure to date boys for money. She also offers help to struggling students with their studies. The peer leader meets with 14-15 girls at school, as well as another 7-8 at home for CLCs. Prior to starting the group, ten of the girls frequently drank beer and smoked. However, since February 2021, they have stopped and are now eager to learn. This happened once they started having CLC lessons at school and at home - girls started to come in larger numbers and their parents also encouraged them to attend. The girls have continued to attend despite disruptions during the farming season.
<b>IGATE Contribution</b>	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, airtime, and radios. The program also trained peer leaders on how to support girls in their communities in relation to issues of GBV, abuse, peer pressure, etc.
<b>Significance</b>	As a result of CLCs and positive peer influence, girls in the community have become more resilient to negative pressures in the community and re-engaged in learning.
<b>Level of Verification</b>	High

#### 90. Children who attend CLCs have become more obedient and willing to go to school

<b>Description</b>	Since the beginning of the lockdown period, children from Madabe, Mnagwe district have gone to the CLC facilitators homestead to study math and English. At the beginning of the lockdown, they were disobedient and didn't listen to peer leader as she tried to assist with the lessons, but over time they have become more obedient and willing to go to school.
<b>IGATE Contribution</b>	IGATE provided reading materials, dictionaries, etc. and taught her not to be shy/to express her confidence. They also gave her airtime.
<b>Significance</b>	It was important because it helped learners improve their reading skills and to go to school.
<b>Level of Verification</b>	NA

#### 91. Children who did not attend CLCs had more difficulty in their studies and were more likely to fall pregnant.

<b>Description</b>	The peer leader in Madabe, Mangwe District observed that the children in her community who did not attend the CLCs lagged behind those who did. Some of the children who didn't attend CLCs also fell pregnant during the lockdown period.
<b>IGATE Contribution</b>	IGATE provided reading materials, dictionaries, etc. and taught her not to be shy/to express her confidence. They also gave her airtime.
<b>Significance</b>	The children who attended CLCs love learning. The CLC model appears to improve the resilience of attendees during the lockdown compared to those who didn't attend.
<b>Level of Verification</b>	NA

#### 92. Peer leaders improved in literacy so much that they were able to facilitate CLC sessions themselves

<b>Description</b>	Last year, during the COVID-19 lockdown, a girl in Siwazi, Insiza District attended the CLC sessions in her community and was able to improve her literacy and numeracy well beyond what she had achieved in school. The CLC facilitator chose her to conduct CLC sessions when the facilitator was away.
<b>IGATE Contribution</b>	<p>The CLC facilitator was key to this outcome; she nurtured leadership skills in the girl and helped her work through the learning exercises until she became more confident with reading and math.</p> <p>IGATE designed the CLC intervention, trained CLC facilitators, and provided reading cards, books, buckets, soap, airtime, and radios for the program. The program also trained peer leaders on how to support girls in their communities in relation to issues of GBV, abuse, peer pressure, etc.</p>
<b>Significance</b>	<p>The peer leader expressed the significance of this outcome by saying the change is helping our community to get better; the more children who can read, the better their community, and the more that children are captivated by books, it means less time for immoral things. It is easier talking to a learned person than the unlearned, and that means it is easier to inspire good change.</p> <p>This outcome also suggests that the CLCs are achieving very positive learning outcomes, developing the capacity of learners to lead others, and improving the sustainability of the program.</p>
<b>Level of Verification</b>	NA

#### 93. Struggling learners improved their literacy and received support from their peers at CLCs

<b>Description</b>	Learners in Nguwanyana, Mangwe District, including some struggling learners, have improved their literacy greatly through the CLCs since November 2020. At first, when
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	struggling learners tried to read in front of the group, they would laugh at her. However, she slowly improved and others became impressed with her progress. This encouraged them to be more helpful and active in supporting their peers.
<b>IGATE Contribution</b>	IGATE designed the CLC program, trained the facilitators, and provided reading cards and materials.
<b>Significance</b>	The resident teacher describes the significance by saying, the more they have children who can read the better their community, the more their children are captivated by books it means less time for immoral things. It is easier talking to a learned person than the unlearned and that means it is easier to inspire good change.
<b>Level of Verification</b>	NA

**94. Caregivers allowed children to attend CLCs once they were confident that the proper protocols were in place to protect them from COVID-19 risks**

<b>Description</b>	In Lochard, Insiza District, caregivers and learners were not initially supportive of the CLC program because they didn't think the lockdown would last, and because they feared to let children gather together. However, the caregivers released their learners to the CLCs once they saw that the proper PPE protections were in place. Thereafter, the learners came to attend CLCs every day. This occurred beginning in June 2020.
<b>IGATE Contribution</b>	IGATE provided the study materials and PPEs and workshop materials
<b>Significance</b>	It shows that the whole community has a role in educating children. Schools are moving towards more technology - as the teacher becomes phased out, others have to support.
<b>Level of Verification</b>	NA

**95. Ministry representatives promote alternative learning to communities in their district**

<b>Description</b>	The ministry has been aware of the IGATE CLC program implemented during the lockdown, as well as its popularity among communities. The DSI is supportive of both IGATE alternative learning channels - CLCs and CBEs - and has moved between communities to tell everyone the importance of the program.
<b>IGATE Contribution</b>	IGATE provided training so that they could understand and support the program. They provided transport and allowances as well.
<b>Significance</b>	Previously the emphasis was on boys education and most support was given to the boy, but not the girl. But he sees a change of mindset among communities. The local leadership seem to value education greatly and are very active supporters of the programs.
<b>Level of Verification</b>	NA

#### 96. Caregivers of in school children continue to supplement formal education with CLC support

<b>Description</b>	The CLC facilitator has continued to assist children since schools reopened in Matsota, Mangwe. Caregivers who cannot afford extra fees to pay for private tutoring and are unable to help their children themselves at home continue to send them to the CLC for help. Some caregivers even send them to the CLC on the days when their grade does not meet at school. Some grade seven students have continued to come even after they wrote their exams and said that the exams were not that bad because they had more confidence in their reading.
<b>IGATE Contribution</b>	IGATE provided the learning materials and activities to do during the CLCs.
<b>Significance</b>	It is important to the caregivers and the learners to ensure that their education continues and they keep progressing well using the support available to them.
<b>Level of Verification</b>	NA

## A6.5 Outcome Domain 5: Ministry support

#### 97. In the last year, two school inspectors in Chivi District have advocated for implementation of P35 among the schools they work with, which states that by law, pregnant girls should return to school

<b>Description</b>	A ministry official in Chivi district has advocated the policy implementation of P35, which states that girls should return to school even when pregnant since 2019. Other ministry officials at the district office and head teachers across Chivi didn't understand or accept this when the law was first brought into effect. The official encouraged his colleagues and now school inspectors are also taking up this message and bringing it to schools and school heads. Since lockdown the two inspectors have been very active in following up on cases of abuse to make sure that affected girls return to school.
<b>IGATE Contribution</b>	IGATE provided resources and transportation for the ministry officials. They also encouraged collaboration between ministry partners to ensure that processes moved forward and the victim support was provided. They would accompany them on visits.
<b>Significance</b>	Without enforcing this policy, learners who fell pregnant would be removed from school and not given another chance. There are also advocates of child protection on the ground who pressure the ministry to act on reports - they are pleased to see children returning to school.
<b>Level of Verification</b>	High

98. Ministry line workers in Chivi have improved their coordination of services to support victims of abuse in the district

<b>Description</b>	Since the beginning of COVID, officials have been very active in following up on cases of abuse to make sure the girl returns to school. Officials share reports with relevant partners and line ministries to provide effective follow-up support services to the child in need.
<b>IGATE Contribution</b>	IGATE provided resources and transportation to Ministry officials so that they could conduct outreach and provide follow ups to rural communities across Chivi. IGATE staff would frequently accompany officials during field visits. IGATE also encouraged collaboration between ministry partners to ensure that processes moved forward and the victim support was provided when abuse reports were received.
<b>Significance</b>	Improving the coordination of victim support services and ensuring that proper follow up is conducted in response to abuse reports will hopefully create positive reinforcement within communities to continue reporting. When community members see that reports lead to tangible support for children, they will be encouraged to continue.
<b>Level of Verification</b>	High

99. Caregivers engage in child protection workshop activities and use their knowledge to create and implement action plans that address the main concerns of their communities

<b>Description</b>	The DSI works with child protection committees in different communities on safeguarding issues. The DSI noted that prior to lockdown, teen pregnancies were going down, but since lockdown, they have been increasing again because children are not getting the guidance they need from teachers and peers. Learners are engaged in risky behaviours like vending to illegal gold miners. This is taking place throughout the rural areas - Mberengwa peri-urban area as well as remote places like Chizungu, Danga, etc. To address these concerns, the ministry co-facilitated a community scorecard session with IGATE representatives to identify the areas where the community has problems, make an action plan that addresses the issues, and to sensitize others to issues of safeguarding.
<b>IGATE Contribution</b>	IGATE has conducted trainings and workshops with line ministries, communities, school representatives, peer leaders, and ministry officials on the rights of children, child abuse, and how to safely report and follow up when there are cases of abuse. IGATE also co-facilitates the community scorecard sessions with the MoPSE to identify issues and develop action plans that are locally relevant.
<b>Significance</b>	Through these initiatives, learners gain the skills and competencies to resist pressures that result in pregnancies and early marriage. Caregivers are also educated on how to stop the practice of child abuse.
<b>Level of Verification</b>	High

100. Caregivers enroll their children in school at higher rates when ministry officials conduct local

outreach and awareness campaigns

<b>Description</b>	The Business Development Officer in Insiza District was involved in selecting participants for the IGATE program and encouraging the adoption of the program since its inception. He conducts regular meetings with communities on education and safeguarding and has observed an increase in the number of girls and boys enrolled in school since his meeting. This is particularly significant in the mining area, where many children drop out to earn money at the mines.
<b>IGATE Contribution</b>	IGATE provided training material, transportation, and stationary.
<b>Significance</b>	The patronage and active support of the ministry improves buy-in from local communities.
<b>Level of Verification</b>	NA

101. In ward 4, community leaders provided support for secondary school girls to return to school after they had given birth

<b>Description</b>	In ward 4, the community leader was against sending pregnant girls back to school or CBE because they had concerns about child care. The ministry (District Learning Welfare Officer in Insiza) went and talked to these parents and leaders to educate them on new laws that stipulate girls must be allowed to return to school after the baby reaches 6 months old, as well as the reasons behind the law. In the last year, the community leader and caregivers allowed two girls to go back to highschool. Both girls ended up passing their exams.
<b>IGATE Contribution</b>	IGATE provided transport and fuel for ministry officials to travel to communities across Insiza. IGATE also educated them on safeguarding issues, the importance of education, and how to support vulnerable girls. They also provided study materials to the communities.
<b>Significance</b>	Within the community, this change was celebrated by the social welfare office and the VFU. It marks a significant shift in people's support for girls who experience early pregnancies.
<b>Level of Verification</b>	Medium

102. Ministry officials follow up on vulnerable and marginalized children to ensure they are going to school

<b>Description</b>	Since meetings with the Learning Welfare Officer, other ministry officials have begun to conduct follow ups to ensure that vulnerable children go back to school. Many of the Learning Welfare Officer's colleagues did not understand that pregnant, disabled, or other disadvantaged girls should be able to go to school like other children, or how to support them according to their needs.
<b>IGATE</b>	The Learning Welfare Officer was key to this outcome. He works with marginalized

<b>Contribution</b>	<p>children to ensure they have equal access to education. He has worked with IGATE to travel to communities to talk about the importance of child protection, safeguarding and reporting, and how local leaders should be encouraging education. The LW Officer also educated his colleagues on the importance of supporting marginalized children to improve their access to education through in-house meetings.</p> <p>IGATE provided transport and fuel for ministry officials to travel to communities across Insiza. IGATE educated officials on safeguarding issues, the importance of education, and how to support vulnerable girls. IGATE also provided study materials to the communities that addressed common safeguarding issues.</p>
<b>Significance</b>	Having more consistent and widespread ministry support around the issue of marginalized girl's access to education will hopefully make the message stronger on a local level.
<b>Level of Verification</b>	Medium

### 103. Seven pregnant girls have returned to school in Mangwe district due to ministry advocacy

<b>Description</b>	Seven out of 86 reported pregnant girls from three secondary schools across Mangwe District have returned to school despite falling pregnant in the last year. Previously, caregivers would not allow girls to return to school if they became pregnant. The majority still remain home because of stigma, but seven girls have now returned.
<b>IGATE Contribution</b>	<p>The ministry worked with IGATE to visit the rural areas and educate caregivers on the importance of continuing education, including allowing girls who become pregnant to return to school in accordance with national legislation. The official tells caregivers about different options, such as allowing girls to sit for exams if she is still breastfeeding. The outreach was conducted last year. This year, the ministry official is compiling a report on how many girls have returned to school while pregnant.</p> <p>IGATE travelled with the ministry officials, helped them access rural areas by providing fuel and transport, and assisted officials to identify pregnant girls. IGATE also helped to provide psycho-social support to girls and facilitated meetings with relevant line ministries to strengthen the coordination of line ministry services.</p>
<b>Significance</b>	<p>Being able to return to school after pregnancy is important to girls because getting pregnant is often a mistake, or a result of peer pressure or abuse. As such, it should not hinder progress for her future. It is very common for a girl to get pregnant and drop out, while the boy responsible continues on with school, which is not fair.</p> <p>It's important to the ministry because they don't want girls' education to be disturbed; it perpetuates gender inequalities. Communities also view the change as important because they don't want to see their children struggling or being denied a chance for education because of a single mistake.</p>
<b>Level of Verification</b>	NA

# Annex 7: Additional findings

## A7.1 Learning outcomes

Table A7.1: Change in grade 7 exam candidates (by intervention group)

	Intervention Group			Comparison Group			Diff in Diff (EL - ML) - (Intervention - Comparison)	Diff in Diff (EL - BL) - (Intervention - Comparison)
	BL Score	ML Score	EL Score	BL Score	ML Score	EL Score		
Girls	22.0	NA	23.5	23.8	NA	23.4	NA	2.000
Boys	19.9	NA	21.4	24.3	NA	21.4	NA	4.834**
Overall	42.7	45.9	44.9	48.0	43.4	44.8	-2.459	4.317

Note: these tables report the regression coefficients for a simple regression without controls. \*  $p < 0.10$ ; \*\*  $p < 0.05$ ; \*\*\*  $p < 0.01$ .

Table A7.2: Literacy regression results (in-school girls, including top up sample)

Grade	Details	Diff in Diff (ML to EL)
Primary	Beta	0.26**
	p-value	0.031
	N	128
Secondary	Beta	0.29
	p-value	0.24
	N	91
Overall	Beta	0.26**
	p-value	0.04
	N	219

Table A7.3: Numeracy regression results (in-school girls, including top up sample)

Grade	Details	Diff in Diff (ML to EL)
Primary	Beta	0.13
	p-value	0.39
	N	128
Secondary	Beta	0.50*
	p-value	0.079
	N	91
Overall	Beta	0.29*
	p-value	0.080
	N	219

Table A7.4: Distribution of in-school girls' skills level - literacy (difference since baseline, compared to difference in comparison group)

Category	EGRA 1	EGRA 4	EGRA 5
Non learner (0%)	-2.4	7	-5.4
Emergent learner (1-40%)	-11.9	0.6	6.7
Established learner (41-80%)	3.5	-2.6	-12.5
Proficient learner (81-100%)	10.8	-5	11.3

Table A7.5: Distribution of in-school girls' skills level - numeracy (difference since baseline, compared to difference in comparison group)

Category	EGMA 3	EGMA 4	EGMA 4a	EGMA 5	EGMA 5a	EGMA 6
Non learner (0%)	2.4	1.3	1.5	3.5	1.1	1.1
Emergent learner (1-40%)	8.1	-5.7	-5.3	-10.4	1.9	1.9
Established learner (41-80%)	-19.1	-10.2	17.1	11.2	2.9	2.9
Proficient learner (81-100%)	8.6	14.6	-13.3	-4.4	-5.9	-5.9



Table A7.6: Regression output for youth leadership scores (girls only)

Grade	Details	Diff in Diff (BL to EL)	Diff in Diff (ML to EL)
Overall	Beta	1.01	1.06
	p-value	< 0.01	0.26
	N	1,211	1,211

Table A7.7 Change in test scores by YLI score

Variable	Literacy Scores			Numeracy Scores		
	Total EL	EL-BL	EL-ML	Total EL	EL-BL	EL-ML
YLI Score Baseline	<b>0.571***</b>	-0.0142	0.0006	<b>0.536***</b>	-0.0185	0.0026
YLI Score Midline	0.217	-0.0042	-0.0103	.124	-0.0123	-0.0102

\*\*\* significant at the 1% level

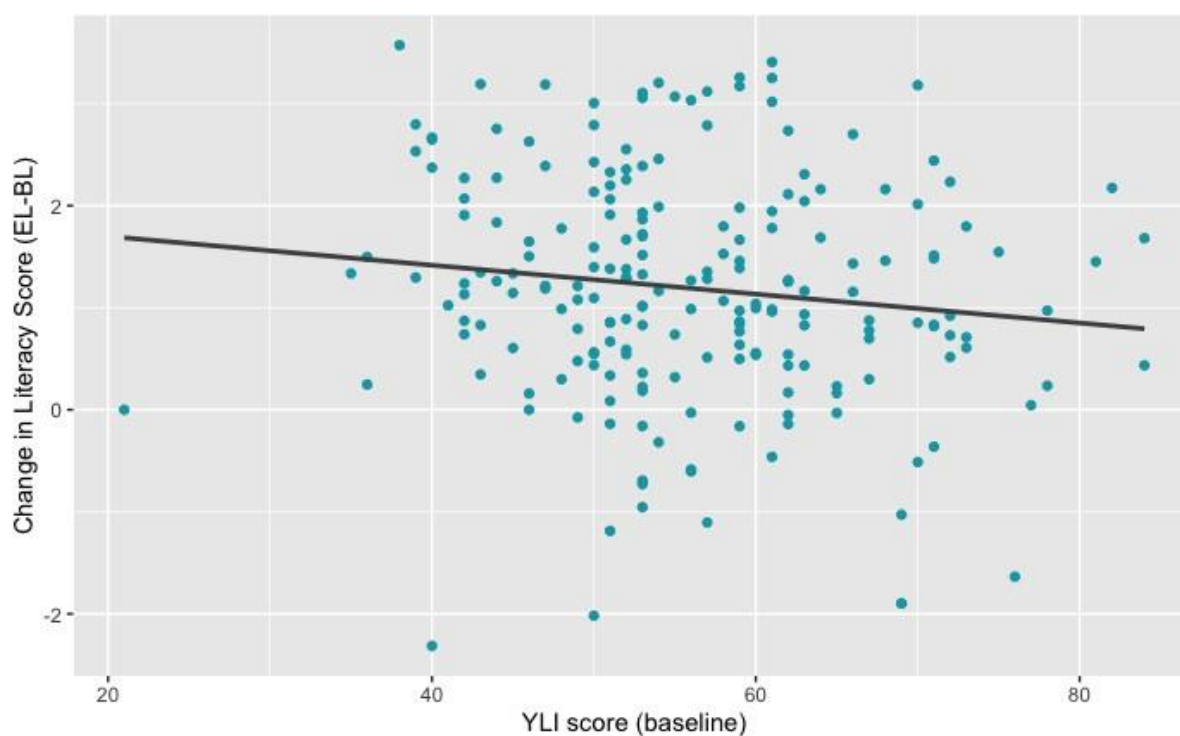


Figure A7.1: Change in literacy score by baseline YLI scores

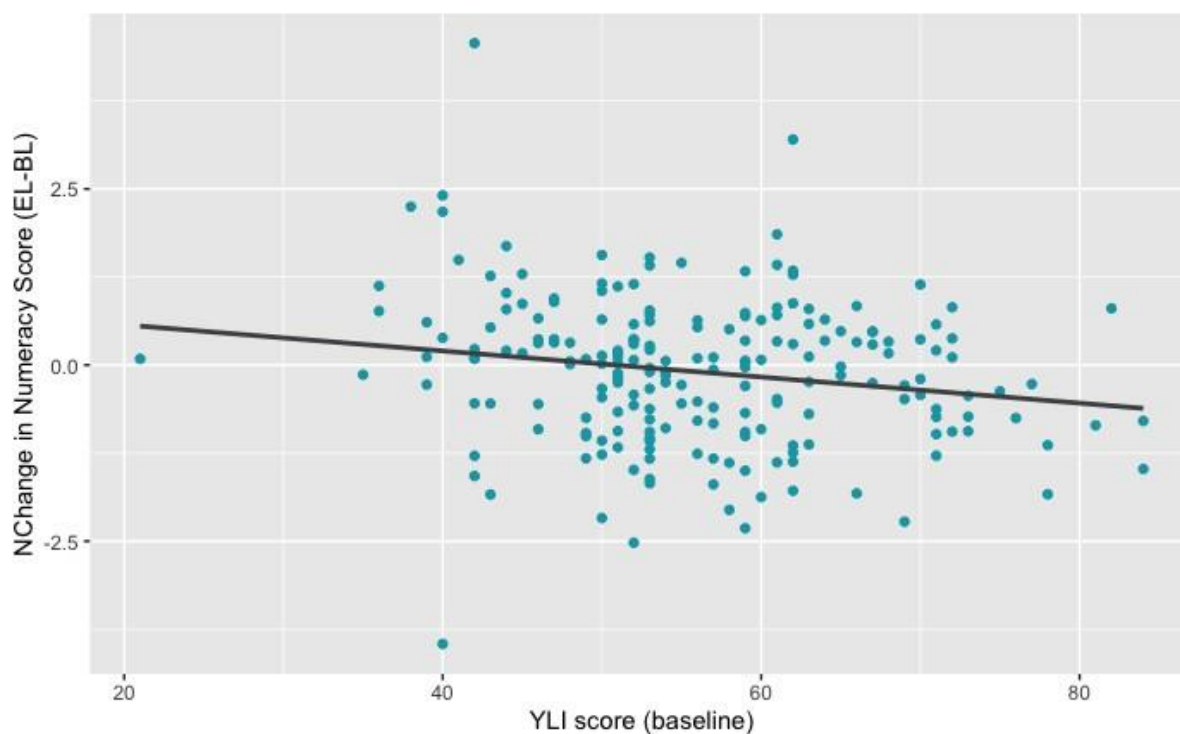


Figure A7.2: Change in numeracy scores by baseline YLI scores

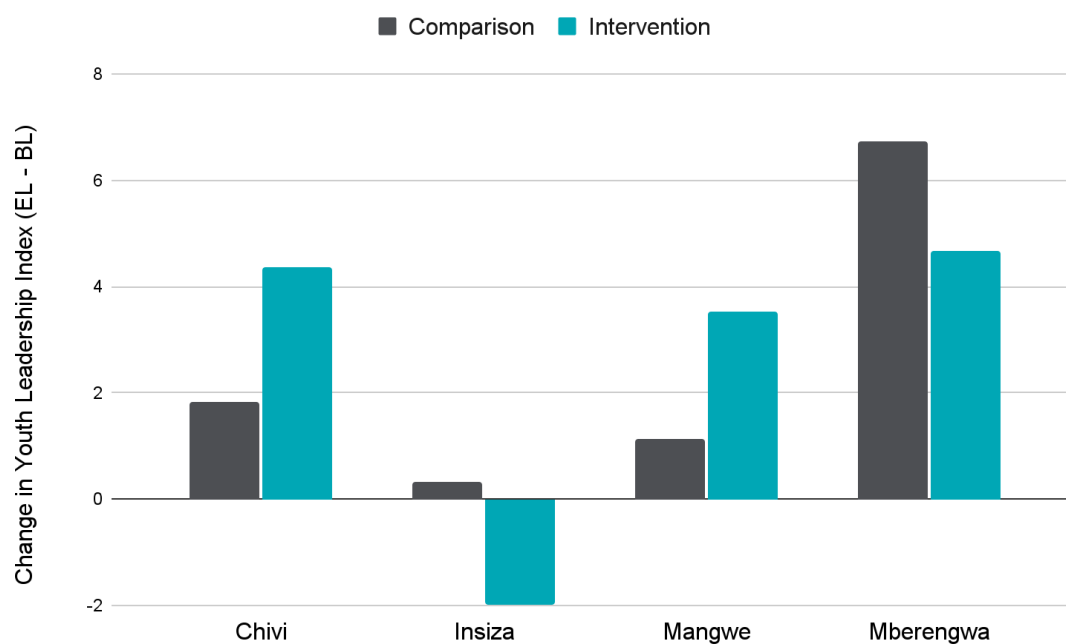


Figure A7.3: Change in youth leadership index by district

## A7.2 Transition outcomes

Table A7.8: Regression output for transition outcomes (in-school girls sample only)

Grade	Details	Diff in Diff (BL to EL)	Diff in Diff (ML to EL)
Primary	Beta	-5.1 pp	-8.3pp
	p-value	0.314	0.13
	N	212	212
Secondary	Beta	-1.4pp	-2.0pp
	p-value	0.682	0.58
	N	649	649
Overall	Beta	-1.7 pp	-3.0pp
	p-value	0.57	0.31
	N	861	861

Table A7.9: Regression output for transition outcomes (in-school girls sample only, including top up sample)

Grade	Details	Diff in Diff (ML to EL)
Primary	Beta	-5.1pp
	p-value	0.31
	N	423
Secondary	Beta	-1.4pp
	p-value	0.68
	N	1,299
Overall	Beta	-1.6pp
	p-value	0.57
	N	1,722

Table A7.10 Change in transition rate by change in YLI scores

Variable	Transition (ML-BL)	Transition (EL-ML)	Transition (EL-BL)
Change in YLI	-0.0006	0.0027**	0.0022

Statistical significance is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance. Change in YLI is for the same period as the transition in the corresponding column.

## A7.2.1 Pregnancy as a barrier to transition

Early pregnancy prevented girls from returning to school, primarily due to ill treatment from other learners. Caregivers' attitudes towards pregnancy were much more supportive. One mother described how, once a girl becomes pregnant, it is hard for her to return to school for fear of being laughed at.

*"Yes, for a pregnant girl to come to school with that big stomach, hmmm. Even if as a parent you push her, she won't come unless you tie her with a rope and drag her to school. She will be afraid of being laughed at. Even as a parent I will feel for my child as she will be the laughing stock of the school. But if there was adult learning, like that was done a long time ago where an old woman like me can still learn." - FGD with Female Caregivers, Chivi*

A CLC facilitator in Chivi describes how the surge in pregnancies can be understood through the loss of the protective influence of schools:

*Most girls who are not at school are either married or pregnant and some are now working. This clearly drew the lives of children backwards...When a child is at school her body is usually small because she will be thinking her body will be strained and she loses weight but when she is at home she just grows big and she foolishly thinks she is mature and she ends up in marriage. The school has always been a shield for children."*

## A7.2.2 Economic barriers to transition

A ministry official in Mangwe also describes how caregivers "lost proceeds from their businesses and it means some of the parents were not able to pay their fees." A CLC facilitator in Mberengwa expanded on this sentiment, explaining that "I think many parents do self jobs like farming and mining and they also sell. So the markets became a problem due to movement restrictions. This also affected the children. Like here as we were doing our work some parents could not afford the exercise books."

The outcome harvest provided further insight on the issue. One outcome description (Outcome 21, Annex 6) from a peer leader stated that she asked her mother to start a gardening project to pay for her school fees so that she could return to school, but her

mother refused<sup>56</sup>. Another outcome (Outcome 29, Annex 6) initially stated that caregivers in Chivi supported education, but simply could not afford school fees<sup>57</sup>. However, when verified by a neutral third party, they disagreed with the description; instead, they explained that “they (caregivers) have the funds to pay for fees but choose not to.” These findings suggest that support for education may still be low when it comes to committing resources. The broader qualitative data supports these findings. Community leaders and head teachers across all districts, and particularly in Mangwe, claim that caregiver support for continuing education is still mixed. One head teacher in Insiza stated that the community’s support cannot just be “spiritual - it must also be financial.” These points suggest that the picture around school fees is complicated. Financial limitations are a real concern, especially since COVID-19 affected rural communities’ livelihoods, but there is also an underlying issue where caregivers are not willing to invest their funds in school fees.

Nevertheless, in many instances, COVID-19 undoubtedly had negative impacts on transition for vulnerable children. In some cases, the economic hardships had disproportionate effects on young mothers, which multiple CLC volunteers confirmed.

*“There were financial struggles. Even those who used to support [young mothers] were not going to work, therefore getting food, toiletries etc., was hard.”*

- KII with CLC Facilitator, Mangwe

A CBE Facilitator explained that in Mangwe, because of the proximity of the border, COVID-19 restrictions cut off many parents who had migrated for work from their children. This placed children in vulnerable positions, particularly young girls:

*“Most youths were left on their own - food ran out and most of the children dropped out of school. With the parents on the other side [of the border], the youth lost control and most of their parents lost their jobs. With the youths not having anyone to look after them and some of their parents never came back this side. In the event that there is no food in the house the girl child has to provide for her siblings and that is putting them at risk of selling their bodies to get money... With their parents not sending them money or food the girl child will not have money to buy pads for themselves they will have to find ways of getting those basic needs.”*

- KII with CBE Facilitator, Mangwe

Finally, COVID also led many learners to earn income, either for themselves, or for their families. Boys in particular, were drawn to gold panning or migrating to Botswana or South Africa. This shift is a very common theme expressed by caregivers, community volunteers, district officials, teachers, and learners themselves. A CLC facilitator in Mangwe reports that “some children have gone to the mines to bring them back from there its difficult.” Caregivers in Chivi (as well as other districts) reiterate this, saying “most girls got married

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<sup>56</sup> See outcome 21 in Annex 6.

<sup>57</sup> See outcome 29 in Annex 6.

during the pandemic and the boys went to seek for works thinking that school was no more. Some went to South Africa. Some got into cattle herding.” Once these children start to earn money, they felt that they didn’t need to return to school.

A religious leader in Insiza stated that due to COVID, “these children started drinking young and indulging in unbecoming behaviour. For example boys went for artisanal mining and girls fell pregnant whilst still at school.”

*“Yes, so we said there has been a lot of pregnancy and a lot of marries, that is child marriages amongst our girls and the fact that our district is a gold panning area, the boys are also affected, they no longer want to go to school, they want to go and pan so that is a cause for concern.”*  
- KII with Ministry Official, Insiza

### A7.2.3 Subgroup analysis of caregiver support for education

Male caregivers in Mangwe also stated that “the previous oppression of females no longer holds,” and that girls are equally as supported as boys. They indicated that more children are writing their O level exams now, suggesting that more children are progressing to secondary school. Female caregivers in Mangwe also said that there is the same level of support between girls and boys, “though it depends on how dedicated the child is.”

The outcome harvest revealed an interesting divide amongst caregivers' support for education, which directly affects transition pathways for in school girls. In some communities, caregivers are very supportive of education and have made increased efforts to support the school for reopening. This included clearing the school grounds, paying additional stipends to teachers to compensate for their lost income, building toilets, and sewing masks for learners so that they could return to class without issue. However, across all districts, this trend is most salient among, and sometimes exclusive to, educated caregivers. Uneducated caregivers in the majority of communities remain unsupportive, resulting in poorer transition outcomes. Although some progress was made in specific communities with 1-2 caregivers with low levels of education, they were the exception.

**Educated caregivers in Village Godheni support their children's education by assisting with homework, while others criticize the efforts of volunteers and do not assist their children**

<b>Description</b>	During the lockdown period as the CLCs were implemented, the caregivers with higher levels of education appreciated the CLC program and allowed their children to attend. They also helped their children with homework when the resident teacher requested that caregivers provide more support at home. However, caregivers from the community that are not educated see no value in the program; they do not come to the school yard to collect materials when asked, nor do they check their children's homework. Some have even told the resident teacher that she is insane for supporting the program.
<b>IGATE Contribution</b>	The resident teacher supported learners by distributing materials and trained CLC facilitators on how to facilitate learning circles. She also discussed the importance of education and parental support with caregivers, encouraging them to send their children to CLC's and assist them if need be.

	IGATE designed the CLC intervention, trained facilitators, and provided reading cards, books, buckets, soap, and airtime.
<b>Significance</b>	The value of education, and therefore support for education, still seems to be bifurcated in the community depending on caregivers' level of education. This remains a barrier to learning and transition outcomes.
<b>Level of Verification</b>	High-High-High

Finally, both female and male caregivers identified a number of barriers that prevented some children from returning to class, especially for secondary school. First, it is difficult to monitor whether children are attending school consistently because of the rotating class schedules that have been instituted with COVID-19. This has raised concerns among parents that their children frequently miss class. Second, because of the period of school closures, learning outcomes have decreased. As one mother describes:

*“Childrens’ performance has decreased so much - there is a need to help them. I saw a composition they were given to write about ‘My neighbor’ and you will find a grade 6 child writing “my neighbor is a father, my neighbor is a girl.” I felt pain because you ask yourself that these are the grade 7s next year so what will they write in their final examination.”*

- FDG with female caregivers, Insiza

## A7.2.4 Transition outcomes for OOS girls

Table A7.11: Transition pathways - OOS sample

Indicator	Intervention Group (EL)	Change since ML
Transition Rate (Intervention Group)	71%	-23.8%
Sample size	77	77



Table A7.12: CBE participants reported monthly profits by skills training (USD)<sup>58</sup>

Skills Training	No Profit Reported	1-9.99 USD (%)	10-19.99 USD (%)	20-29.99 USD (%)	30+USD (%)
Cosmetology	6 (20.7%) ↓58.6%	11 (37.9%) ↑24.1%	5 (17.2%) ↑17.2%	4 (13.8%) ↑6.9%	3 (10.3%) ↑10.3%
Seamstress	13 (52.0%) ↓20.0%	5 (20.0%) 0.00%	6 (24.0%) ↑24.0%	0 (0.00%) ↓4.00%	1 (4.00%) 0.00%
Hotel and Catering (Baking)	16 (43.2%) ↓24.4%	9 (24.3%) ↑18.9%	7 (18.9%) ↑8.1%	3 (8.1%) ↑2.7%	2 (5.4%) ↓5.4%
Agriculture	1 (25.0%) ↓50.0%	2 (50.0%) ↑25.0%	0 (0.00%) 0.00%	1 (25.0%) ↑25.0%	0 (0.00%) 0.00%
Total	36 (37.9%) ↓34.7%	27 (28.4%) ↑16.8%	18 (18.9%) ↑14.7%	7 (8.4%) ↑4.2%	6 (6.3%) ↑1.0%

The following table contains the relationship between leadership club attendance and transition rates. While there is a significant relationship between attending a leadership club and endline transition this is likely due to a selection bias. The girls who attended leadership clubs are likely different on unobservable characteristics. Thus, this table does not display the causal effect of attending a leadership club, merely the correlation of attendance and transition.

Table A7.13 Change in transition rate by leadership club attendance (marginal effect)

Variable	Transition Midline	Transition Endline
Leadership Club ML	0.005	0.056***
Leadership Club EL	NA	0.056***

Statistical significant is indicated using asterisks: \* p-value < 0.1, \*\* p-value < 0.05, \*\*\* p-value < 0.01, where p-value measures how likely it is that the results are due to chance.

<sup>58</sup> This is from the separate CBE study conducted by World Vision and Limestone Analytics.

## A7.2.5 Barriers to transition outcomes for OOS girls

Delays in CBE programming and the resulting low CBE enrollment rates have caused issues for communities, such as insufficient numbers of children to justify running certain vocational training areas. This deters positive transition outcomes, as described in the following outcome description.

The participation of OOS children in CBE has declined and only certain trades are accepting attachments	
Description	There have been approximately 40 participants in the CBE in Mbaulo, Insiza District since the program began, but enrollment has declined over time. The first cohort had 32 participants, while the second had 4, and the third had 1. Only a few dropped out. The delay in programming caused by COVID led many OOS learners to believe the program had stopped. Furthermore, some community members have been supportive, but others think one month of training is not enough. Right now, because of low numbers, VCTs are only accepting certain trades, so those who want to do other trades are excluded from participating.
IGATE Contribution	The CBE facilitator worked hand in hand with OOS youth to develop their literacy and numeracy skills, and checked their progress after they had returned from skills training. IGATE designed the CBE program, trained facilitators, and conducted outreach to generate buy-in to the program. IGATE also provided books for the courses and conducted support visits to CBE centers. During COVID, IGATE also provided sanitizers, wash buckets, and start-up kits for the CBE participants to start their own businesses.
Significance	The CBE program has resulted in many positive outcomes for participants, but suffered from an ineffective COVID-19 adaptation plan in some communities. This, combined with skepticism among some community members that one month of training isn't sufficient and the lack of opportunity to get attachments for certain trades risks decreasing support.
Level of Verification	N/A

These implementation challenges seem particularly relevant when we consider that in the areas where CBE cohorts were able to complete VTC, support from the community increased dramatically. Community members valued the skills and resulting small businesses that OOS children were able to contribute to their communities. This was seen across all four districts. The following outcome was fully verified across all areas.

Community volunteers and OOS girls also said that a lack of capital and/or start up kits prevented them from starting their own business. Another common issue was an insufficient market for their products, especially for girls trying to sell buns.

## A7.2.6 Girls' reported stress levels and coping mechanisms

Table A7.14: Positive/negative coping mechanisms reported by intervention group (girls only)

Indicator	Intervention Group (EL)	Comparison Group (EL)	Difference
Friends	17.3%	31.3%	-14.0%
Reading	20.0%	21.9%	-1.9%
Singing	2.7%	7.8%	-5.1%
Listening to Music	2.7%	6.3%	-3.6%
Sample Size	75	64	

Table A7.14: Reported stress levels by intervention group (girls only)

Stress level (compared to before COVID-19 pandemic)	Intervention Group (EL)	Comparison Group (EL)	Difference <sup>59</sup>
A lot less stressed	17.0%	21.5%	-4.5%
A little less stressed	9.5%	9.5%	0.0%
About as stressed	49.3%	40.6%	8.7%
A little more stressed	11.0%	11.8%	-0.8%
A lot more stressed	5.6%	8.2%	-2.6%
Sample Size	525	535	

## A7.3 Sustainability outcomes

### A7.3.1 Additional challenges related to COVID-19 reported by teachers and head teachers

It has also contributed to teachers feeling unprepared to return to school safely. The head teacher in Mangwe stated, "we do not have enough PPEs, we are just trying to make use of what we have but it's not enough." Similarly, in Mberengwa, the head teacher said that although caregivers are willing to send learners back to school, teachers still have concerns; "Things that ... are consumable, that run out, and the supply is not constant. The next question places a lot of phobia - that if this supply runs out, what is the next step?"

Exacerbating this issue is caregivers unwillingness or inability to pay school fees, resulting in fewer resources available for schools. Lack of financial support was expressed as a major challenge to schools ability to function effectively, adhere to the new curriculum, and implement safety protocols by head teachers in all four districts.

<sup>59</sup> These differences are jointly significant at the 5% significance level.

Another common challenge that was referenced by head teachers, teachers, and caregivers, was that many learners have either lagged behind during lockdown, or dropped out of school entirely. According to the quantitative interviews with head teachers, 99% of head teachers in the intervention group and 90% of head teachers in the comparison group reported that students performed worse after returning to school after COVID-19 lockdowns. Roughly half of all head teachers report that students are attending less. Combined with the new condensed curriculum, this gap in learning has placed a lot of pressure on both learners and teachers. It also caused delays in teaching because the first few weeks were spent using diagnostics to determine what level learners were starting from.

*“With regard to learners, their level has changed. Where we left them, for example they were in Grade 5, but if you look at what they can offer now, it is almost Grade 4 or Grade 3 because of the long stay at home. And even with parents, they have been with these learners but they have failed as parents to monitor behavior change, so we have a challenge especially on behavior.”*

- KII with Head Teacher, Chivi

Industrial action and low morale among teachers presents a unique challenge to school operations as well. Head teachers in Insiza and Mberengwa both expressed concerns around teacher absenteeism, incapacitation, and levels of engagement because of on-going strikes. In Insiza, some teachers were only coming to school two days a week, creating major disruptions to class. In Mberengwa, low teacher morale has led to less enthusiasm to use new teaching methods or engage with learners.

### **A7.3.2 Caregiver and head teacher perspectives on religious communities attitudes to girls’ education**

Caregivers and head teachers claimed there were no religious groups in their communities that prevented children from attending classes, but learners themselves contradicted this. For example, peer leaders in Insiza and Mangwe reported that there are still a few students in their class that miss school on Fridays to attend church services.

There are also reports in Mberengwa and Mangwe that Apostolic religious practices around education have changed for the better, but that this change began prior to IGATE.

*“I think [Apostolic churches] all send children to school. Unlike back then, the apostolic churches used to withhold their children from going to school but now they don’t... I would say [this changed] about 7 years back.”*

- KII with CLC Volunteer, Mangwe

### A7.3.3 Caregiver attitudes towards girls' education

Table A7.15: Average hours of chores completed daily<sup>60</sup>

Intervention Status	EL	ML	EL-ML
Comparison	2.43	1.81	0.62
Intervention	2.22	1.89	0.33
Diff (I-C)	-0.21	0.08	-0.29

#### Qualitative analysis of differences in caregiver attitudes towards girls' education by subgroup

A head teacher in Insiza states that caregivers “are interested in seeing their children learn and are expecting positive outcomes after the children complete a certain session like grade 7. There is no difference in support between girls and boys but when it comes to disability, the community seems to be aware of possible steps to take if the child is disabled.”

In summary, the majority of caregivers interviewed expressed support for educating children, and girls in particular, but also cited issues that limited access to education, or reduced the quality of education, especially for vulnerable groups. The most common issues included poor school infrastructure, lack of teachers, lack of books, long distances to school, and insufficient support for disabled children. This excerpt from a FGD with female caregivers demonstrates these competing beliefs and concerns:

P5: [Education is] good to both young mothers and the vulnerable children. The benefits are the same just like normal people. For young mothers it is good as she will be able to show her children the right way to go in life.

P4: We value sending disabled children to school, but the teachers to attend to them are not available here. The disabled children are lacking the special teachers to attend to them.

P4: There is one child here whose mental status is not stable and that child is not going to school because there are no special teachers for such.

P6: Even some that fell pregnant they do not go to school

P2: There are no teachers who can do it.

P9: In this community there is nothing that we see bad about education.

<sup>60</sup> Baseline comparison not included due to changed format of the question this data comes from. See the midline external evaluator report for more information about baseline to midline changes.

P2: There is. There are some who do not teach children and even if you look at the child's book you can see that some teachers are not coming to lessons.

- FGD with Female Caregivers, Chivi

### **Annex 7.3.4 Additional insight into caregiver attitudes on education and pregnancy**

The following excerpt from a FGD with female caregivers in Insiza captures how education is seen as a way to ensure more equality between boys and girls, but is often permanently disrupted by pregnancies.

"I think that we as the rural people lack money because if we had money and would pay for the trips to the universities so that the child sees that is what I would like to be when I grow up and how will my future be like. Like now mother is saying the husband is refusing I think he is now taking advantage of the girl. And the other thing if you get educated you will have a pay and we will be at par.

- FGD with Female Caregivers, Insiza

In addition, the outcome harvest found evidence from communities Mangwe, Chivi, and Insiza that there is a decrease in the acceptability and incidence of early marriages arranged by caregivers. This was seen in three out of 17 outcomes under the outcome domain "strengthened safeguarding measures" and is exemplified by Outcome 52 (Annex 6).

### **Annex 7.3.5 Additional examples of school norms and attitudes**

Caregivers also recognized that pregnancy exposes girls to vulnerabilities; one mother explained that most boys will get a girl pregnant and then deny responsibility. Others will agree to get married, but could then deny them access to education and possibly abandon them later on; "the issue is that when they marry at such a [young] age they won't get old with them. They move on when they see fresh blood around and leave the one who is old," (FGD with female caregivers, Insiza).

"The activities in the modules, they simplify all the work at pupil's level; they even assist the slow learners because they are more of practical work than theory. So anything that is practical to these kids I think they understand better. In reading, our kids have improved, since the introduction of reading through games."

- KII with Head Teacher, Mangwe

Another resident teacher in Chivi explained in detail how the Cluster Resource Teacher at their school introduced them to games on numbers and sentence construction, which they immediately applied in their class. They claim "I found it to be very helpful... my children are now able to construct long sentences using one structure I got from module six." This is

a good indication that the insights gained through TPD are being shared throughout the school by the FLAN leads, as intended.

Finally, there is evidence that schools have been taking new approaches to assist struggling learners. Whereas previously, teachers “would just let us all write our work, whether everyone understood or not,” according to a group of in-school girls in Mangwe, teachers now report using diagnostics to assess children’s levels of understanding and providing support accordingly. A common theme amongst both teachers and CLC facilitators was that each child is “learning at their own pace and running their own race,” (KII with Resident Teacher, Insiza). Teachers also express understanding that slow learners require more concentrated assistance. A resident teacher in Chivi explains that “learners who are struggling in class are the ones whom we give maximum time and care because we want them to improve and be on the same level with those who are doing well.”

This is verified by grade seven in-school girls across multiple districts, though grade six students say the practice has not improved as much.

“We will be dealing with kids who are lagging behind in reading. When teaching them in class you group them according to their levels. And working on that after 4 weeks the child would have been better and moved to the next group. And that works as the teacher would be the one leading, not like what we mentioned earlier where kids assist each other.”

- KII with Head Teacher, Mangwe



## Annex 8: Beneficiaries tables

IGATE-T targets primary, secondary and OOS girls and boys. At primary level the project at baseline targeted learners from Grade 3 upto Form 4 in secondary school. In communities the project targets school dropouts who dropped out of school in primary school (Grade 6) onwards and also those children that have never been to school. The project was implemented in 9 districts in Zimbabwe targeting the most vulnerable children and schools.

In school population numbers for targeted beneficiaries are currently 40,928 based on the school profiling monitoring data. The number of girls were based on enrolment count for each school, each grade for the cohort grades. The project is targeting 318 schools (266 primary and 52 secondary schools) and 266 school communities. For the number of indirect beneficiaries (123,333) the project conducts an annual school profiling assessment across all the 318 schools. This captures real time school data such as enrollment and dropouts as well as learning and transition data (pass rates and retention rates). The project then consolidated all that information to find the sum of enrolment of all the 318 schools, which gives our total direct and indirect beneficiaries.

Educational marginalization in the project context refers to the barriers affecting girls' ability to access, attain and stay in school. Most girls supported by the project who are in school are girls who are considered struggling learners, who are not performing at their grade level lacking foundational literacy and numeracy skills. For out of school children the project targets children that have never been to school, dropped out in primary and secondary school. The levels of marginalization however depend on the intersectionality of vulnerabilities. The project direct beneficiaries still meet this definition of marginalisation. This is verified through school and CBE profiling as well as annual learning assessments conducted by the project and various other monitoring data.

Boys received project interventions by virtue of them being part of the school system where the targeted girls are learning. Project interventions in school and out of school did not discriminate against boys participation nor benefitting from project interventions

The following tables present the breakdown of the beneficiaries across the project.<sup>8</sup>

Table 8.1: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted between midline and endline	Comment
<b>Direct learning beneficiaries (girls)</b>	Total number of direct beneficiaries worked with over the lifetime of the project. <b>40,928</b>	27,355 From ML-EL based on profiling in 2020 of G6-Form 4 plus 3,322 CBE girls	The total girls life of project is based on enrollment at profiling in 2018, cohort grades 4-form 3 plus 3,322 CBE girls.

Table 8.2: Other beneficiaries (Total over lifetime of the project)

Beneficiary type	Number	Comments
<b>Learning beneficiaries (boys)</b> – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	37,518	The total boys life of project is based on enrollment at profiling in 2018, cohort grades 4-form 3 plus 2,122 CBE boys
<b>Broader student beneficiaries (boys)</b> – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	6,140 CLC Learners 4,155 community club learners 26,448 in school learners	The boys are based on the CLC and community clubs enrolment figures, and Indirect boys – Gr 1-3
<b>Broader student beneficiaries (girls)</b> – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	25,929 in school learners (9,136 CLC learners, 7,349 community club learners)	Gr 1-3 girls clubs and CLCs as subset
<b>Teacher beneficiaries</b> – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	1,717	892 females and 825 males trained
<b>Broader community beneficiaries (adults)</b> – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	8,367 parents and caregivers 23,607 involved in community engagements 2,703 traditional leaders	5,686 female and 2,681 male parents and caregivers supporting learners and volunteer community champions. Community engagements Males : Male: 2,377 Females 16,230 Traditional leaders engagements Males : 1,536 Female : 1,167

The following tables provide different ways of defining and identifying the project's target groups. They each refer to the same total number of direct beneficiary girls, but use different definitions and categories. The numbers in the first two rows refer to the status at the start of the project.

*Table 8.3: Target groups - by school*

School Age	Project definition of target group	Number targeted through project interventions	Sample size of target group at endline
Lower primary			
Upper primary	✓	28,140	
Lower secondary	✓	9,466	
Upper secondary			
<b>Total:</b>			

*Table 8.4: Target groups - by age*

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Aged 6-8 (% aged 6-8)			
Aged 9-11 (% aged 9-11)	✓	10,478	
Aged 12-13 (% aged 12-13)	✓	9,751	
Aged 14-15 (% aged 14-15)	✓	11,347	
Aged 16-17 (%aged 16-17)	✓	5,341	
Aged 18-19 (%aged 18-19)	✓	3,847	
Aged 20+ (% aged 20 and over)	✓	164	
<b>Total</b>			

Table 8.5: Target groups - by sub group

Social Groups	Project definition of target group	Number targeted through project interventions	Sample size of target group at endline
Disabled girls (please disaggregate by domain of difficulty)	✓	663	
Orphaned girls	✓	2,104	
Pastoralist girls			
Child labourers			
Poor girls			
Other (young mothers)	✓	512	
<b>Total</b>			

Table 8.6: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Out-of-school girls: have never attended school			
Out-of-school girls: have attended school, but dropped out	✓	3,322	
Girls in-school	✓	63,535	
<b>Total</b>			

## A8.1 External evaluator response

The use of monitoring data, and the detailed school profiling exercise that the project undergoes each year gives us confidence in the direct beneficiary estimates that are estimated by the project. Some representations within the sample differ from the beneficiary estimates, notably the cohort of learners with disabilities, which makes up over 4% of the sample, but only about 1% of the beneficiaries.

## Annex 9: Learning test pilot and calibration

The learning assessment data for the endline evaluation was collected by the project separately from the rest of the evaluation as part of their regular monitoring efforts. Since this data collection was not part of the endline data collection, there was no learning test pilot or calibration.

## Annex 10: External evaluator's inception report

The inception report has been included as an attachment with this report. See "210831\_EL\_O\_Annex10\_IGATE-T\_InceptionReport.pdf". Since the inception report was completed, the evaluation was adapted to incorporate quantitative data from a comparison group. This allowed for an impact analysis of some outcomes, which are reflected in the evaluation framework (see Annex 5).

## Annex 11: Data collection tools used for endline

There are two quantitative surveys and twelve qualitative interview types used for this evaluation. These were developed with input from the project as well as the local data collection team. The instruments used to collect this data are attached with the following names:

- Learner survey: "210831\_EL\_O\_Annex11\_IGATE-T\_LearnerSurvey.xlsx"
- Head teacher survey: "210831\_EL\_O\_Annex11\_IGATE-T\_HeadTeacherSurvey.xlsx"
- Qualitative interviews:  
"210831\_EL\_O\_Annex11\_IGATE-T\_QualitativeInterviews.pdf"

# Annex 12: Datasets, codebooks, and programs

The following datasets have been submitted using Limestone's Secure Platform:

- Head teacher endline survey (raw):  
"210831\_EL\_S\_Annex12\_IGATE-T\_HeadTeacher\_Raw.xlsx"
- Learner endline survey (raw): "210831\_EL\_S\_Annex12\_IGATE-T\_Learner\_Raw.xlsx"
- Head teacher endline survey (clean):  
"210831\_EL\_S\_Annex12\_IGATE-T\_HeadTeacher\_Clean.xlsx"
- Learner endline survey (clean and merged with midline data):  
"210831\_EL\_S\_Annex12\_IGATE-T\_Learner\_Clean.xlsx"
- Head teacher endline survey (anonymized and filtered for UK data bank):  
"210831\_EL\_S\_Annex12\_IGATE-T\_HeadTeacher\_Anon.xlsx"
- Learner survey (cleaned, anonymized, and filtered for UK data bank):  
"210831\_EL\_S\_Annex12\_IGATE-T\_Learner\_Anon.xlsx"
- Qualitative interviews: "210831\_EL\_S\_Annex12\_IGATE-T\_Transcripts.zip"

Note that, based on the ToR for this evaluation, the qualitative data will not be anonymized for the new UK Data Archive requirements.

The following codebooks have been submitted:

- Endline learner survey codebook:  
"210831\_EL\_O\_Annex12\_IGATE-T\_LearnerSurveyCodebook.pdf"
- Endline head teacher survey codebook:  
"210831\_EL\_O\_Annex12\_IGATE-T\_HeadTeacherSurveyCodebook.pdf"
- Analysis codebook: "210831\_EL\_O\_Annex12\_IGATE-T\_AnalysisCodebook.xlsx"

The following analysis programs have been submitted to replicate the quantitative analysis:

- Endline data cleaning code:  
"210831\_EL\_O\_Annex12\_IGATE-T\_DataCleaningCode.Rmd" (R Markdown file)
- Endline data analysis code:  
"210831\_EL\_O\_Annex12\_IGATE-T\_DataAnalysisCode.Rmd" (R Markdown file)

## Annex 13: Sampling framework

The sampling framework has not been adapted since midline. This has been attached with the following name: "210831\_EL\_O\_Annex13\_IGATE-T\_SamplingFramework.xlsx".

## Annex 14: Project management response to EE recommendations

This will be submitted separately by the project.



# Annex 15: External evaluator declaration

**Name of Project:** Improving Gender Attitudes, Transition, and Education (IGATE-T)

**Name of External Evaluator:** Limestone Analytics, Inc.

**Contact Information for External Evaluator:**

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Email: [lindsay.wallace@limestone-analytics.com](mailto:lindsay.wallace@limestone-analytics.com)

**Names of all members of the evaluation team:**

Lindsay Wallace, Christopher Cotton, Ardyn Nordstrom, Shannon Davis, Jay MacKinnon, Heather Britt, Vaiddehi Bansal, Zachary Robb

Statement	EE Initials
Data collection was led by Jimat Development Consultants, in collaboration with the External Evaluator. As far as we are aware, all of the quantitative data was collected independently, with the exception of the third trip to the field to collect additional data on out of school girls (which World Vision participated in). This does not include project and monitoring data, such as the learning assessment data and grade seven exam data, which was not collected expressly for the purpose of this evaluation.	LuJ
All data analysis was conducted independently and provides a fair and consistent representation of progress	LuJ
Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed	LuJ
The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided Limestone	LuJ
All child protection protocols and guidance have been followed	LuJ
Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols	LuJ

Lindsay Wallace

**Director of Strategy, Limestone Analytics**



October 1, 2021

# Evaluation Recommendations: IGATE-T Project Management Response

October 2021

**This annex should be completed by the project.**

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

***What is the project's response to the key findings in the report? Make sure to refer to main conclusions***

- This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?
- This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

## **Findings in Learning**

The evaluation assessed and concluded that there were **positive and significant improvements in literacy** (0.26 SD) **and numeracy** (0.29 SD) since midline, with the largest gains in the most foundational skills. This was triangulated with reports from teachers, community members, and learners, who attributed improved learning outcomes to **improved learning experiences both within the school and in communities**. Within schools, IGATE-T was found to have **improved teacher attendance, teacher engagement and the use of participatory methods**. The evaluation also found that the **shifts undertaken to address pandemic-related disruptions to education were effective at increasing learning outcomes and supporting positive coping mechanisms** for learners.

These findings confirm what the project envisaged in terms of its success and is consistent with the pathways and assumptions in the Theory of Change. One of the key success factors for IGATE-T from the on-set was to emphasise the acquisition of foundational skills for learners in both primary and secondary, as these have a bearing on future performance of learners in learning tasks. At the beginning, it was noted that learners in Zimbabwe will progress through grades regardless of whether they are personally progressing through what is being taught on the curriculum. As a result, even learners in older primary and secondary years often lack foundational skills, which puts them at risk of dropping out as they remain disengaged with learning.

One key strategy to correct this was to encourage teachers to use participatory teaching methods to engage learners. To this end, the project used various supportive systems (classroom walks, SPRINT, Diagnostic Tool, CRTs etc.) to build capacity of teachers, it engaged with school leadership (Head + SDCs), it distributed responsive educational materials, and used various feedback mechanisms (use of WhatsApp and virtual/in-person support visits) to support engagement and participatory teaching methods. Teachers were equipped with learner-centric teaching methods (which was an underpinning factor in the IGATE-T Theory of Change) which made teaching easier and learning more enjoyable - thus improving learning

experiences in-school. The project was delighted to read that these elements were found to have contributed to improving teaching attendance in IGATE-T schools when compared to control areas.

Finally, the project welcomed confirmation around the success of the pandemic-related shifts to its Theory of Change. The project endeavoured to take a flexible and adaptive approach to programming, allowing for quick shifts as evidence shed light to changes in context. The lingering question at the end of the project is whether the holistic approach that emerged (i.e., integrating the community element into education and strengthening links with schools) are relevant only as pandemic-response elements, or whether they can and should be integrating into future post-pandemic programming.

### **Findings in Girls' Leadership**

The evaluation assessed and concluded that many learners have experienced **improvements in leadership** assessments and reports from peer leaders indicate that **girls are taking on new roles and responsibilities** through the CLC program.

This finding confirms assumptions made by the project in the Theory of Change relating to the IGATE leadership approach. It is also an example of IGATE-T's adaptations throughout the project. Following the midline evaluation, the project shifted its leadership model to enhance girl-led platforms and opportunities for girls to apply leadership competencies in and outside of school. The peer leadership approach became an important intervention to provide actionable leadership opportunities for girls and boys. This was particularly relevant after the onset of the COVID-19 pandemic, where school-based leadership clubs were no longer able to meet.

However, the project also believes that girls taking on new roles and responsibilities was not a result constrained to the CLC program alone. CLCs were one platform through which girls were able to apply their leadership competencies post-midline, but it was not the only platform. For example, girls also participated in Community Score Card sessions, which provided another platform for them to express their voice and agency on issues that were affecting them, and peer leaders also provided support, guidance and referrals to girls outside of the CLCs. Additionally, some girls benefited from the WhatsApp girl-ed platforms and SMSs which were directly or indirectly sent to them as some did not have smartphones.

### **Findings in Transition & Resilience**

The evaluation found that transition rates fell in both intervention and control areas indicating that **IGATE-T has not had a significant impact on transition outcomes for in-school girls**, despite improvements in reported support by caregivers and community leaders and perceived reduction in barriers provided by the project. However, the **CBE program and the CLCs both provided positive transition opportunities to out-of-school youth** and were perceived as improving transition outcomes for direct participants. Additionally, the **CLCs were found to have helped promote resilience and positive coping mechanisms among girls** who participated, which was particularly significant in light of the many challenges that COVID presented to communities and youth.

We feel that the impact of economic difficulties, social unrest, teacher incapacitation, COVID 19, and illegal/artisan mining contributed to the low transition rate. There is a link between pass rate and transition rate, with most grade 7 learners not having scored the pass rates needed for transition. In as much as the project made efforts, the context deteriorated with COVID-19, after which there was not ample time to expose learners to various school-based activities meant to increase pass rates and transition rates.

The project is pleased with the high transition rate in graduates of the vocational skills training as part of the CBE component, which has been regularly monitored throughout the project lifetime. It was noted that this 'transition' falls outside the GEC scope and definition of transition, but it is a component that IGATE-T felt addressed key gaps to girls' education in Zimbabwe, by providing an opportunity to girls where returning to school was not a feasible or desired option. This is evident in the high number of graduates classified as vulnerable (single- or double-orphans, single mothers etc.) that transitioned to self-employment, formal employment, or enrolled on a full-time course etc.

The project identified the following factors could have contributed to the positive CLC findings:

- Positive desire and high rate of volunteerism from community champions, who manned the centres led to effective functionality of the CLCs for the benefit of learners.
- Political willingness and unbiased support from MoPSE, local authorities (DDC + other government structures) and traditional leadership was key.
- The project was able to meaningfully engage and convince the various stakeholders around safety and prevention of COVID-19 for learners and champions who attended the CLCs. This was evidenced by distribution of PPEs and constant messaging and awareness on the need to adhere to organisation, government and UN COVID-19 rules and guidelines.

### Findings in Sustainability

IGATE was found to have **helped communities develop more supportive attitudes towards girls' education**. In particular it has **transformed caregiver and community attitudes towards educating pregnant girls**, which was identified as an important barrier to their transition. This was triangulated with **girls stating they are more likely to report that they have received more support from their caregivers, their schools, and their communities** than they did before. This increased support is evident in the **increase in the reporting of abuse across IGATE-T areas**, as a result of IGATE's work with line ministries and local CCWs to improve reporting channels, conduct awareness campaigns and provide victim support.

At systems level, there is evidence of strong support for, and **endorsement of new participatory teaching practices, the use of diagnostic tools, learning materials, catch-up strategies and remediation in schools by the Ministry**.

Finally, the evaluation found that IGATE-T addressed gender considerations throughout its programme design, and this contributed to **transformative change in areas related to gender and social inclusion**.

In addition to changing attitudes of caregivers and communities to become more supportive towards educating pregnant girls through conscientizing them on the second chance policy by MoPSE, the project also strove to instil confidence in the pregnant girls, helping them realise that they could continue their education despite the pregnancy. The lack of confidence in these girls was identified as another barrier (on top of, and likely exacerbated by the lack of support from caregivers). One element that was identified as a barrier throughout the lifetime of the project, and would require more time to address, is the additional sensitization needed to change attitudes and behaviours of the girls' peers and classmates at school, to ensure a supportive environment is provided to pregnant girls who return to school. Being susceptible to 'bullying' from other learners and stigmatization by their peers meant that some girls did not want to return to school, despite the supportive policy and community environment.

Case conferencing is identified by the project as having played a role in following up on child abuse cases, resulting in a noticeably higher rate of stakeholders holding each other accountable towards protecting girls from sexual and other types of abuse. For instance, there was a visibly higher level of engagement between the Department of Social Welfare, the Zimbabwe Police Victim Friendly Unit, community case care workers, and neighbourhood watch stakeholders. It is noted that there is a need to ensure

programming activities meant for girls do not unintentionally cause harm to boys or lead to their marginalization.

Interventions (such as Girls' Leadership in school and community clubs, working with in school mentors and community overseers, Peer Leaders, Holiday learning camps, Transition camps, girls conferences and other girl led platforms) that build girls' agency through acquisition of life skills and leadership competencies, provide safe spaces for girls to share their concerns and issues, and increase girls' access to trusted mentors were also contributing factors to strengthening abuse reporting channels. Guidance and Counselling and the Adolescent Development Manual, which MoPSE approved in the first phase of IGATE, also continues to be a key resource and reference for girls to build competencies and confidence to report abuse cases.

The project integrated regular GESI self-assessment reflections as part of its planning and adaptation processes to continuously assess gender and social inclusion gaps for target sub-groups, and to implement strategies that addressed these gaps across project outputs. The project gender analysis during inception and the rapid gender analysis conducted during the MTR process also informed the project design and adaptations amidst the COVID-19 pandemic. However, the project also acknowledges that despite the gender and social inclusion gains which were realized through the IGATE life span, more needs to be done in future programming to support learners with disabilities and provide more targeted interventions for men and boys that address persistent, harmful gender norms and perspectives on GBV, and that address specific challenges boys encounter in continuing their education. This includes more capacity building sessions mainly for volunteers and teachers dealing with learners in different school and community platforms. There is also need for continued dialogue and improved collaboration with local leadership and key government line ministries in order to sustainably influence gender transformative systems, structures and policies that mainly protect girls, women and marginalized sub-groups from abusive systems and harmful social norms.

## **Other Findings**

### References to physical punishment in the report

The project responded to these reports through repeated messaging towards promotion of positive discipline. The project would also deliberately include the issue of corporal punishment as a topic for discussion in the various meetings, workshops, trainings that were conducted. This included encouraging learners to report such cases through the channels supported by the project and reporting to MoPSE authorities. Furthermore, the project worked closely with School Development Committees and local leadership (traditional & religious) in sensitising communities against encouraging physical punishment as way to discipline learners at home and in school. Lastly, the Project also worked closely with various key government stakeholders and took advantage of district case conferencing to speak out against physical punishment.

### References about perceptions of IGATE as telling girls not to wear certain clothes if they wanted to safer/not be abused, etc.

While the project was unable to validate this finding or determine how pervasive this perception is amongst project participants, we share the concern raised by the evaluators about this finding. Through use of various platforms (Girls Leadership clubs, Holiday Learning camps, transition camps, girls' conference, district case conference and WhatsApp groups etc.) and approaches (CSC, Peer leaders, Mentors, sending SMSs and support visits), the project deliberately ensured trainings and meetings conducted included topics on GBV, ASRH and child rights. The project consistently took a survivor-centred approach, ensuring that survivors of abuse should never be blamed for being abused. Additionally, various messages were sent through WhatsApp platforms and SMS to promote girls' rights and prevent any form of abuse.

Constant check-ups were done, and immediate actions were taken to address any gaps, abuse, or infringement of child rights especially for girls. Lastly, the project worked closely with various government

bodies and local leadership in promotion of girls' rights and protecting girls from all forms of abuse, hence the formation of district case conferencing.

As the project continues its close-out, we will ensure that any remaining community activities include clear and consistent messaging that the burden of preventing violence should not fall on the girls themselves, and that the survivors of GBV and abuse should never be blamed for being abused. The project also agrees with the recommendation from the evaluators that future programming include a more targeted focus on educating men and boys on positive masculinity to go a step further in addressing and changing perceptions around girls' safety and GBV. There is also need for more awareness and dialogue with all community members using approaches like Community Score Card.

#### Disability inclusion through the project.

Project interventions/actions to ensure disability inclusion:

- The project adopted diagnostic tests as part of its Whole School Development approach to support teachers to understand learning gaps and provide targeted support to struggling learners, including learners with cognitive disabilities.
- Developed criteria for peer leaders, leadership clubs, and CBE interventions to ensure intentional outreach and inclusion of children with disabilities.
- Outreach through Community Champions to encourage girls with disabilities to participate in CLCs and CBE.
- Worked to address and change negative community attitudes around children with disabilities
- Engaged key government ministries: MoPSE and Ministry of Youth, Sport, Arts and Recreation to discuss the need for Vocational Training Centres to be disability sensitive in terms of material content and infrastructure.
- Sought out and worked with vocational skills trainers with experience working with the hearing impaired based on profiles of enrolled CBE girls.

Areas for continued need:

- Despite engagements with government ministries, there is a need for continued meaningful dialogue with government, policy makers and civic society in coming up with disability sensitive/inclusive policies, programs, structures, and systems that build capacities of those living with disability.
- There is also a need for meaningful involvement of people living with disability in the entire project cycle (design, implementation, monitoring and evaluation). This will avoid coming up with programs that are not addressing issues that mainly affect those with disability.
- More funding towards disability inclusive programs given some of the requirements require extensive resources.
- More capacity building of staff and community members on disability inclusive issues.

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#### ***What is the project's response to the conclusions and recommendations in the report?***

- The management response should respond to each of the External Evaluators recommendations that are relevant to the grantee organisation. The response should make clear what changes and for future programming and scaling up could be considered as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

Recommendation Category	Evaluation Recommendation	Management Response
Interventions	1. Community Learning Circles (CLCs) offer an	Agreed. IGATE-T investments built a foundation for this to be successful, based on existing WV project

<p><b>that IGATE-T has done particularly well and have the potential to be scaled up or adopted by future programs</b></p>	<p>effective, flexible approach for providing learners with alternative learning options and have the potential to be scaled up to support marginalized youth.</p>	<p>models which recognise that learning goes beyond the school and the community is pivotal in this. Key to replicating this is strong community reach and recognising community champions' role in driving learning for the communities' children. To scale up, it requires policy recommendations locally and nationally to formalise, as well as further emphasis on community champions to drive it.</p>
	<p>2. The participatory teaching methods that IGATE-T has emphasized through the Teacher Professional Development program, as well as classroom walks, demonstration lessons, and ongoing staff support, should be maintained, with regular refresher training to support the continued use of these methods.</p>	<p>Agreed, although with the addition to emphasise on system-level support to quality in-school Teacher Professional Development as well as institutionalising teacher support for existing and new teachers as a key for scale up. It is key to ensure school leaders create time for professional development and promote foundational learning for all learners. As such, this recommendation can be split and directed at school, district, and national level stakeholders.</p>
	<p>3. The emphasis on improving foundational skills has been effective for facilitating greater improvements in overall learning.</p>	<p>Agreed. Future programming should continue working through District Officials to encourage Headteachers to emphasise on this aspect vis-a-vis teaching, with the aim to complete the syllabus as learning basic skills enables learners to grasp other concepts. Additionally, the project feels there should be a scale up of the use of the Diagnostic Tool at national level, in order to understand areas where learners are struggling and support accordingly with existing learning material (i.e. FLAN modules and, more recently, catch -p materials). Thus, this recommendation targets a high-level - i.e. donors, governments, international education stakeholders.</p>
	<p>4. The networks of support that have been established in IGATE-T communities, particularly networks to support victims of gender-based violence (GBV) and abuse, have been effective and have the potential to be scaled up.</p>	<p>Agreed, although there is confusion as to which Ministry this would be scaled up with (MSW, VFU, and MoPSE, in conjunction with Community organizations)? The key contributing factor to this success was building trust, particularly to increase reporting. Future programming should focus support at community level with specific emphasis on safe spaces for girls to engage and report (confidentiality and agency for girls).</p>
	<p>5. Future programming should continue to focus on the specific needs of marginalized populations to enhance efficiency and equity.</p>	<p>Agreed. The project adds that this requires continued emphasis on flexibility and adaptability to respond to local contexts as well as an understanding that reaching marginalised populations requires resources. Considerations need to be made to analyse sub-groups, marginalisation etc.</p>



<b>Opportunities for future programming</b>	6. Future programs should adopt a more integrated gender-sensitive approach that focuses on educating men and boys on positive masculinity behaviours in addition to empowering girls themselves.	Agreed. Positive parenting to also be integrated into future programming to make the approach wholesome.
	7. Given the significance of early pregnancy as a barrier to transition outcomes, additional interventions such as Sexual and Reproductive Health (SRH) campaigns, and programming designed specifically for young mothers (including addressing the stigma associated with teen pregnancy at the peer level) would be important to emphasize from the onset of implementation for future interventions.	Agreed. While SRH topics were included in Peer Leader session guides and within the Adolescent Development Model, more needs to be done to address SRH at all levels as well as address social norms further. This should link to Recommendation #6 to ensure men, boys, and caregivers/key influencers are included, as well as differentiating the SRH needs for girls and boys considering their ages, context etc.
	8. Relatedly, alternative learning pathways specifically designed for young mothers may be particularly helpful for this subgroup and was recommended by several caregivers.	Agreed. The project adapted its strategy to deliberately target young mothers given the barriers they face. Age criteria should be relaxed to target this population along with considerations for childcare. The project believes it was successful in supporting accommodative environments at low cost (i.e. encouraging local childcare arrangements and negotiating for acceptance of infants in classes) and working through CBE volunteers and peers to advocate locally to caregivers and gatekeepers for young mothers to access opportunities. However, more can and should be done.
	9. Adapting CBE programs to provide vocational training sooner, and managing community expectations about what the CBE program entails, may improve community support for future interventions.	Agreed. This recommendation should also acknowledge the challenge of providing quality vocational training to highly marginalized populations in remote locations in a cost-effective manner. The project adapted its CBE program throughout based on need and expectations from the community, but working out the nuances to a solution was part of the delay, along with negotiations to adapt the outcome-focus and measures from learning to transition. The project feels the recommendation should consider integrating Financial Literacy and Vocational Training Skills to run concurrently, staggered and decentralized to local schools over several months to ensure girls learn and master concepts over time while their confidence also improves.

## General Reflections

### 1. Reflections on the Theory of Change and how relevant it was?

The evaluation has shown that the IGATE-T Theory of Change remained relevant throughout, although adaptations were necessary given the substantial shifts in context, particularly after the onset of the COVID-19 pandemic. However, the Outcome Harvest methodology used in the evaluation, has allowed the evaluators to conclude that even the adaptations to the Theory of Change, in light of the pandemic, were relevant and ensured effectiveness in achieving results. The following findings from the evaluation were consistent with the project's ToC and indicate its relevance:

- An increase in YLI scores from midline to endline is associated with an increase in transition outcomes (pg. 55), and leadership club attendance is correlated with endline transition (pg. 223). These findings are consistent with the project's Theory of Change around the connection between life skills (leadership) development and transition outcomes. However, the endline findings also indicate girls face challenges in making decisions regarding their transition pathways, with girls indicating these decisions are often still made by caregivers. While leadership skills can be a contributing factor in improved transition outcomes, it's acknowledged that additional barriers related to the girls' family, community, situation, and context will also influence a girls' actual transition opportunities. In light of the above, in future projects, there would be further need for more engagement, awareness, dialogue, and training of caregivers, teachers, and gatekeepers for them to guide and not detect what subject/s and or career a girls should opt for.
- Opportunities for girl-led platforms (such as the peer leadership approach, peer-led life skills sessions etc.) provided girls with actionable ways to develop and apply their leadership competencies (pg. 45). This is consistent with the project's ToC following the midline and COVID-19 MTR adaptations.
- Across community stakeholders (including religious leaders, caregivers, volunteers, etc.) there is a much larger network of support available to girls. This finding is consistent with the project's ToC around shifting gender and social norms and improving stakeholder attitudes/actions to support marginalized girls.
- CBE provided positive transition opportunities for OOS adolescents, including older girls and young mothers, and contributed to transition outcomes (after participating in CBE, over 75% of girls were either self-employed, or participating in and attachment, course, or formal education—pg. 51). This finding is consistent with the project's TOC on providing alternative learning pathways to OOS adolescents.
- CLCs as an adaptation during the COVID-19 pandemic were successful in providing continuous learning opportunities, especially for more marginalized adolescents, and contributed to improvements for learning outcomes and transition outcomes (pg. 9).
- The project's gender considerations throughout its program design contributed to transformational change in areas related to gender and social inclusion. These have led to significant improvements in learning, particularly for struggling students; support to OOS girls to develop skills and find pathways that will support them and their families; and a general improvement in attitudes towards girls' education and support for their transition in school and out of school (pg. 14).
- Supportive local leadership and government structures towards the project TOC was noticed in various platforms and meetings such community scorecard district case conferencing sessions.

## **2. Did girls reach the expected levels of learning and transition as per the project design and intended outcomes, why and why not?**

The original targets of learning and transition were not met due largely to impacts of the COVID-19 pandemic. The evaluation report provides detail on the effects of COVID-19. Despite this, there is evidence of learning for in-school girls and transition for out-of-school girls, though measure of the 'levels' of these outcomes were affected by evaluation design and execution (data collection) limitations.

We believe the fact that, despite these challenges, a statistically significant impact on learning was observed and validated through strong qualitative evidence is a headline achievement, especially given that the survey design had a 60% chance of detecting a standard deviation difference of 0.2.<sup>1</sup> Qualitative evidence demonstrates that stakeholders see a change in learning achievements of girls but also shifts in practice that enabled this learning, benefit more than just cohort girls, and will likely remain.

We strongly believe that disruptions to school also disrupted progress in Whole School Development which, by midline, was beginning to yield changes in learning outcomes. Had momentum been maintained in school, we believe a higher level of learning gains would likely have been achieved. We also believe that despite this limitation, the project successfully adapted to build up and alternative learning model that evidence shows is effective and scalable.

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<sup>1</sup> P. 9 of IGATE-T Endline Evaluation, October 2021