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Improving Gender Attitudes, Transition and Education Outcomes

World Vision

Community Based Education Study Report

IGATE-T Endline Evaluation

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Cover sheet

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Limestone Analytics

Limestone Analytics (Limestone) is a consulting firm specializing in the evaluation of international development projects and social programs. The firm is recognized for combining academic rigour, state of the art methods, and international development experience to provide customized evaluation and economic analysis services and to help its clients incorporate evidence to improve the design, financing, and implementation of their programs and projects. Information about its current and past projects can be found at: www.limestone-analytics.com.

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About the report

This report complements the analysis conducted in the IGATE-T endline evaluation, completed by the same evaluation team at Limestone Analytics in September 2021.

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Acronyms List

Acronym	Meaning
CBE	Community Based Education
CLC	Community Learning Circle
CPC	Child Protection Committee
COVID-19	Coronavirus Disease of 2019
FCDO	Foreign, Commonwealth, and Development Office
FLAN	Foundational Literacy and Numeracy
GBV	Gender-Based Violence
GEC	Girls' education challenge
GEC-T	Girls' education challenge - transition
IGA	Income Generating Activity
IGATE-T	Improving Gender Attitudes, Transition, and Education Outcomes
KII	Key Informant Interview
LCST	Learning Centre Support Team
MoPSE	Ministry of Primary and Secondary Education
OOS	Out of school
ToR	Terms of Reference
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, which was implemented in the same region.

The IGATE-T program 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.

One component of the project was the CBE program, which focused on providing youth who dropped out of school with alternative learning opportunities. The CBE program is the main focus of the present study.

CBE comprised four main modules, led by volunteer facilitators within targeted communities:

- **Foundational literacy and numeracy skills**: learners consolidated foundational literacy and numeracy skills as well as life skills
- **Financial literacy**: learners developed skills to manage household and micro-enterprise finances sustainably.
- **Vocational skills:** learners attended practical courses on vocational skills of their choice (agriculture, building, hairdressing, hotel/catering, or sewing), followed by an attachment with a skilled tradesperson.

- **Business plan and management**: six sessions guide with simplified steps to help learners with business idea creation, planning and management.

Combined, these modules aimed to address barriers faced by out-of-school (OOS) youth and provide them with the opportunity to re-enrol to formal school, gain self-employment, gain safe and decent formal employment, and further pursue vocational skills.

It is also important to note that the implementation 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), which caused periodic school closures throughout the country. Remote and at-home learning during school shutdowns were challenging given a lack of access to electricity, connectivity issues, and the imposition of additional financial constraints on households. The COVID-19 lockdowns were particularly challenging for adolescent girls, as national statistics report increases in gender-based violence and adolescent fertility rates.

All of the interventions were modified to ensure compliance with the COVID-19 restrictions. In particular, the CBE program had to shift to remote dissemination of learning materials. The restrictions on businesses also led to the temporary cancellation of several of CBE's practical coop placements.

The CBE study **used a combination of qualitative analysis and text mining techniques** to address the following objectives:

- To provide a robust measurement of the project's results against the intended intermediate outcomes and transition outcomes in particular
- To understand the drivers, enablers and barriers to the learning and successful transition of marginalised out of school girls and specific sub-groups targeted by the project
- To describe and assess the lasting impact that project has had and will have (or can reasonably be expected to have) at the level of individuals, communities and also systemically
- To capture best practises/most significant positive pathway stories among OOS girls
- To draw lessons from the process, design and implementation of the CBE model in transforming life outcomes for OOS learners

Overall, the study found that the program's theory of change is largely correct and that the project has been very effective in creating positive transition opportunities for many OOS youth.

The majority of participants earn more income and are better able to manage their finances following a CBE program. Graduates also achieved more respect in their communities and developed self-confidence. Before participating in the program,

communities did not provide a lot of support to girls who had dropped out of school. After participating in the CBE program, community members saw that the participants were able to earn money for their families and act as role models to other children. The additional income that CBE participants generated through income-generating activities[1] (IGAs) were reinvested into businesses, used to support participants' households, or supported positive transitions back to school for participants' family members.

The CBE program is expected to have a lasting impact on its participants by offering girls a path to financial independence. When asked about the most significant thing that happened in their lives because of CBE, participants reported gaining useful life skills and respect from other community members. The increased financial independence gained through IGAs also increased girls' autonomy over their decisions in some cases. Some facilitators also believed that CBE reduced the risk of pregnancy for participants.

The implementation model has been particularly effective for older girls and young mothers. If young mothers were able to overcome barriers to participation, such as childcare, low caregiver support, and time constraints, then they were typically the most successful at starting IGAs. They also tended to use earnings to support their households and pay for their children's school fees.

There was high demand for vocational skills training. These modules, along with financial literacy, were highly valued by the participants and the community. Despite some implementation challenges, the program was generally able to overcome these challenges by providing start-up kits, addressing major transition barriers (such as lack of capital), and enabling many participants to start income-generating activities. One potentially unexpected consequence of many people gaining vocational skills training (either directly through the program or secondhand from program participants) is that it led to the increased supply and market saturation for some goods and services in some locations. This raises concerns about the project model's sustainability and highlights a potential opportunity for providing more general training or wider-ranging training to avoid situations where many youths within the same small community are encouraged to take up the same vocation at the same time.

OOS youth face many unique barriers to positive transition outcomes, including lack of finances, limited time availability, low levels of caregiver support for education, and living in a child-headed household. The CBE model was largely effective in helping mitigate some of the barriers faced by marginalized girls targeted by the program. However, the delays in the rollout of the vocational training module caused some participants to become discouraged or drop out. Additional barriers also persist for girls who are mothers and couldn't find someone to take care of their children while participating in the program. Future programming could be adapted to address some of these barriers. For example, future deliveries of the CBE model could be even more

[1] IGATE considers IGAs to include either self-employment or formal employment.

successful by providing child care at the CBE centres and balancing the length and timing of each CBE module.

Overall, the CBE model effectively demonstrates how alternative education channels can provide productive transition options for the most disadvantaged youth in Zimbabwe. The lessons learned from the CBE program can inform further iterations of the model for either MoPSE initiatives or future GEC projects. In doing so, the program design can be leveraged to support additional cohorts of OOS youth, who have been particularly challenging to identify, engage, and support through other types of programming.

Recommendations

The CBE model has been very effective in creating positive transition opportunities for OOS children and increasing community support for OOS youth. OOS children face many unique barriers to positive transition outcomes. Some of these barriers include lack of finances, limited time availability, low levels of caregiver support for education, and living in a child-headed household. The CBE model was largely effective in helping mitigate barriers for marginalized girls targeted by the program.

The CBE program could maximize participation by balancing the length of each CBE module and reducing delays between modules. The midline and endline participants and caregivers expressed frustration over delays in receiving the vocational training module, which was delivered two years after the literacy and numeracy module. The lack of vocational training in the first few years of implementation was frequently cited as a reason for CBE participants losing interest and dropping out from the program, especially at the Midline evaluation.

This study, as well as IGATE-T endline evaluation, indicated that there was high demand for vocational skills among all communities, but many participants reported that this module was very short compared to others. According to several OOS girls, one month allocated to vocational training was not sufficient for many participants to fully grasp skills or progress through the entire syllabus of the training. Increasing the time for vocational training while either integrating literacy and numeracy, or reducing delays, will likely lead to high participation and completion rates.

Future iterations of vocational skills training could be even more inclusive by providing child care at the CBE training centres or be decentralized to the communities to accommodate young mothers who cannot leave their homes for long periods due to child care duties. The study identified that girls who are mothers experienced additional barriers (for example, some couldn't find someone to take care of their children while participating in the program or could not find the time to attend). Since the CBE program was particularly effective for older girls and young mothers overall, future programming could be adapted to further increase impact by making the project more accessible to this

subgroup. In addition, CBE centres should be centrally located to reduce the distances participants need to travel. There are several reports that participants had to travel several hours to get to a learning centre. The time it takes to travel to and from CBE centres, issues resulting from arriving late, and the threat of GBV and harassment along the commute deter participation in CBE and positive transition outcomes.

Future deliveries should consider ways to mitigate market saturation in small communities. Due to the small size of some of the communities that CBE operates in, the market demand for vocational skills can be limited. Increasing the number of participants, as well as frequent spillover effects, where learners teach others what they learn at CBE may exacerbate this issue. Future programs could help mitigate this by encouraging a balance of participation across vocational skill areas, staggering implementation to ensure each cohort can fairly assess market feasibility as part of module 3, and if possible, by offering a more varied set of skills training.

Addressing capital constraints is critical to ensure the success of future CBE programming. Over 50 per cent of participants mentioned capital as an issue, either in the development of their IGA or as a barrier to attending vocational skills training more generally. This limits the viability of the training efforts for these participants, particularly in capital-intensive vocational skill types like sewing and baking. However, as mentioned in the previous point, the provision of start-up capital should be balanced with considerations around market saturation. Market saturation is not necessarily fully mitigated by highly mobile youth who often move out of the community to work elsewhere. This is because participants frequently taught peers and family members the skills they learned through CBE and those individuals were then also motivated to set up IGAs of their own. This spillover effect exacerbates the market saturation issue.

It is also important to ensure that the distribution of start-up capital is a transparent process based on objective criteria, and promotes a balance of vocational skills in a community. Future projects could also consider partnering with local microfinance organizations to support some of the start-up capital for communities as an alternative to cash transfers or distribution of assets.

1. Introduction

The Community Based Education (CBE) program provides youth who have dropped out of formal education with alternative learning opportunities and functional skills that they can use in their day-to-day lives. The program consists of three modules. Module one focuses on developing Foundational Literacy and Numeracy (FLAN) skills, module two teaches financial literacy, and module three provides mentorship and training on vocational skills. The vocational options include agriculture, building, hotel and catering, hairdressing and cosmetology, and clothing technology. This initiative is part of the broader Improving Gender Attitudes, Transition, and Education (IGATE-T) project. The CBE component was designed to establish positive transition pathways for out of school (OOS) youth. Ultimately, the goal of the CBE program is to improve the quality of life for marginalized adolescent youth, and girls in particular, as they transition into adulthood.

This study is designed to measure the project's results against the intended intermediate outcomes and transition outcomes and to describe and assess the lasting impact of the project. This analysis also explains the drivers, enablers and barriers to the learning and transition outcomes of marginalised out of school girls while drawing lessons from the process, design and implementation of the CBE model. Throughout the report, we also comment on the best practices regarding project design and implementation and the most significant stories from OOS girls. We combine qualitative analysis with text analysis of qualitative interviews to study these four learning objectives.

1.1 Context

Before presenting the evaluation method and findings, it is important to describe the context in which the project operates. The most recent report from the Ministry of Primary and Secondary Education (MoPSE) on education in Zimbabwe finds that in 2019, 34,808 students dropped out of secondary school, 19,178 (55%) of whom were girls.[2] This represents a dropout rate of 3.09% of secondary school enrollment. Out of the girls who dropped out, 55% reported financial reasons, 19% reported marriage, and 15% reported pregnancy as a contributing factor, while 39% absconded.

Education Reform Act

Free access to education until Form 4 is guaranteed by the Zimbabwe constitution, however, in practice, many schools still expel students for failure to pay fees, levies, or exam fees, despite the new Education Act. The government of Zimbabwe passed the Education Reform act in 2020 attempting to align the current Education Act to its

[2] MoPSE 2020, 2019 Primary and Secondary Education Statistics Report, http://mopse.co.zw/sites/default/files/public/downloads/2019%20Annual%20Education%20Statistics%20Report%20pdf%20for%20UPLOADING.pdf

constitutional requirements. It states that no school will be able to (legally) expel a student for failure to pay fees. It also requires the state to provide sanitary wear and other menstrual facilities and makes it illegal to expel a student for being pregnant.

Covid-19

The CBE program was recently disrupted due to COVID-19 and related lockdown measures. There was a gap in programming from April - September 2020, and again from January - March 2021. This resulted in many cohorts being delayed from completing vocational training and presented difficulties to participants seeking attachments[3] in their area of vocational skills.

Migration

Many OOS youth and caregivers feel they are unable to earn sufficient income in Zimbabwe and resort to migration to provide for themselves and their families. This is particularly prevalent in Mangwe, because of their proximity to the border. When parents migrate, their children are either left with other caregivers or become a child-headed household. Both situations create additional barriers to continuing education by increasing resource constraints. As one facilitator explains, this often leaves children of migrants in precarious situations where they cannot afford to stay enrolled in school.

"*Our children leave for greener pastures in South Africa and Botswana, leaving their offspring with us, the grandparents. When they get there it does not always work as planned. They find that the situation may be as tough as it is here.*"

- KII with CBE facilitator, Mangwe

This is in line with a 2012 study on Zimbabwean immigrants in South Africa and Botswana that found that over 40% of immigrants move in search of work or other economic incentives.[4] The report also found that many migrants had been mistreated by locals in Botswana, and some faced xenophobic violence in South Africa.

1.2 Purpose of the study

This study is intended to measure the project's results against the following learning objectives:

1. To provide a robust measurement of the project's results against the intended intermediate outcomes and transition outcomes in particular

[3] Attachments are like apprenticeships in the vocational skill that the CBE participant attended training for
[4] See Cambell and Crush 2012, Unfriendly Neighbours: Contemporary Migration from Zimbabwe to Botswana, https://www.africaportal.org/publications/unfriendly-neighbours-contemporary-migration-from-zimbabwe-to-botswana/

2. To describe and assess the lasting impact that project has had and will have (or can reasonably be expected to have) at the level of individuals, communities and also systemically
3. To draw lessons from the process, design and implementation of the CBE model in transforming life outcomes for OOS learners
4. To understand the drivers, enablers and barriers to the learning and successful transition of marginalised out of school girls and specific sub-groups targeted by the project.

Based on these findings, the study will also provide recommendations for strengthening the CBE model for future programming and describe the lasting impact that the project has had on learners and their communities.

This study also complements the broader endline evaluation conducted for IGATE-T, which examines the outcomes and impacts of the entire project, of which CBE is a part.

2. Evaluation approach

This is a qualitative study, based on data collected by a team of enumerators recruited by World Vision Zimbabwe. In total 257 interviews were conducted by the project. However, the number of interviews conducted is much larger than the evaluation budget can accommodate for detailed qualitative assessment. Instead of conducting a detailed analysis of all 257 individual interviews—which would not be an efficient use of analytical resources—we introduce an innovative process combining automated text analysis and data-driven representative sampling procedures to select a subset of interviews for the application of traditional qualitative evaluation techniques. The process ensures that all voices are represented and unique experiences are accounted for while limiting the sample size and time requirements of the transitional qualitative review.

The subset selection process took place in two stages. First, the entire set of interviews was analyzed using text analysis methods to understand general patterns and sentiments across all informants. It also ensured that the evaluation reflected the voices of all individuals who were interviewed.

Secondly, text mining methods were used to select a subset of transcripts based on their representativeness of the broader sample (described in more detail in the next section). The resulting sample of 119 transcripts was included in the main qualitative analysis.

In addition, the study draws on insights from the Outcome Harvest, conducted as part of the broader IGATE-T Endline evaluation.

2.1 Evaluation data

Data was collected by the project from a purposive sample of 237 CBE learners and 20 CBE facilitators that have access to mobile phones to have the ability to participate in the interview.[5] Nine enumerators were recruited to conduct the interviews, which were done virtually due to COVID-19 restrictions. Enumerators were trained during a one-day virtual training that introduced the study, data collection tools, and fieldwork logistics. The analysis team was not involved in the sample selection, or during the data collection process.

The study included Key Informant Interviews (KIIs), which are analysed in this report using qualitative methods, as well as a survey, which was used for a separate quantitative analysis conducted by World Vision and will be referenced in this report. This study also incorporates evidence from the IGATE-T endline evaluation. In addition to providing

[5] Note it is possible that limiting the sample to participants with access to mobile phones has led to some biasing of the results if these learners are fundamentally different from learners who do not have access to phones.

additional qualitative and quantitative evidence about the CBE program, the IGATE-T endline evaluation included an outcome harvest that specifically focused on outcomes related to OOS girls. The relevant outcomes from that outcome harvest have been included here as well. All of the qualitative interviews were recorded and transcribed in full. The following table summarizes the full sample of data collected for the CBE qualitative analysis.

Table 2.1: Full sample size[6]

Sample	Male	Female
Learners	30	206
Youth	8	64
Adults	22	142
Facilitators	4	15

The dataset provided for the quantitative analysis of the CBE program contains basic characteristics of the participants (age, sex, location, marital status, level of education, etc.), as well as their level of involvement in the CBE (which skills program they attended, the modules they completed), transition outcomes (if the participant is involved in an income-generating activity (IGA), and their employment status and type of employment).

Below is the breakdown of the sample by gender, showing their marital status, if they have kids and the number of participants with a disability.

Table 2.2: CBE participants marital, child, and disability status

	Children		Marital Status				
Participant	**Yes**	**No**	**Single**	**Married**	**Divorced**	**Widowed**	**Disabled**
Girls	67	199	218	41	5	2	12
Boys	1	39	38	2	0	0	4
Total	68	238	256	43	5	2	16

The analysis begins with the completion of modules by gender and then further subgroup analysis is performed for girls with and without children. Boys have lower rates of completion in all but module 1.3 where they have similar rates to girls. These differences between gender are statistically insignificant. The module completion rates for girls with children are very similar and not statistically different to that of girls without children.

[6] One learner and one facilitator had no gender indicated.

The same breakdown was performed for transition outcomes after the program. Boys have higher rates of formal employment (10%) compared to girls (4%) although this difference is not statistically significant. They also have higher rates of returning to school after CBE (8%) compared to girls (2%). This is statistically significant at the 10% level. Girls have higher rates of non-activity (15%) compared to boys (5%) this difference is significant at the 10% level. The remaining outcomes, going on attachment, local mentorship, attending the full course, and self-employment are all similar and not statistically different.

For girls with children we see similar outcomes to girls without children in all categories but self-employment, where girls with children (64%) are significantly more likely than girls without children (46%) to be self-employed (significant at the 1% level).

Table 2.3: Number of modules completed by CBE participants

	Number of Modules Completed			
	1	**2**	**3**	**4**
Formal Employment	6	0	I2	7
Self Employment	26	19	17	87
Local Mentorship	12	1	3	11
Not active	5	5	8	21
Attachment	13	9	7	28
Full course	1	2	0	10
Back to school	2	2	1	0
Total	**60**	**33**	**40**	**158**

There are similar rates of starting an IGA between boys and girls at 53% and 52% respectively. The study also found that participants with children have higher rates of IGA creation (69%) compared to participants without (46%), the difference of which is significant at the 1% level. This is broken down to further examine female participants who are married and single with and without children. Single participants with children have the highest creation rates of 74%, followed by married with children at 56%, married and single without children have rates of 56% and 46%.

When looking at the IGA creation rates and marital status the study found that married women (63%) have a higher rate than single women (50%), although the difference is not

statistically significant. There is a rate of 53% for single boys, and a rate of 50% for married boys.

The rates for IGA creation rate for boys and girls with disabilities are 75% and 58% respectively. For boys and girls without disabilities, the rate is 50% and 52%. The difference between the two groups is statistically insignificant, which may be the result of the small number of individuals with disabilities in the sample.

Table 2.4: Skills training received by CBE participants

	Skills Training Received				
	Building	**Clothing**	**Cosmetology**	**Horticulture**	**Hotel and Catering**
Formal Employment	1	1	1	0	12
Self Employment	2	36	47	3	61
Local Mentorship	3	11	8	0	5
Not active	0	15	9	2	13
Attachment	1	11	10	12	22
Full course	0	7	0	1	5
Back to school	0	2	3	0	0
Total	**6**	**83**	**74**	**21**	**111**

Prioritizing interviews for manual review

We used text mining methods to prioritize a subset of the 257 interviews for the qualitative analysis. This subset of 119 interviews will be referred to as the "analysis sample." The prioritization was designed to ensure a variety of experiences and perspectives were represented in the analysis sample, and to get a representative distribution of sentiments reflected in the overall data collection sample.[7] A random set of the full sample could have been selected, however, since the evaluation objectives include understanding the enablers/barriers to successful outcomes for marginalized girls, the team specifically wanted to identify some of the most extreme cases within the full sample.

[7] Three of the authors (Cotton, Nordstrom and Veenstra) are concurrently developing an academic manuscript detailing the procedure and its application for submission to a scientific journal.

To do so, we used the following steps:

1. Determine the average response length, the average "sentiment" (ie. emotional intent of words or phrases), and average "uniqueness" (based on how common the words used were across all interviews) observed within each interview.
2. Analyze relationships between these features to select the sampling method.
3. Based on step 2, we selected the sample based on "uniqueness", taking top 25, bottom 25, and a random sample from the middle for another 50. This gives a good variety of length and sentiment within the analysis sample for learners, so we didn't need to explicitly select the sample based on these characteristics. Figures of the sample characteristics can be found in Annex A.

The following table describes the analysis sample. Since the sample size for the facilitators was relatively small, all facilitator interviews have been included in the qualitative analysis sample.

Table 2.5: Analysis sample size

Sample	Male	Female
Learners	10	90
Youth	3	32
Adults	7	58
Facilitators	4	15

Although it would not be efficient to do a qualitative analysis of all of the interviews collected in the full sample, it is still important that the evaluation is responsible, meaning all of the data collected from interview participants is used for the evaluation. This data provides a unique opportunity to further leverage text mining methods for the analysis, in combination with traditional qualitative methods. This ensures all data is represented in the analysis while making the best use of the analytical resources.

2.2 Evaluation methods

The evaluation employs a combination of qualitative analysis and text mining analysis. As described above, a subset of transcripts (the "analysis sample") was selected for qualitative analysis. This has been supplemented by text mining analysis. Together, these methods look at underlying reasons for how and why transition and learning outcomes were achieved, the sustainability of such outcomes, as well as broader barriers and enablers to the transition pathways of OOS children. A detailed summary of the text mining methods used has been added to Annex B.

The qualitative and text mining approaches are not mutually exclusive. For example, the specific n-grams selected for analysis can be selected based on the thematic areas identified in the qualitative codebooks. Similarly, the topics identified in the text analysis can identify areas where qualitative analysis can add more insights.

The following table summarizes the evaluation indicators developed for this study and the indicators where text mining will be used to complement the qualitative analysis. Note that some indicators are related to more than one objective.

Table 2.6: Community based education study evaluation indicators and methods

Evaluation Objective	Indicator	Text Mining Used as Secondary Evaluation Method
Project results against intermediate and transition outcomes	Transition outcomes	✔
	Learners' perceptions of changes in transition outcomes	
	Learners' perceptions of changes in community perceptions/attitudes	✔
	Facilitators perceptions of changes in community perceptions/attitudes	
	Perceived sustainability at the individual, community, and system level	
Describe lasting impact project will have	Learners' perception of skills generated by the program	✔
	Learners' perceptions of changes in community perceptions/attitudes	
	Financial benefits of the program	✔
	Resilience of CBE participants	
Lessons about the CBE model	Learners' perceptions of the CBE programs	✔
	Facilitators' perceptions of the CBE program	
Understanding the barriers for marginalized girls[8]	Learners' experiences with the CBE program	✔
	- differences in experiences across age, gender, and district	✔
	Resilience of CBE participants	

[8] Note the wording of this objective has been updated from the ToR to be more clear.

3. Findings

Objective 1: Intermediate and transition outcomes

Transition outcomes

Overwhelmingly, the CBE program was seen to result in positive transition outcomes for girls who remained in the program throughout the COVID-19 period. The most commonly reported positive transition outcomes were that some participants started IGAs in the skill areas they received training in, girls transitioned to safer IGAs (ex. no longer working as housemaids, where they tend to be treated poorly), and that some participants re-enrolled in school, or used their earnings to finance school fees for other members of their family.

The following table presents data from the CBE survey collected by World Vision, which collected surveys from CBE participants on a more comprehensive set of transition outcomes relevant to this subsample, including self-employment and attachments. **More than 75% of participants go on to be self-employed or to pursue training, an attachment, or formal education.**

Table 3.1: Reported transition pathways after participating in the CBE program

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%
Full course	5%	3%
Not Active	15%	5%
Other	12%	28%

This is supported by other findings from the text analysis, which shows that self-employment was widely reported across all districts. The following figure also highlights the regional differences in the types of self-employment that participants reported. For example, in Chivi, a wide array of vocations were reported including hairdressing, making buns, baking, sewing, in addition to other non-specific terms such as “training”, “business”, and “vocational”. In Gokwe South, catering, cosmetology, and baking-related terms were also frequently reported but there is no mention of any sewing-related vocations. This is also the only district where “attachments” were among

the most common activities reported by participants (attachments were not within the top 15 terms reported within any other district).

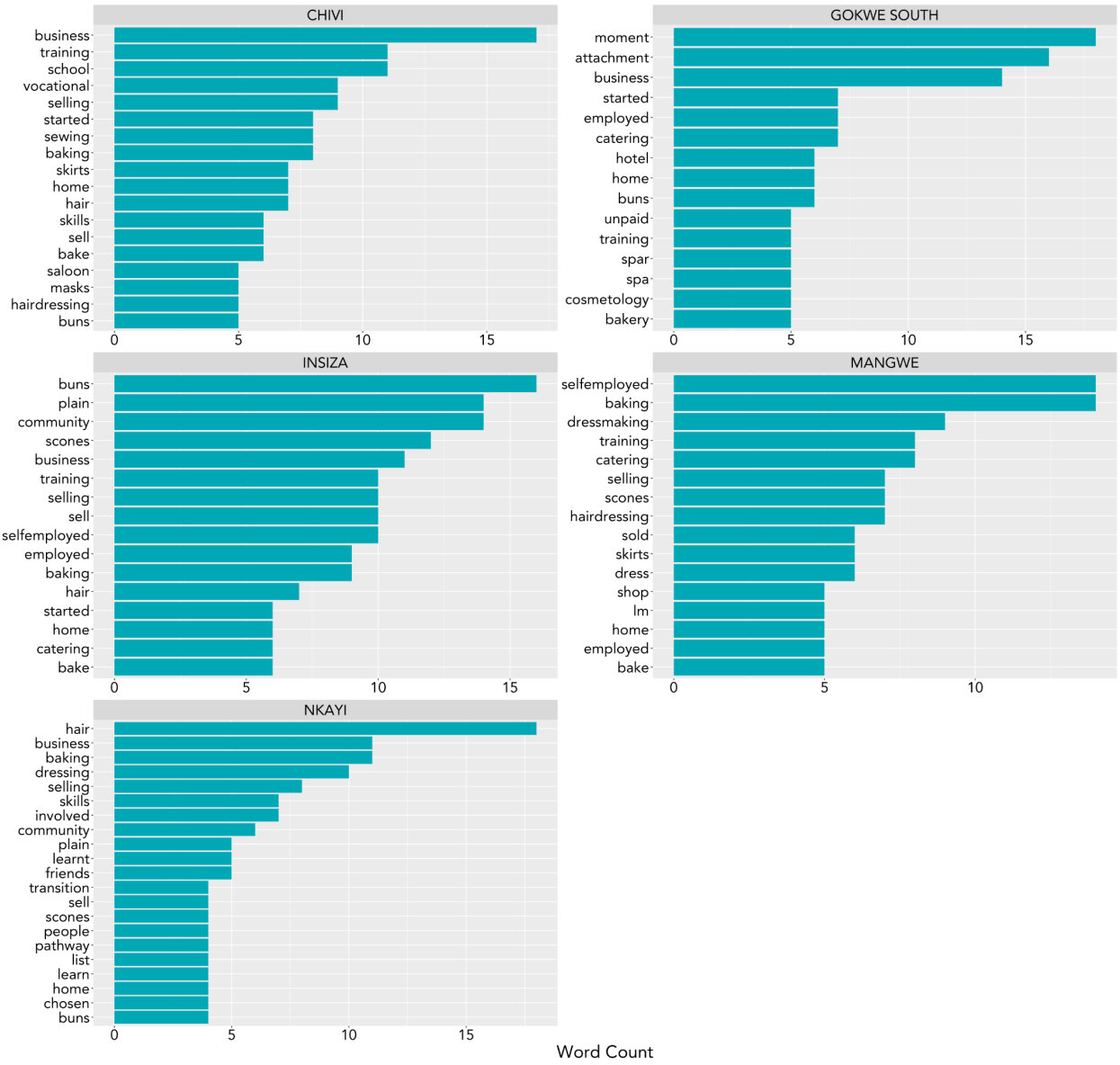

Figure 3.1: Most common words in responses to "Following the vocational skills training, what business or employment activities are you participating in?" (By District)

This may be a reflection of the types of vocations that were emphasized by facilitators in these districts, but this figure shows that there was a lot of variation in the types of activities pursued by participants after they completed the CBE program. The differences between age groups (above/below 18) are not as noticeable, however, we do observe some differences by gender, as shown in the figure below. Male participants were relatively more

likely to report going on to pursue an attachment and were less likely to report participating in activities related to sewing. This may be related to COVID-19 since some vocational skills were not able to progress to attachments because of lockdown restrictions. If boys are more likely to pursue agriculture, this may have been less affected by lockdowns.

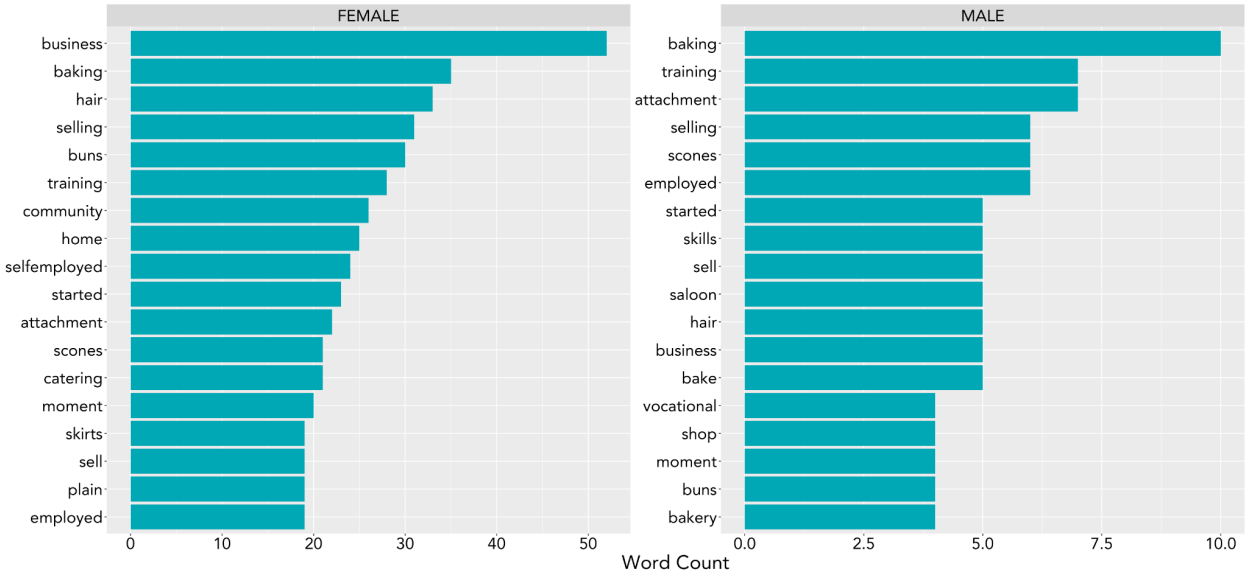

Figure 3.2: Most common words in responses to "Following the vocational skills training, what business or employment activities are you participating in?" (By Gender)

Qualitative data indicate that boys were more likely to engage in the building and agriculture vocational skills training, compared to girls. However, it is important to note that there were very few boys in the CBE groups. Some CBE participants even suggested that CBE "not be limited only to girls," and that more boys should be encouraged to join.

"*The other issue is gender segregation - this is disadvantaging the boys, as we have boys who are not going to school or who did not go to school. If the program could cover all the learners whether girl or boy as there are other boys who are interested to participate in skills learning. The first time we had boys but when it came to VCT, they were not allowed and this has disheartened them as they see no benefit of being taught business management with the necessary skills. Otherwise the program is currently going on well.*"

- KII with CBE Facilitator, Gokwe South

"*We are requesting you to consider boys because if you go to the business centres, you will find them under trees busy gambling. These boys are young and this is because they have nothing to do but they have no option. But if they get something to do they will realize that this (gambling) is not the way to go. So we are appealing to you to consider these boys in this programme so that they get something to do.*"

- KII with CBE Facilitator, Gokwe South

Boys may have also faced more barriers to participation because of competing options and challenges presented by COVID-19. For example, the IGATE-T endline evaluation found that many boys who drop out of school become engaged in gold panning or migrate for work. This may be seen as a more attractive option compared to CBE. For boys that did join CBE, the vocational skills training areas they were most interested in experiencing greater delays and disruptions due to COVID-19 compared to other skills training in certain districts.

"*Most boys wanted mechanics and building but did not go for training as the skill required was not offered. Two boys who wanted building ended up doing catering.*"

- KII with CBE Facilitator, Insiza

Learners perceptions of transition outcomes

CBE participants have experienced positive transition outcomes as a result of the program and tend to be very optimistic about their future. The majority of learners across all districts report that they are now able to provide for themselves and their families due to the skills and financial literacy training they received during CBE. For example, one CBE participant in Mangwe states that "right now I can safely say that I can survive on my own with the skills I have gained, as I can get employment." Even those who are not currently involved in any income-generating activities say that the skills they received from CBE are invaluable and give them more control over their lives.

"*Vocational skills training is very effective ... It has converted me from being an unskilled inexperienced illiterate person into a skilled experienced person that I am today. Vocational skills training has taught me the importance of manual work and this has made me strong, healthy and active too. VST has also secured my future by enhancing my transition to a lot of opportunities.*"

- KII with CBE Participant, Insiza

While the development of hard skills such as baking and hairdressing were what most participants reported as a result of the program, several participants also mentioned the development of soft skills. Participants report increased confidence in themselves, better social and interpersonal skills, and improved relationships with their families. These soft skills will be discussed further in the section on resilience, but we expect that they will serve as important enablers of positive transition outcomes.

'*I have noticed a significant change in my own behaviour. I am now sociable. I used to be very quiet and not socialise with others because now I meet a lot of people but due to CBE are now able to socialise and organise people to do activities.*'

- KII with CBE Facilitator, Chivi

The majority of CBE participants interviewed had started some income-generating activities based on the skills they learned. Several factors were critical to this success, including access to start-up capital, sufficient market size for participants' products/services, and support from caregivers or spouses. These issues are important considerations for future iterations of the CBE program and are discussed in more detail under **Objectives 3** and **4**.

"My parents as well have played a role, encouraging me to continue with CBE."

- KII with CBE Participant, Mangwe

The additional income that CBE participants generated through IGAs may support positive transitions back to school, either for participants themselves, or their family members. Several participants mentioned that the income they have acquired through IGAs would allow them to pay for their education and a few OOS youth cite plans to re-enrol in school. Other participants report using their earnings to pay for their siblings' school fees. Young mothers in the program also report using the profits made from their businesses to pay for their children's school fees. These transition outcomes are particularly positive because it creates enabling conditions for other children to attend school in households where there may otherwise be lower support for education.

"We were poor but now life has improved, I can work for myself. We can now buy food, clothes and other things. I now have money to pay for my child's school fees."

- KII with CBE Participant, Gokwe South

One facilitator claimed that due to the success of CBE participants, some parents only want their children to attend CBE and not formal school. While this concern was not widely reported, it is important to highlight the potential for parents or youth to see CBE as a substitute for traditional education which does not support IGATE-T's overall objectives around education.

"The only challenge is that when we started, the parents thought we are substituting formal education and they would want their children not to go to formal school but come to CBE"

- KII with CBE Facilitator, Mangwe

Despite the high value for CBE that most participants report, implementation issues have caused a drop in enrollment in some areas. There were two main implementation challenges that impeded positive transition outcomes. The first was the long delay between module one, foundational literacy and numeracy training, and modules two and three, which focused on business skills and vocational training. The majority of participants who joined CBE were primarily interested in learning vocational skills and the delay in receiving that module caused many to lose interest and drop out. This was a key finding of the

Midline Evaluation for IGATE-T and is supported by central themes that emerged from KIIs with CBE participants, which centred around the importance of the third module.

"*[W]e waited for about 2 years for the skill training, most of our learners especially boys ended up dropping out as they were saying they are now tired of learning numeracy and literacy of which most dropped out of school because of that.*"

- KII with CBE Facilitator, Insiza

The second implementation challenge resulted from interruptions in the CBE program due to COVID-19. The Endline Evaluation for IGATE-T found that many CBE participants thought the program had ended because of the lockdown-related disruptions. Others were not able to complete their attachments or vocational training. Participants across all districts cited difficulties in finding attachments, typically due to COVID-19. For example, one CBE participant in Mberengwa states, "Yes we could not go for graduation and attachment last year," while another in Chivi said "I did Hotel and Catering. We were taught to be smart so that the customers will be comfortable in buying your product. But attachment is a serious challenge." This was reiterated by CBE facilitators as well.

"*Many could not find attachment due to covid-19. The challenge was that it was now taking too long to finish the program.*"

- KII with CBE Facilitator, Chivi

This has led to low enrollment rates for subsequent cohorts and insufficient numbers of youth available to justify running certain vocational training. Together, this deters positive transition outcomes, as described in the following outcome description from the IGATE-T endline evaluation.

The participation of OOS children in CBE has declined in some districts 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 (once enrolled). . 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. As of May 2021, because of low numbers, VCTs were only offering training in certain trades.
IGATE Contribution	The CBE facilitator worked with OOS youth to develop their literacy and numeracy skills and regularly checked in on participants 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 centres. During COVID, IGATE also provided sanitisers, 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 scepticism 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

In addition, several participants also noted that the one-month period allocated to vocational skills training was not always sufficient to cover the material set out in their syllabus. This left some OOS youth feeling like they had not received sufficient training.

"*[There was] just once [a] month for skills training. For lessons we would start at 8 and knock off at 4. 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.*"

- CBE Participant, Chivi

"*We were only given one month by IGATE to learn at the VTC. So the time was not enough for our madam (teacher) to cover the whole of the course. Like myself I did not acquire enough knowledge on baking - I just know what I was taught. But we ended up writing notes without doing practical.*"

- CBE Participant, Mberengwa

The implications and lessons learned from such implementation challenges are discussed further in the conclusion.

Community perception of participants

The majority of CBE participants believe that other community members perceive them more positively as a result of the CBE program. Before CBE, most OOS youth who were not working were considered to be outcasts. Through participation in the program, these OOS youth were able to acquire practical skills, start income-generating activities in their communities, and practice more prosocial behaviours. The community has taken note of this; facilitators across all districts report that participants contribute to the development of the community and act more respectfully, especially towards elders.

"*Looking at the program I have observed that most of our youngsters have changed, in as far as resorting to idleness and going to Botswana is concerned. We used to witness a huge number of youngsters drinking all day at the shops. Nowadays we are witnessing a reduced number of these youngsters that will be drinking at the shops, and some are now concentrating on the building, hairdressing and catering skills.*"

-KII *with* CBE Facilitator, Mangwe

In ten KIIs, CBE participants describe how community members reach out to CBE graduates for advice on starting a business or developing new skills. This has resulted in a spillover effect wherein several participants of CBE have begun to teach relatives and peers the skills they received in CBE, especially for baking.

"I have also trained a lot of people including some of my peers that are in the village that I trained and now one of them has also started her own business selling scones in Nkayi town".

- KII with CBE Participant, Nkayi

As other community members observed the practical benefits of CBE for its graduates, there has been greater support for the program. However, due to the program disruptions caused by COVID-19, this has not necessarily translated into higher enrollment for the last cohort in some districts. The increased support was most commonly seen among other youth and peers of the CBE participants. For example, one CBE graduate from Gokwe South states that "my friends used to laugh at me saying I'm wasting my time going for CBE but now they are coming back saying I did a good thing even asking me to teach them to cook, especially baking." **This is observable across all qualitative interviews, with over 84% of participants answering "yes" to the question "Have you seen any positive change in how people in the community regard you?"**[9]

This change in attitudes was directly related to the perceived success of the individual CBE graduates. In communities where CBE participants complete the program but did not (or are unable to) start IGAs, informants report being mocked for their efforts. This highlights the importance of providing follow-up support to CBE graduates that address barriers to starting IGAs or having other positive transition outcomes.

"My friends are always making fun of me like what am I doing now with the knowledge I received, they even mocked my going to the CBE."

- KII with CBE Participant, Gokwe South

Facilitator perceptions of community attitudes

Facilitators reiterate that the majority of community members have adopted a more positive perception of the program and its participants. Several facilitators noted that community members made remarks about CBE participants' improved appearance and behaviour. For example, a facilitator from Gokwe South said a community member approached him to say "you can tell when someone participated in CBE because they are dressed very nicely and not like someone coming from the streets". A facilitator from Mangwe also reports that people have come up to him to say that "all [the CBE participants]

[9] The average sentiment of responses to the follow up question "What have you observed" is also the highest across all questions asked in the CBE qualitative interviews. However, this may be due to the wording of the question, which focused only on positive changes.

want to do is work", suggesting there have been noticeable changes in the work habits of participants.

Community support seems to be tied to practical demonstrations of skills developed at CBE. Several facilitators mentioned that support for the program remained low until the first cohort returned and started businesses.

"*[Community members'] mindsets were not opened and through interventions from CBE from the day we started until the day they returned from [Vocational Training Centres (VTC)] showcasing the skills they received, the community now is admiring these students and some are even asking if the program is continuing because they want to join too.*"

- KII with CBE Facilitator, Gokwe

Community support for CBE is most notably seen in caregivers' willingness to contribute time and resources to enable participants to attend. For example, several facilitators reported that community members provided food and water for the participants during the lessons.

"*The community designed a tip tap (chigubhu gear) for us and food as well. They gave us mahewu, there is this other group in the community called ESTRA in Mbungu. This group is into catering so they were giving us mahewu every time we meet.*"

- KII with CBE Facilitator, Gokwe South

In other communities, community members volunteered their labour to create meeting spaces, or allowed the use of public spaces, such as community halls or churches, for participants to gather for lessons. In Chivi, a CBE facilitator describes the contributions of participants' family members as follows, "when we started out our CBE program the community cleared the land and built a shade for us."

Sustainability

Evidence on the sustainability of the program at an individual level is positive.

On one hand, CBE participants are likely to be involved in an IGA, earn profits, and reinvest those profits into the business after participating in CBE. This is a very positive indication that personal IGA endeavours are sustainable over the long term, as participants can reinvest their earnings productively. There are a few reports of participants using profits to pay for school fees for themselves and their siblings, as well. CBE graduates seem to have benefitted from financial literacy training in particular and are knowledgeable about how to maintain profit margins and reinvest in their businesses, suggesting long-term sustainability of their earnings due to the program's efforts.

While the majority of participants report earning positive profits after the completion of the vocational skills training, the distribution among the different skills is not equal. Participants involved in hairdressing are more likely to be reporting a positive profit compared to those in baking and sewing. This is likely due to the initial low capital requirements and need for ongoing purchase of supplies with hairdressing businesses compared to the others.

At a community level, sustainability faces a central challenge due to limited market demand for vocational skills due to the small size of some of the communities that CBE operates in. This causes issues when CBE participants form businesses that compete both with each other and potentially, businesses that are already operating in the communities. For example, one learner reported that competition from a rival baking group had reduced their profits so much that their efforts were not sustainable.

In addition, the volunteer model that the CBE program relies on faced challenges. People who volunteer their time to implement the CBE program believe they were not valued in some communities and report being harassed and called "free people". Incidents like these may lead to difficulties in recruiting future volunteers or ensuring that CBE participants have continued support after the program ends. However, this may be partially offset by the transfer of skills from participants to their peers.

Aside from a few negative incidents, **more community members seem to now appreciate how providing vocational and financial literacy training can improve individual and community outcomes**. Support for such training is high where participants have graduated and set up IGAs, though systematic support is still lacking, with no evidence of any plans to continue the program without third-party support. Continuous enrollment also appears to be highly contingent on the timely implementation of the CBE program modules.

Sustainability may also be limited by market saturation within small communities, where too many participants trained in the same skill area would produce goods or services beyond the demand of their communities and so no longer be a viable IGA. This issue is exacerbated by the spillover effect of CBE participants teaching their peers and family members the skills that they have gained from CBE, which creates more competition within the community. This may be partially offset by the mobility of many OOS youth, but remained a frequent phenomenon reported by a large subset of participants.

At a systems level, the CBE model effectively demonstrates how alternative education channels can provide productive transition options for the most disadvantaged youth in Zimbabwe. The lessons learned from the CBE program can inform other iterations of the model and be leveraged to support future cohorts of OOS youth, who have been particularly challenging to identify, engage, and support through other types of programming.

Objective 2: Describe the lasting impact the CBE project will have

In this section, we consider what other kinds of impact the program has had on learners, including financial benefits and resilience outcomes.

Learners perception of acquired skills

We conducted a sentiment analysis using text mining to provide insight into this topic. When we compare the responses to the follow-up question "What is the most significant thing that has happened to your life due to CBE?", most students responded with very positive answers. As a benchmark, we can compare this to responses to questions that asked about neutral topics, such as "Following the vocational skills training, what business or employment activities are you participating in?" The distribution of response sentiment for these two questions is shown in the figure below. This demonstrates that participants report experiencing *positive* outcomes after participating in CBE.

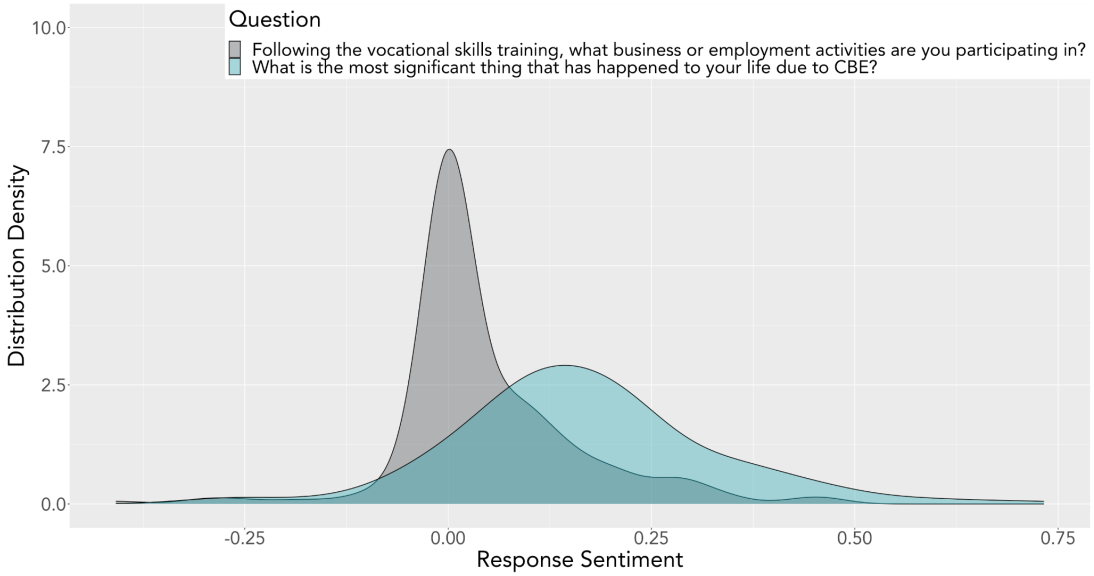

Figure 3.3: Distribution of average response sentiment by question (-1 is extremely negative sentiment; +1 is extremely positive sentiment)

The following graph describes the relationships between the terms that are used by participants in response to the question "What is the most significant thing that has happened to your life due to CBE?" This diagram maps which words are most commonly associated within the responses to these questions where the relative shade of the line between the words indicates how common that association is. For example, we see that community and perception are commonly discussed together and that through CBE these are also associated with terms like "helped".

We also observe frequent references to associated terms like "generating" and "income", as well as "knowledge" and "acquired", which reflects participants' reports of gaining knowledge on things they didn't know before. When we consider these relationships alongside the broader qualitative findings and the positive sentiment that was used when students were responding with these phrases, this is strongly suggestive that the project has had broadly positive impacts on these participants.

The reference to "community perception" and "life skills" also suggests that the outcomes associated with CBE are broader and potentially longer-lasting than just transition outcomes. In the remainder of this section, we consider the lasting impact that the CBE program is expected to have, beyond its impact on transition outcomes.

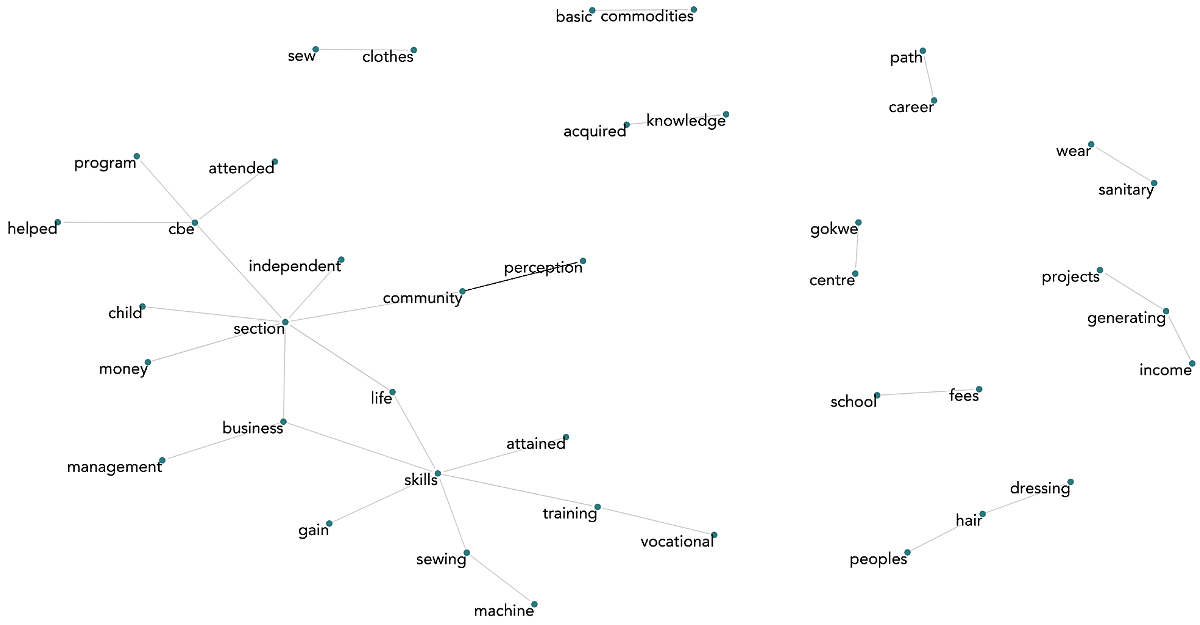

Figure 3.4: Most common term associations used in response to "What is the most significant thing that has happened to your life due to CBE?"

As highlighted previously, CBE participants value the vocational skills they received through the CBE program. The qualitative analysis supports these findings. During KIIs, participants consistently reported vocational training to be the most useful and positive aspect of the CBE program across all districts, regardless of the specific vocational skill they were trained in.

In addition to vocational skills, participants frequently cite lessons on budgeting and financial literacy as valuable aspects of the CBE program. Increased financial literacy and budgeting allow learners to operate their own businesses more effectively, increasing their ability to earn income and achieve financial independence.

"We were taught on financial matters in native language by the facilitators. I understood how one makes profits whenever they establish a business. Of which this has helped me to manage my small business and help nurture it to grow. I'm very grateful for this module, because indeed if one is to establish a business it is key to be taught on how to manage your expenses and also on saving."

- KII with CBE Participant, Insiza

While vocational training provided participants with the skills to provide a service, the financial literacy module of the CBE program equipped participants with the skills to help start and sustain their business over time. One CBE participant in Chivi states that "I can now budget for my money. I can also calculate profit and loss in my business. I now have the knowledge that is important for me to be able to run a business." This was reiterated by other entrepreneurs, as follows:

"It taught me business skills and how to manage businesses, budgeting and planning. It taught me that when I want to start a business I should take other factors into consideration such as location...as well as the prices that they are being sold in that area and that I should introduce low prices for them to be available for everyone. It taught me record keeping too. It taught me how to calculate profits and losses."

- KII with CBE Participant, Gokwe South

Increased financial literacy and budgeting skills have also transferred to participants' personal lives. One facilitator mentioned that his relationship with his family has improved as a result of his increased ability to plan and budget.

"Through the modules that we were given and other tools that we received from IGATE I can now plan well for my family and now I have good relations with both my wife and kids because the program made me to be [a] responsible and respected father."

- KII with CBE Facilitator, Gokwe

Learners' perceptions of community attitudes

In the previous section, we showed that learners have a mostly positive perception of the CBE program and discussed how this has contributed to transition outcomes for the participants (Objective 1). In this section, we extend the discussion to consider community attitudes towards CBE and the long term implications these have for learners.

According to KIIs with OOS youth, attitudes of caregivers and fellow peers have changed drastically since participants completed vocational training, though this tends to be concentrated around participants who have started earning income or can contribute skills to their household. Caregivers and community volunteers report that OOS youth are generally looked down upon by the community because they are seen as being "idle at home," or failing to contribute to their families. CBE participants confirm this. Before

joining CBE, most participants report that community members did not view them as valuable members of society. Participants described how "most people in my community regarded me as a nobody" or that community members "looked down on me." A female CBE participant in Gokwe South stated that her community "never regarded me or [thought] I would amount to anything."

After CBE participants completed the program and received vocational training, they experienced much higher regard from their peers, as well as community members more broadly. Community members also perceive the CBE participants who completed the program and started successful IGAs as being more responsible, respectable, and pro-social since graduating from the program. For example, one CBE Facilitator in Insiza described how "there is so much change in the way [CBE participants] behaved before CBE and after. They are no longer a social misfit - the exposure of going to Pagani and the college environment changed them." One of the additional benefits of CBE that community members appreciated was that it encouraged OOS youth to refocus their time and attention on productive goals, rather than getting "distracted" or being influenced by negative peer pressure.

"It [CBE] has managed to bring change in the way they behave, they no longer behave like they used to, no longer get involved in unnecessary gatherings they used to do, and this has enabled those that did not go for training to learn good behaviour."

- KII with CBE Facilitator, Mangwe

There is also strong evidence that the CBE participants who have seen success following their participation have earned more respect from their peers. Evidence of increased peer respect is primarily seen in three ways. First, peers frequently approach CBE graduates to ask advice on how to run a small business; second, peers express interest in joining the CBE program after seeing the success of previous cohorts; and third, peers want to learn vocational skills from the CBE participants. References to teaching peers new skills, advising others on financial management, and becoming a role model emerged in over thirty KIIs and was a prominent theme in the area of soft skills or relational improvements across the data. One CBE participant from Insiza stated that "The community now respects us and advises their children to do like us… our peers are now interested in joining CBE." Another participant in Gokwe South describes how she has "motivated many due to my current work. People are now asking me if there is another recruitment to be done. They are now admiring me."

This marks a significant difference from the beginning of the program when OOS youth were frequently looked down upon and mocked for joining CBE during its initial modules. Similar to caregivers, the change occurred because of the practical and financial benefits that peers observed in the CBE graduates.

For example, a CBE participant from Insiza stated that "some girls have come visiting me for advice on how to start their small businesses," while another participant in Nkayi said, "I have managed to make my own dresses, so people admire me and wish they could have joined CBE like me." This demonstrates how CBE participants are now seen as successful role models to other OOS children in the community. It also validates the project's theory of change and confirms the high demand for skills training among OOS children.

"*I am educating my peers on types of businesses to do ranging from growing different crops, pesticides, and how to sell them and also how to display your products well on your table. My parents are now good farmers now all because of CBE. They couldn't do it before.*"

- CBE Participant, Gokwe South

The high demand for vocational skills and newfound regard for CBE graduates has resulted in a spillover effect within the CBE communities where CBE participants are teaching other OOS children and some adults the skills they learned from CBE.

"*My relatives, especially my grandmother, are now able to bake buns and scones because I taught them. My friend who is at school would come to learn how I do it. Some of the community members even ask how I do it.*"

- KII with CBE Participant, Gokwe

One potentially unexpected consequence of many people gaining vocational skills training (either directly through the program or secondhand from program participants) is that it led to an increased supply and market saturation for certain goods and services in some locations. This was already an issue in certain areas, where some girls who completed training found that the market in their local communities was too small to support their business. The lack of demand for the products or services they were trying to sell resulted in girls travelling further from home to earn income. This happened most frequently with girls who were trying to sell buns and baked goods. In some cases, girls were travelling to areas with illegal gold panners to sell their products because they were unable to in their communities.

"*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

Financial benefits

The program's financial benefits are, for many, quite positive. The financial benefits depend on what skill the participant chose to learn, as well as access to start-up capital to

address financial barriers, and the local market dynamics. The table below shows the reported monthly profit by skills training.

Table 3.2: Reported monthly profits by skills training (USD) after participating in CBE (arrows indicate change from before CBE)[10]

Skills Training	No Profit Reported	1-9.99 USD (%)	10-19.99 USD (%)	20-29.99 USD (%)	30+USD (%)
Cosmetology	6 (20.7%) ⬇58pp	11 (37.9%) ⬆24pp	5 (17.2%) ⬆17pp	4 (13.8%) ⬆7pp	3 (10.3%) ⬆10pp
Sewing	13 (52.0%) ⬇20pp	5 (20.0%) 0pp	6 (24.0%) ⬆24pp	0 (0.00%) ⬇4pp	1 (4.00%) 0pp
Hotel and Catering (Baking)	16 (43.2%) ⬇24pp	9 (24.3%) ⬆19pp	7 (18.9%) ⬆ 8pp	3 (8.1%) ⬆2pp	2 (5.4%) ⬇5pp
Agriculture	1 (25.0%) ⬇ 50pp	2 (50.0%) ⬆25pp	0 (0.00%) 0pp	1 (25.0%) ⬆25pp	0 (0.00 %) 0pp
Total	36 (37.9%) ⬇35pp	27 (28.4%) ⬆ 17pp	18 (18.9%) ⬆15pp	7 (8.4%) ⬆4pp	6 (6.3%) ⬆1pp

Around two-thirds of the participants report earning profits, though it is not possible to attribute this directly to the project without information about what participants' other options were (i.e. what the counterfactual outcome would be for these girls)**.** People who participated in cosmetology have higher rates of profit than participants who were trained in the other skills, although these differences are not statistically significant.

Slightly over one-third of participants report no monthly profit. Sewing and catering/baking have the highest rates of participants earning no income after participating in CBE. The main reasons for why participants have not been able to achieve regular income include lack of capital required to start their business, a lack of customers due to the lockdowns or economic conditions of the regions, or the business is in its "infancy stage," where profits are currently zero.

As discussed earlier, portions of these profits are being used by participants for important purchases including school fees for family members, household supplies, groceries, and further investments in their businesses.

[10] Profits before are defined as profits from IGA's participants ran before participating in CBE or any other income they received before participating

Resilience

CBE contributed to increased resilience for OOS girls. In addition to potentially earning extra income, a very strong theme that emerged across KIIs with OOS girls across all districts was that their participation in CBE has led to increased financial independence and feelings of self-efficacy. This, in turn, decreases girls' dependence on others to secure their livelihoods. For example, a girl from Gokwe describes how vocational training helps "young girls like me to be independent [and] well in life, and not look up to someone for everything." Another OOS girl from Nkayi stated that "I have managed to learn new life skills and I'm now independent as I can manage my own life." Statements like these demonstrate increased self-confidence, feelings of self-efficacy, and may promote assertiveness as dependence on others decreases. According to the project's theory of change and supporting qualitative reports from caregivers and community members, we would expect these kinds of changes to increase girls' sense of resilience and, ultimately, their life outcomes.

Pregnancy is a major barrier for both in-school girls and OOS girls. For in-school girls, pregnancy is a major risk factor contributing to girls dropping out of school. For OOS girls, early pregnancy or marriage make it more difficult to earn an income or return to formal or informal education. Pregnancy also places OOS girls at greater risk of early marriage.

There is evidence to suggest that increased financial independence may result in fewer pregnancies and early marriages for female participants. Improving girls' business acumen means that girls no longer have to sit idle "wait[ing] to get married" and can earn income independently. Several participants in Gokwe South echo this sentiment with one saying "if I remain idle, I will get married at a tender age".

"*Even on issues of early marriages, it helped to alleviate that challenge because even if we look at my colleagues all of them are yet to be married. They are busy thinking about working and making money so as to empower themselves.*"

-KII with CBE Facilitator, Gokwe South

Facilitators also reported that CBE reduced the risk of pregnancy. One facilitator in Mangwe states that due to CBE, "the rate of OOS falling pregnant is lowering," while another facilitator in Insiza said that they expect OOS girl pregnancy rates will be reduced since girls will be "preoccupied with their small businesses." This sentiment is echoed by participants who recommend CBE, saying that OOS girls "may focus on that [business] instead of marriage".

For OOS girls who are young mothers or have husbands, learning vocational skills and earning additional income has helped participants provide for their families and ease financial stress within their households. This was a very common theme amongst CBE facilitators when describing the importance of the program for girls. One facilitator in Gokwe South states, "these skills will benefit them in the future as they enable the learners

to be self-reliant. They will not rely much on their husbands and as such this will minimise quarrels." It is also validated by multiple female participants, who indicate that they are more valued by their husbands when they are actively contributing to the household.

"*My caregiver, who is my husband, is benefiting in the sense that after I get money from plaiting hair I am buying him clothes and shoes and even food for the family. I am helping him to take care of the family.*"

- KII with CBE Participant, Gokwe South

There is also some indication that CBE has increased the financial literacy of households and enabled families to better manage their finances. This should support lifelong benefits as participants can manage their personal finances better.

"*Our children were unaware of what a budget is. So with the knowledge that they have through reading the books they received, it seems they are getting mature because they now know that if I buy my 1 bar of washing soap, I can spend 2 months using this bar of soap...They plan first before buying. I can add that they can help their husbands, I mean those who are married. In the past when they were given money by their husbands they would just go to buy jiggies. They now know that if I'm given something like US$20 I must prioritize important things. We are seeing signs of maturity and discipline when it comes to budgeting.*"

- KII with CBE Facilitator, Gokwe South

The IGATE-T Endline Evaluation report indicated that many girls and women are not comfortable reporting cases of abuse within their households, in part because they are financially dependent upon either husbands or other caregivers. We, therefore, expect that the increase in financial independence observed among OOS girls could increase girls' resilience against abuse. This was not explicitly mentioned in the qualitative data, though several caregivers and CBE facilitators indicated that CBE ensures girls won't be held back by their husbands.

"*The change that is there is that as we have taught them now, they can use their hands. They have now mastered that they can use the skills they got to survive in case you are married to a husband who is not very hardworking.*"

- KII with CBE Facilitator, Mberengwa

Objective 3: Lessons from the process, design and implementation of the CBE model

There are several important lessons learned that emerge from the successes and challenges of the CBE program in Zimbabwe.

The theory of change for the CBE program is validated by many of the qualitative findings. First, vocational skills training and the financial literacy module were highly

demanded and greatly valued by participants. While the vocational training provided participants with the practical skills to start IGAs, the financial literacy education promoted the sustainability of the IGAs and improved household finances more generally. This is evident when we consider the terms that participants used when asked "What has influenced you to continue participating in CBE?". The following diagram shows that the most commonly cited reasons for continuing were things like gaining/acquiring knowledge, the prospect of a "brighter future", and "income-generating" activities. The darkness of the line shows how common each association was. By far the most common associations were around life skills, skills training, and the income-generating projects respondents participated in. Financial literacy and literacy/numeracy training were also reported, but these were not as widespread as the vocational training as a reason for participants to continue with CBE.

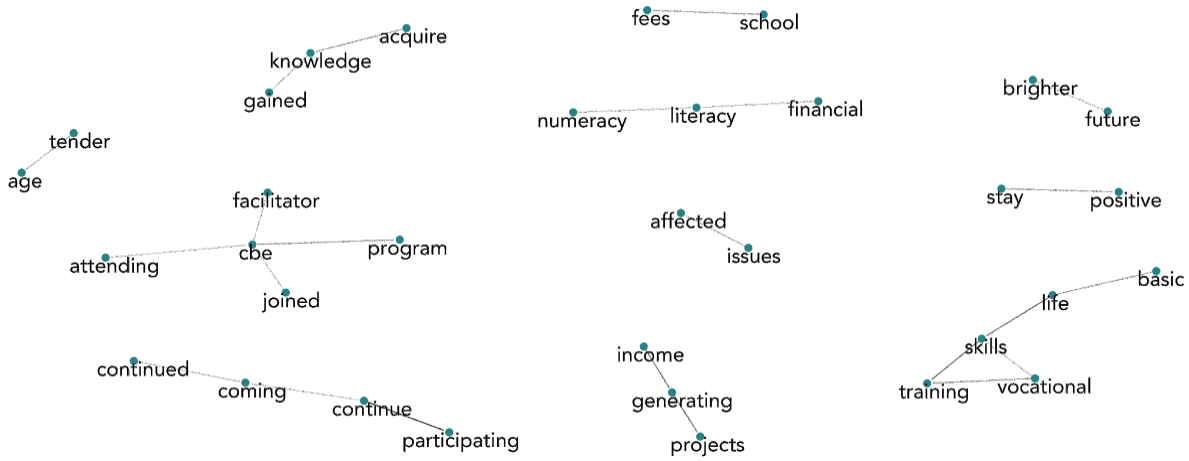

Figure 3.5: Most common term associations used in response to "What has influenced you to continue participating in CBE?"

This emphasizes the need to prioritize tangible skills for future programming. While things like "staying positive" were also reportedly important, this was not as widely cited as the applied skills training. These findings are validated by the qualitative analysis. There was a very strong theme where informants referred to the practical benefits that come from earning income using their skills and financial literacy, which resulted in tangible improvements for participants and their families. This is discussed in more depth in previous sections.

"*I am selling vegetables and I can now afford to buy salt and other groceries for my mum. She is no longer begging.*"

- KII with CBE Participant, Gokwe South

The program was able to adapt to several challenges it encountered throughout implementation. This included providing start-up kits to some learners that completed

vocational training but lacked the capital to start IGAs, which wasn't initially part of the program design. Despite this addition to the program, there were still over 50 respondents in the qualitative sample who cited a lack of start-up capital as the primary barrier to starting an IGA. The start-up kits address a critical barrier and were important to the success of OOS who received them. Given the extent of the need, start-up kits should be considered as a standard part of future CBE programs.

There were some challenges in the distribution of start-up kits, according to CBE participants and facilitators. Therefore, the selection process and distribution could potentially be improved through earlier planning. As one facilitator in Chivi mentions "the start-up kits should be shared equally amongst all CBE centres so that the other learners won't be discouraged."

"I am aware that we may access start-up kits, since we were not given like some of our counterparts. as someone who is eager to start up an enterprise, I will patiently wait."

- KII with CBE Participant, Mangwe

Overall, the CBE model was generally successful and made progress towards improving opportunities for the OOS youth who participated in the program. This likely contributed to its popularity among participants. When asked if they would recommend the CBE program to others, 77% of participants said they would. In KIIs, participants cite their increased financial opportunities, independence, and newfound skills as reasons to join. They also state that their peers are often "envious" of their success.

However, as shown in the table below, support varies significantly by district, with only 60% of participants in Nkayi reporting they would recommend the program (compared to over 80% in Chivi, Insiza, and Mangwe).

Table 3.3: Text analysis of responses to "Would you recommend anyone to CBE in the future?"

District	Yes	No/Ambiguous Response
Chivi	20 (83%)	4 (17%)
Gokwe South	48 (77%)	14 (23%)
Insiza	40 (85%)	7 (15%)
Mangwe	46 (88%)	6 (12%)
Nkayi	31 (60%)	21 (40%)
Overall	185 (78%)	52 (22%)

There are several considerations or challenges that emerged around the implementation of the CBE program that may have reduced its effectiveness. A natural place to look for these kinds of challenges is the group of individuals who claimed they would not recommend the

program. Within this group, **we see reports of feeling like the profits they earned were too small, frustration with having their profits being "taken" (discussed later in this section), and challenges balancing childcare burdens with attending CBE, which made the experience difficult for some.**

When asked about the specific issues that limited their participation in CBE, both boys and girls reported time as the main factor. The relative frequency of these factors differed by gender, with girls also reporting care duties and chores more often than boys.

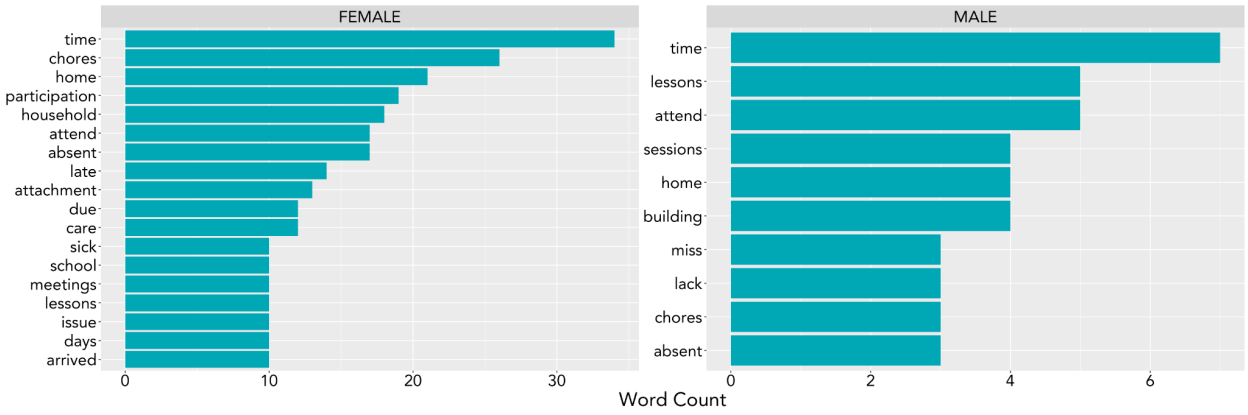

Figure 3.6: Most common words in responses to "What issues affected your overall participation in CBE?" (By Gender)

The impact of chore burdens on girls, in particular, was also confirmed through the qualitative study. Both in-school and OOS girls report that chore burdens, including child care, cooking, cleaning, fetching water, and other household work is much more prevalent and time-consuming compared to chores typically performed by boys, such as minding cattle. The IGATE-T evaluation also found that COVID-19 exacerbated chore burdens, especially for girls, and created barriers to attending alternative learning activities. When asked why some participants miss CBE sessions, an OOS girl in Insiza explained that "some will be doing chores at home then others just do not take CBE seriously."

Efforts by IGATE to sensitize caregivers on reducing chore burdens for girls to allow time for study or CBE attendance seems to have mitigated these barriers to some degree through great community support networks:

"*Like some children don't stay with their biological parents and they are made to do chores that are not even of their age, I encourage them to report to me so that I can counsel the caregivers they stay with because for example there are children that are told you don't go to school until you finish watering the garden so I'm there to remind the children that they cannot talk to the parents directly about it, so come tell me and I will talk to them.*"

- KII with CCW, Mberengwa

Lessons related to CBE module content

Learners frequently reported that vocational training did not cover all the expected material. CBE participants typically attended vocational training for one month. Across all districts and vocational skill types, learners reported that the training was effective, but "very short." For example, one learner in Mangwe said that because of the short training period, she missed out on key skills: "The training was very effective. However, I did not learn how to cut material on my own - they were cutting for us. The time we spent at skills training was too little." Consequently, many cohorts were unable to get through the course material they were supposed to cover, or the pace became too difficult.

"The course was done in a short time. A fast learner learnt and mastered the course well, but some of us were still blank at the end."

- KII with CBE Participant, Chivi

Many participants also reported having lower value for the literacy and numeracy modules and felt frustrated by long delays between modules, which led to a large number of dropouts. This was a key finding in the IGATE-T Midline Evaluation, which found that the majority of OOS children joined CBE primarily for the vocational training aspect. Some of the negative feedback on the literacy and numeracy modules could be reduced by shortening the time between modules or finding ways to integrate more practical skill lessons into the earlier modules to maintain OOS children's interest. The literacy and numeracy were still effective in improving learning outcomes for many participants, but the time spent on these modules seemed disproportionate to that spent on vocational training.

"We waited for about 2 years for the skill training. Most of our learners, especially boys, ended up dropping out as they we saying they are now tired of learning numeracy and literacy of which most dropped out of school because of that"

- KII with CBE Facilitator, Insiza

Finally, there were several reports in Gokwe District that program materials were not available in the local languages. Materials were only available in English or in a local language that the participants didn't speak. Since many of the participants are not fluent in English, they could not fully understand the material. For example, one participant describes that "proper communication was a barrier. I am a Ndebele person and some of the Shona terms were difficult for me to comprehend," (CBE Participant, Gokwe). Translating the material into local languages may be an effective way to reduce the barriers to learning for more vulnerable children.

"My view is that the books that were given for training are in English and some of the learners did not go to school, some did not finish their education, this was a hindrance to them as they did not fully understand."

- KII with CBE Facilitator, Gokwe

Lessons related to program facilitation and delivery

There are several successful aspects of CBE program delivery that should be highlighted for future programs. **First, the use of volunteer community-based facilitators for the CBE program was an effective way to reach out to and engage OOS children, as well as build valuable resources within communities.** The qualitative data indicate that CBE facilitators are frequently cited as role models or sources of support for OOS children. This is significant since many OOS children left school because of vulnerabilities, such as the absence of supportive caregivers, in the case of orphans or child-headed households. CBE facilitators are also referenced as people OOS children would feel comfortable going to if they faced problems, such as abuse. Therefore, volunteers have become integrated into a network of broader support for OOS children.

Second, **small in-person groups allowed facilitators to engage with learners and provide more one-on-one, catered support.** This is especially important for the literacy and numeracy modules, where OOS children are often at vastly different grade levels.

Third, the variety of vocational skills offered (including hairdressing, catering, building, agriculture, and sewing) provided good, practical options with fairly low barriers to entry and high demand, except for building, which had few participants. The variety of vocational skills also ensured more competitiveness for each learner when they returned to their communities.

Fourth, CBE was found to be particularly effective for young mothers and in some cases, children with disabilities. Such vulnerable groups were not only able to develop practical skills and earn income, but they also gained more respect and higher regard in their communities. Expanding the age limit in some communities would allow more young mothers to join and benefit from the program.

The program must also consider mothers because there are some mothers who are very much willing to do something but because of lack of resources they can't do anything. Even if you can take at least 2 groups per ward it will make a difference. Mothers are more committed than girls and young mothers and they can excel to greater heights."

- KII with CBE Facilitator, Gokwe

Finally, CBE had important impacts on learners' resilience, coping mechanisms and self-confidence. OOS children, facilitators, and community members all report that participants exhibited more prosocial behaviour, respect for others, and professionalism by the end of the program. This finding coincides with and reinforces the previous point,

where participants earned much more respect in their communities because of their ability to offer skills and because of their improved behaviours. For this reason, in particular, several facilitators recommended encouraging more boys to join. Boys are more likely to choose building as their vocational area, a skill that many communities value and see the need for. However, this is not meant to suggest that only boys should be encouraged to do building. It may be necessary to promote this trade more generally, to both girls and boys, to increase uptake.

"*If we look at Gokwe South side, have you ever enrolled boys? If not, then consider them because if you see the girls some are doing horticulture, some Hotel and Catering and others Clothing and Technology. So with boys they can do Building and in the future we will want builders to build our houses as well as theirs. So if you enrol them in Building, carpentry this will help us a lot here in Gokwe South.*"

- KII with CBE Facilitator, Gokwe South

In addition, community members, such as caregivers, facilitators, and local leaders, report that OOS boys are often influenced by negative peer pressure and end up engaging in troublesome or antisocial activities, such as "drinking at the shops", "sitting under trees gambling," and theft. The CBE program could build off its success to help boys develop more positive coping mechanisms, goals, and alternative sources of income, much as it has for OOS girls.

"My observation is this programme is biased more towards girls. We are requesting you to consider boys because if you go to the business centres, you will find them under trees busy gambling. These boys are young and this is because they have nothing to do but they have no option. But if they get something to do they will realize that this (gambling) is not the way to go. So we are appealing to you to consider these boys in this programme so that they get something to do"

- KII with CBE Facilitator, Gokwe

Despite these successes, some facilitation and delivery issues likely diminished the impact of CBE. Consideration of these issues can help improve outcomes in future programming.

One issue that consistently came up with the volunteer-model program activities, such as CBE, was that **community volunteers did not feel valued for their time and contribution.** This often led to additional effects, such as ridicule from other community members. The feeling of being "forgotten" was also seen in the IGATE-T midline evaluation. This speaks to the potential unsustainability of the volunteer aspect of this program mentioned in Objective 1. If volunteers are feeling forgotten, they are less likely to continue to donate their time, especially when they are not valued by the community.

It is important to note that volunteers do not necessarily expect to be paid for their time. Compensation, acknowledgement, or celebration of their roles was the most important

consideration among facilitators interviewed. For example, there were several reports of volunteers using their own funds to buy radios, bicycles (to cover greater areas), or other materials to help support the learning of OOS children. There were also several reports that facilitators were ridiculed by other members of the community and, in some instances, their spouses or direct family.

"There should also be enough stationery for the facilitators and learners. Sharing a card amongst 10 learners is difficult, as the facilitators and the spouses will be questioning us if there is any benefit in facilitating so there should be a little appreciation for us."

- KII with CBE Facilitator, Chivi

Providing facilitators with in-kind compensation, such as phones or bicycles, would enable them to improve service delivery without additional costs to themselves. Simple gestures, such as T-Shirts or the provision of staple goods, would also help acknowledge their role more publicly.

"The program should offer bicycles to the facilitators for the sake of easy movement for them as we walk very long distances to reach out to our learners. The program should also provide sunhats and t-shirts to the facilitators for easy identification purposes wherever we go. We do not own smartphones, hence some information that we have to report to the focal persons requires such, therefore it would have been ideal if they provided us with smartphones for easy communication and even for sending pictures to convey some of the good work being done here on the ground by the learners."

- KII with CBE facilitator, Mangwe

Another suggestion that a facilitator raised was that they could receive skills training themselves:

"Don't forget about us facilitators, you need to consider us ... in all forms of skills development so that we become self-reliant and are able to look after our families"

- KII with CBE Facilitator, Gokwe

Since CBE volunteers played such a critical role in supporting OOS children throughout and after the program, it is important to consider how to better support and acknowledge their efforts and so ensure the sustainability of their efforts.

The other CBE delivery issue was related to occasional abusive or inappropriate behaviours from volunteer facilitators. For the most part, the volunteers were very responsible, became important sources of support for OOS children, and followed the CBE curriculum. However there were some concerning reports that facilitators were diverging from the

course content to teach polygamy and in several other instances, were abusing their authority by taking the profits that OOS children earned through IGAs.

The issue of teaching polygamy was seen in Chivi. A CBE facilitator reported in passing that, "when doing lessons like polygamy, others in polygamous families would invite us so as to have a clear picture of polygamous families." It is unknown if the issue is more widespread.

The problem of facilitators taking profits from OOS girls emerged in Insiza. In two cases, the facilitator helped OOS girls form a group to sell buns at the local market, but retained the money they earned. One OOS girl states that "after sales, we give the money to our facilitator." The other describes the issue in more detail:

"Our facilitators grouped us and founded Delicious, a group of 5 that bakes and sells plain buns and tea scones to our community here in Insiza. I am not sure if I can classify it as business or employment though, or if it's part of training. The reason is that since we started we have not received any income from the project - facilitators are keeping the money."

- KII with CBE Participant, Insiza

These reports were communicated to the project, which has since followed up on the issue with the district teams.

Both issues speak to the importance of continuous project monitoring to ensure facilitators are engaged, understand their roles, and manage the content and quality of the material being delivered.

Finally, as mentioned previously, the program could make an effort to implement the CBE modules in more equal proportion, with fewer delays between literacy/numeracy and vocational skills. This may require reducing the length of literacy and numeracy modules to lengthen the time for vocational skills, or blending the two in a more innovative implementational model. We expect that this would encourage more participation and reduce the number of dropouts from the program.

Objective 4: Understanding the barriers for marginalized girls targeted by the project

OOS children face many unique barriers to positive transition outcomes. These barriers include lack of finances, low levels of caregiver support for education, living in a child-headed household, etc., and are often the underlying reasons why children drop out of school in the first place. Once learners leave school, those same issues can become exacerbated by the stigma around their OOS status, creating a vicious cycle that makes positive transition more difficult to achieve.

In this section, we identify some common barriers that are reported by CBE participants that either prevent them from completing CBE or fully benefiting from the program. The main constraints that emerged from the analysis were capital restraints, caregiver support, regional-specific challenges, and COVID-19. At the end of the section, we discuss the implications that this has for future programming.

Capital constraints

The most common barrier identified in KIIs with CBE participants was lack of capital. Over 50 per cent of participants mentioned capital as an issue, either in the development of their IGA or as a barrier to attending vocational skills training more generally (for example, to cover transportation to the VTC). This is unsurprising since lack of finances is frequently mentioned during KIIs with OOS girls as to why they dropped out of school. The same barrier continues to affect transition.

"I did not have the capital to start my own baking and I also did not get a start-up kit. Therefore it was difficult to learn without the necessary ingredients."

- KII with CBE Participant, Mangwe

While lack of capital was reported by all vocational skill types, it seemed to have the largest impact on those who chose sewing and baking. These vocations are more capital intensive during start-up and require the regular purchase of inputs and supplies. For participants who took sewing, lack of a sewing machine was the largest issue, especially since "people tend to prefer machine-made" clothes. For baking, it included an oven as well as baking ingredients. This was reported by several participants, across all districts.

"Apart from gaining skills in sewing, I haven't achieved anything... I don't have the essential materials I need so as to start my sewing business. These include material, threads, tape measure, scissors and the sewing machine itself."

- KII with CBE Participant, Chivi

"Funding is the problem. Once you get there you need to rent a salon, get proper chemicals like shampoos, hair relaxers and dyes. If you do not have all that you are entering a battle already with a handicap. As long as there is no funding, everything else won't move."

- KII with CBE Participant, Insiza

Caregiver support

Earlier sections discussed changes in caregiver support for OOS girls, but in this section, we discuss what role this played in CBE participation. It was particularly difficult for OOS children living with step-parents and in-laws to participate in the program; they report lower levels of decision-making abilities in KIIs. As one learner puts it "if you are staying with a stepmother it's difficult to make decisions. She will be making decisions for you."

Another participant reports that her stepfather is preventing her from selling her dresses as he's afraid that the community will think he is abusing her. In response to this, the learner has begun "sneaking in order to work on my orders."

Spousal support for CBE is mixed. Like caregiver support more generally, spousal support seems to increase after participants develop skills and have something tangible to contribute to the household. Unfortunately, this means that during the early stages of CBE, many young girls are forced to drop out or miss lessons by their husbands.

"*Some of these young mothers did not participate because their husbands would refuse them to participate as they would say the time is past for them.*"

- KII with CBE Participant, Gokwe South

In other cases, because the husband is usually the main breadwinner, girls may drop out of the program to follow their husband's work opportunities. One CBE facilitator in Gokwe explains that "we had young mothers who we started with and later they dropped and followed their husbands to South Africa."

Regional-specific issues

The text analysis uncovered general trends on whether CBE participants had issues attending training related to COVID-19 or chores. In most cases, participants explicitly referenced that they had no issues attending CBE. The following table displays the percentage of participants in each group, divided by district.

Table 3.4: Text analysis of response to "What issues affected your overall participation in CBE?"

District	No issues in attending CBE	COVID-related issues in attending CBE	Chore-related issues in attending CBE	Other
Gokwe South	71.9%	16.1%	4.8%	8.1%
Nkayi	44.2%	5.8%	23.1%	26.9%
Mangwe	67.3%	0%	13.5%	19.2%
Chivi	70.8%	0%	16.7%	12.5%
Insiza	78.7%	6.4%	2.1%	12.8%

No issues: "never late", "nothing", "always go", "never absent", "no issues", "none", "no reason", "attend all", "attended daily", "did not face any problems", "non", "no"
Covid issues: "covid", "lockdown", "pandemic"
Chore issues: "chore"

The majority of students didn't report any issues that affected their participation. However, when issues were reported, they varied widely by district. For example, while

only 2% of learners in Insiza reported chores as a barrier to participation, 23% reported this in Nkayi. Similarly, COVID-19 was not reported to be a barrier to participation in CBE in Mangwe and Chivi, but was a more common problem in Gokwe South. These kinds of regional differences reflect the unique contextual barriers that girls are facing. These barriers will affect the take-up and efficacy of future CBE programming.

The rest of this section describes additional region-specific barriers identified in the qualitative analysis.

Gold mining

A major issue affecting CBE participants in Insiza is illegal gold mining. Many boys face peer pressure to join small and potentially dangerous operations to earn an income quickly. This alternative means of earning income, combined with the delays receiving vocational training, caused some boys who were previously enrolled in CBE to drop out.

"*[T]he learners did not take the skills training seriously as some went on to get married, some went for illegal gold mining.*"

- KII with CBE Facilitator, Insiza

There is some evidence that participation in CBE makes boys less likely to join small-scale mining crews, but it is only after they have gained skills that this change in aspiration is observed.

"*Some boys now have better aspirations besides gold panning, they now have something to do, some are building and some are doing catering.*"

- KII with CBE Facilitator, Insiza

These small-scale mining operations also pose a risk to girls who participate in CBE for two reasons. First, some underage girls enter into relationships or marry illegal gold miners because they appear to be wealthy and girls, or their caregivers, see it as a way to secure more financial security. Secondly, due to the amount of money involved in these operations, many girls attempt to sell goods to these groups after they start IGAs. Selling to illegal gold miners often involves long and potentially dangerous commutes, putting the girls who make the trip at risk of gender-based violence (GBV).

Distance to CBE

Physical distance to schools is a common barrier to in-school learners and remains a concern for CBE participants as well. Distance to the CBE learning centre was reported as a barrier in Chivi and Gokwe. The long commute affected both participants and facilitators in both areas. For example, a facilitator from Gokwe says that he had to travel "three to three

and half hours" a day to get to the learning centre. The facilitator also noted that there had been reports of harassment for girls who must travel long distances.

"The other challenge is that as girls who are travelling long distances and in the process of travelling they face harassment."

- KII with CBE Facilitator, Gokwe

Another learner from Chivi said that they had to cycle to school and were often late because of the distance. When we consider that most learners reported time as one of their main constraints, this is an important barrier. **The time it takes to travel to and from CBE centres, issues resulting from arriving late, and the threat of GBV and harassment along the commute deter participation in CBE and positive transition outcomes.**

Migration

Migration is a common trend in the districts of Mangwe and Gokwe South, which are located close to the border. **Many OOS youth and caregivers feel they are unable to earn enough income in Zimbabwe and so migrate to neighbouring Botswana and South Africa to provide for themselves and their families.** In many cases, they leave their children behind either in child-headed households or staying with other caregivers as they go looking for work. As one facilitator reports, this often leaves the children of the migrants in precarious situations where they cannot afford to stay enrolled in school and must drop out.

"Our children leave for greener pastures in South Africa and Botswana, leaving their offspring with us, the grandparents. When they get there it does not always work as planned. They find that the situation may be as tough as it is here."

- KII with CBE Facilitator, Mangwe

The IGATE-T endline evaluation also found that children in such situations are more vulnerable to abuse, experience lower levels of caregiver support, and have higher risks of dropping out of school compared to others.

COVID-19

As mentioned in the text analysis, the risks associated with covid may have also deterred potential participants from joining future cohorts. The qualitative data indicate that COVID-19 and the restrictions imposed to prevent its spread meant that many participants were unable to participate in or finish their vocational skills training.

"I was supposed to go to the Vocational Training Centre but because of Covid I didn't go".

-KII with CBE Participant, Gokwe South

"The issue of Covid 19 hindered my participation. Apart from that l have been actively attending all my sessions".

- KII with CBE Participant, Insiza

One facilitator from Mangwe reported that even after restrictions eased, parents remained hesitant about letting their children attend. This was a common finding within the broader IGATE-T Endline Evaluation as well, where caregiver willingness to send children to program activities was low until the second lockdown. By that point, there was more understanding around safety protocols and realized it was not a temporary disruption. However, in the CBE data, as well as the IGATE-T evaluation data, it appears that the CBE program took longer to resume activities compared to other program elements.

"Before the coronavirus everything was okay we would meet with the learners but now because of the virus we meet resistance even from the parents they do not want us to meet... they no longer come even if they do it will only just be a few but not all"

- KII with CBE Facilitator, Mangwe

The IGATE-T Endline evaluation found that, when social contact and limited gatherings were permitted, continuous sensitization, engagement, and outreach to community members through existing volunteer networks was an effective way to educate caregivers and participants on the risks and associated protocols that were being implemented by the program during COVID-19. These efforts helped caregivers make informed decisions on sending their children to participate in community-based learning. The same approach could be used to address future crises.

4. Conclusions and recommendations

IGATE-T is one of the unique Girls' Education Challenge projects offering programming for both in-school and OOS youth. This report studies the effects of the Community Based Education program, which provides youth who have dropped out of formal education with alternative learning opportunities. These opportunities equip them with foundational literacy and numeracy skills, as well as vocational and entrepreneurial skills. The CBE component was designed to establish positive transition pathways for out of school (OOS) youth. Ultimately, the goal of the CBE program is to improve the quality of life for marginalized adolescent youth, and girls in particular, as they transition into adulthood.

Using qualitative analysis and text mining methods, this study evaluates the project's results against the following learning objectives:

1. To provide a robust measurement of the project's results against the intended intermediate outcomes and transition outcomes in particular
2. To describe and assess the lasting impact that project has had and will have (or can reasonably be expected to have) at the level of individuals, communities and also systemically
3. To draw lessons from the process, design and implementation of the CBE model in transforming life outcomes for OOS learners
4. To understand the drivers, enablers and barriers to the learning and successful transition of marginalised out of school girls and specific sub-groups targeted by the project.

4.1 Key findings

After participating in CBE, most participants are earning more income and are better able to manage their finances. They report having learned valuable skills through their participation in the program. This is expected to have a lasting impact as participants have become more financially independent, which increased girls' autonomy. The additional income that CBE participants generate has been reinvested into IGAs, used to pay school fees for other family members, or used to support participants' households.

After participating in the CBE program, community members were more supportive of OOS girls, and participants reported gaining respect from community members. Community members saw that the participants were better able to earn money for their families, and acted as role models to other children. This stands in stark contrast to how OOS children were typically "looked down upon" by their communities before CBE. As a result, CBE participants have more self-confidence and better relations with their peers.

4.2 Recommendations

The CBE model has been very effective in creating positive transition opportunities for OOS children and increasing community support for OOS youth. OOS children face many unique barriers to positive transition outcomes, which are typically only defined as progression in school. Some of these barriers include lack of finances, limited time availability, low levels of caregiver support for education, and living in a child-headed household. The CBE model was largely effective in helping mitigate barriers for marginalized girls targeted by the program.

The CBE program can serve as an important model for how to effectively engage OOS youth and provide them with opportunities to learn skills that allow them to achieve financial independence, self-confidence, and greater respect within their communities. By leveraging this model with consideration of the lessons learned, the Ministry of Education, Ministry of Youth, as well as other education practitioners, could increase their impact on this marginalized group of youth.

The CBE program could maximize participation by balancing the length of each CBE module and reducing delays between modules. The midline and endline participants and caregivers expressed frustration over delays in receiving the vocational training module, which was delivered two years after the literacy and numeracy module. The lack of vocational training in the first few years of implementation was frequently cited as a reason for CBE participants losing interest and dropping out from the program, especially at the Midline evaluation.

This study, as well as IGATE-T endline evaluation, indicated that there was high demand for vocational skills among all communities, but many participants reported that this module was very short compared to others. The one month allocated to vocational training was not sufficient for many participants to fully grasp skills or progress through the entire syllabus of the training. Increasing the time for vocational training while either integrating literacy and numeracy, or reducing delays, will likely lead to high participation and completion rates.

Future deliveries of the CBE model could be even more inclusive by providing child care at the CBE centres. The study identified that girls who are mothers experienced additional barriers to attendance (for example, some couldn't find someone to take care of their children while participating in the program or could not find the time to attend). Since the CBE program was particularly effective for older girls and young mothers overall, future programming could be adapted to further increase impact by making the project more accessible to this subgroup. This is particularly important given a related finding, which suggests that participants had difficulty attending CBE centres because of the distance involved when commuting from rural areas. There are several reports that participants had to travel several hours to get to a learning centre. The time it takes to travel to and from

CBE centres, issues resulting from arriving late, and the threat of GBV and harassment along the commute deter participation in CBE and positive transition outcomes. Child care, as well as other considerations that could address the distance to CBE for participants, would encourage attendance and positive transition outcomes.

Future deliveries should consider ways to mitigate market saturation in small communities. Due to the small size of some of the communities that CBE operates in, the market demand for vocational skills can be limited. Increasing the number of participants, as well as frequent spillover effects, where learners teach others what they learn at CBE may exacerbate this issue. Future programs could help mitigate this by encouraging a balance of participation across vocational skill areas, staggering implementation to ensure each cohort can fairly assess market feasibility as part of module 3, and if possible, by offering a more varied set of skills training.

Addressing capital constraints is critical to ensure the success of future CBE programming. Over 50 per cent of participants mentioned capital as an issue, either in the development of their IGA or as a barrier to attending vocational skills training more generally. This limits the viability of the training efforts for these participants, particularly in capital-intensive vocational skill types like sewing and baking. However, as mentioned in the previous point, the provision of start-up capital should be balanced with considerations around market saturation. It is also important to ensure that the distribution of start-up capital is a transparent process based on objective criteria, and promotes a balance of vocational skills in a community. Future projects could also consider partnering with local microfinance organizations to support some of the start-up capital for communities as an alternative to cash transfers or distribution of assets.

Annex A: Analysis Sample Characteristics

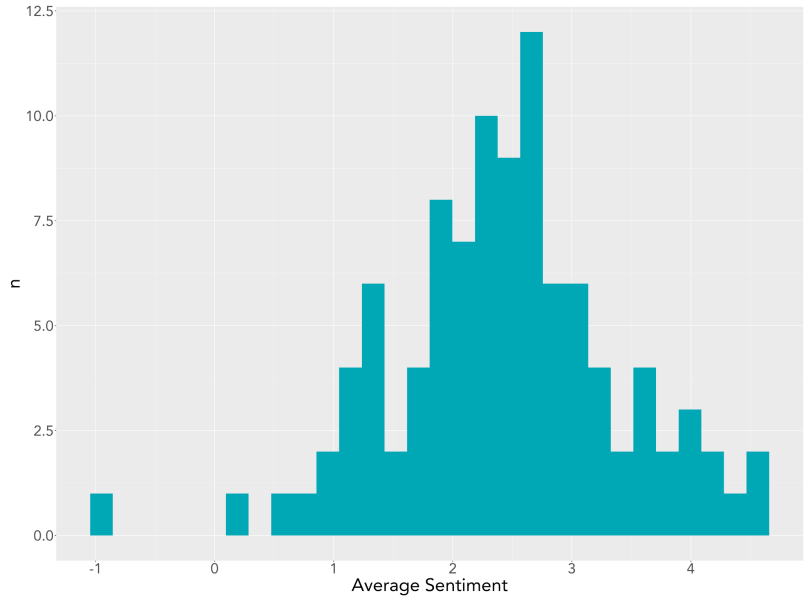

Figure A.1: Distribution of sentiment within sample selected for manual review (5 = very positive; -5 = very negative)

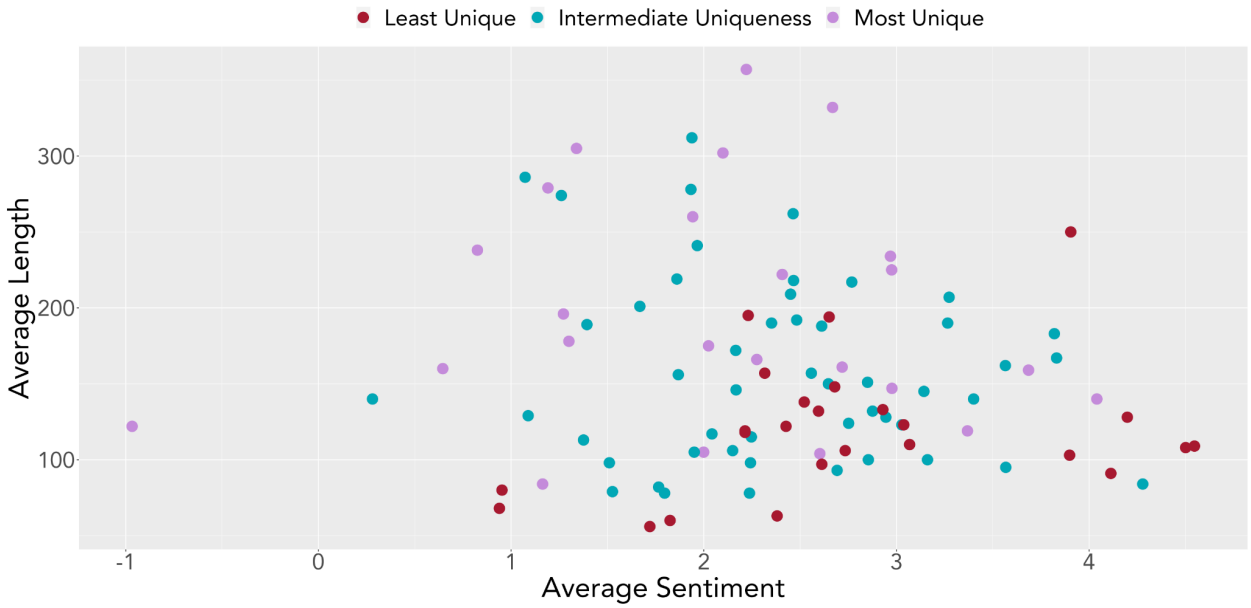

Figure A.2: Sample uniqueness, sentiment, and document length

Annex B: Text Mining Analysis Methods

For the text mining analysis, multiple approaches have been used for this study:

- **Sentiment Analysis:** relies on existing libraries that rate the sentiment associated with different words. By looking at the emotional intent of words, we can then calculate the "sentiment" of each sentence within a response using these existing libraries to determine whether a piece of text is positive, negative, or neutral in meaning. This approach uncovers an overarching opinion or feeling associated with the text.
- **Term Frequency:** looks at how often a term occurs within a piece of text. This can be used as a proxy for how important/unique a term is within the full set of interviews.
    - **Inverse document frequency:** this assigns a weight representing how common a word is within a question/interview. When term frequency and inverse document frequencies are combined, this tells us the relative "importance" of a word within the set of interviews.
- **N-Gram Analysis:** builds upon Term Frequency by analyzing associations in terms used before/after key terms, or between terms in sections of an interview.