Project Evaluation Report

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Notes:

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

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Report

Successful Transition and Advancement of Rights for Girls (STAR-G) project

Mid-Point Analysis Report (Final) - May 2021

National Foundation for Educational Research (NFER)

Successful Transition and Advancement of Rights for Girls (STAR-G) project

Mid-Point Analysis Report - May 2021

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Abbreviations and Acronyms

CAA	Centros de Apoio e Aprendizagem
CAC	Community Action Cycle
CACs	Community Action Cycles
CBE	Community Based Education
COSACA	Emergency and humanitarian consortium in Mozambique
CP	Child Protection
DL	Distance learning
DLC	Distance Learning Center
DNFP	National Department of Teachers Training (Direcção Nacional de Formação de Professores)
EP	Primary Education
ES	Secondary Education
FGDs	Focus Group Discussion
FM	Fund Manager
GBV	Gender Based Violence
GC	Girls' Club
GEC	Girls Education Challenge Fund
GFP	Gender focal point
GPE	Global Partnership for Education
HI	Humanity and Inclusion
ICT	Information and communications technology
IEDA	Instituto de Educação Aberta e à Distância
IFPs	Institutos de Formação de Professores

KIIs	Key Informant Interviews
MEAL	Monitoring, Evaluation, Accountability and Learning
MEL	Monitoring, Evaluation and Learning
MHM	Menstrual health management
MINEDH	Ministry of Education and Human Development
MOU	Memorandum of Understanding
MPA	Mid-Point Analysis
MTRP	Medium-term response plan
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PAGE-M	Promoting Advancement of Girls Education in Mozambique
PESD	Programa de Ensino Secundário à Distância
PwD	People with disabilities
SRH	Sexual and reproductive health
STAR-G	Successful Transition and Advancement of Rights for Girls
TOC	Theory of change
TOR	Terms of Reference
TOT	Training of trainers
TPD	Teacher professional development
UEM	Eduardo Mondlane University
UNICEF	United Nations International Children's Emergency Fund
UP	Universidade Pedagógica
WASH	Water, Sanitation and Hygiene
WGQs	Washington Group Questions

Executive Summary

Purpose

This document presents the results of the Mid-Point Analysis (MPA) of the Successful Transition for the Advancement of Rights for Girls (STAR-G) project in Mozambique. The MPA is a light touch, desk-based analysis which aims to generate indicative lessons and reflections around the relevance, effectiveness, learning and sustainability of the project to inform its final stages.

The Mid-Point Analysis (MPA) addresses elements of both accountability and learning:

- **Accountability aims**: Looking back at progress achieved to date, reflecting on what the project has delivered and how, and whether it is being implemented effectively.
- **Learning aims**: Looking forward, considering what the project can learn from the delivery of key project interventions, by exploring the successes and challenges of implementation (including during Covid-19), and the conditions for success, to inform future adaptations.

Project background

The Successful Transition and Advancement of Rights for Girls' (STAR-G) project in Mozambique began implementation in April 2017, with the objective of improving the life changes of over 15,000 girls. Project beneficiaries were previously supported by the Promoting Advancement of Girls Education in Mozambique (PAGE-M) which ran from 2013 to 2017, funded through the first phase of the Girls Education Challenge Fund (GEC). The project was planned to run for four years with a budget of GBP 11 million.

In 2018, the project underwent a significant redesign in order to expand the multifaceted STAR-G approach to include secondary level education. Most notably, this included the provision of Distance Learning (DL) and Community Based Education (CBE) centres as alternative pathways to secondary level education. The redesigned project supports girls in primary and secondary school grades 5 through to 10 in the three provinces of Gaza, Manica and Tete.

To improve learning and transition, the project includes five output areas, aiming to: 1) pilot alternative pathways for girls to learn through secondary level, 2) improve teaching quality through the provision of Teacher Professional Development (TPD), 3) promote safe learning environments through improved management and supervision in primary and secondary schools, and DL and CBE centres, 4) address community awareness and perceptions towards girls' rights and to provide stronger community support, and finally 5) empower girls through the provision of Girls' Clubs (GCs), which equip them to champion their rights and advocate for their own protection.

Based on monitoring data, in 2020 the project reached 30,616 girls in the 6 targeted grades. Additional beneficiaries reached include 32,615 boys in the 6 targeted grades, 17,468 girls and 17,301 boys outside the target grades, and at least 1,400 educators (teachers, head teachers, managers, facilitators)[1]. See Annex 9 for two beneficiaries tables produced by the project, one

[1] The three education pathways supported are: primary/secondary schools (140 primary schools, Gr 5-7; 34 secondary schools, Gr 8-10), distance learning centres (75 centres) and community based education (32 centres). Reach figures are based largely on enrolment data for the three pathways.

based on 2020 monitoring data and the other on 2021 data (collected after the production of the Mid Point Analysis).

Evaluation Approach

Due to changes in the current environment during the Covid-19 pandemic, the originally-planned midline approach using a mixed methods, quasi-experimental design was not feasible. Therefore a revised, light touch desk based approach was used to track evidence of progress made to date, to map the lessons learned, and to generate recommendations and considerations for the remainder of the project. In agreement with STAR-G, the analysis pays particular attention to three intervention areas - TPD, DL, and GC - through a project implementation lens.

The MPA followed a two-phase approach. Phase one entailed the review and analysis of project's documentation and monitoring data to identify emerging findings and evidence gaps. These findings then informed phase two, which entailed conducting interviews and consultations with project staff and partners to expand on the emerging findings and fill evidence gaps.

MPA findings: Project design and relevance

The project designed key interventions which are aligned with existing government education strategies, however the lack of disaggregated data limits the assessment of whether the activities have benefitted the targeted groups of marginalised girls

All three of the interventions studied were aligned with the existing government education strategy. The interventions build on the foundations that exist within the system, with the aim of adding additional value to existing strategies by mainstreaming gender sensitive approaches, strengthening capacity and resources within the system, and acting as a 'demonstrator' for what works to improve girls' education. By delivering interventions through government structures and resources, the project expects to enhance the knowledge, skills and capacities of those who will remain in place once the project ends, and to encourage high level buy-in from key education stakeholders. However, further validation and triangulation is required in order to clarify the strength of the underlying assumptions and supporting actions. For instance, the project expects to act as a demonstrator and to encourage the scale up of activities - this requires evidence, lessons and stories of success to be generated and shared with government decision-makers. While there is evidence that the project activities are aligned to systems, there is insufficient evidence to assess whether this has *benefitted* the targeted groups of marginalised girls.

The designed project interventions as laid out in programme documents address most of the barriers to girls' education identified before the pandemic, although some gaps remain or require further exploration

The overall TOC and the design of the three interventions addressed most of the barriers to girls education identified before the pandemic. The STAR-G redesign in 2018 further addressed gaps identified at baseline, in particular the inclusion of DL and CBE approaches to overcome access barriers to secondary education. The addition of these interventions aimed to provide alternative pathways to girls who are married and / or have children, and girls' engaged in child labour, who were previously not clearly targeted by the project. However, some challenges remain and may

stand in the way of the project achieving its goals. For example, economic barriers remain only partially addressed by the project, but continue to be a significant barrier to girls' education.

Significant changes in the external environment have weakened causal links within the TOC, particularly those which are centered around school structures

Covid-19 has had a significant impact on the project design, and on the wider education landscape both in Mozambique and globally. The pandemic has affected every stakeholder and aspect of the project, including girls' vulnerabilities, the environment, the education process and system, and the project activities. While the project quickly adapted, implemented emergency responses and leveraged community networks, the negative effects of the pandemic are severe and largely outside the control of the project. These new challenges have put the strength and validity of causal links within the TOC into question. For example, the identified barriers, activities and assumptions within the existing TOC may no longer reflect the current situation. Furthermore, links between the outputs and intermediate outcomes may also be disrupted and weakened, particularly due to the reliance of some interventions on school structures. The adapted project activities and intended results require further exploration and reconsideration to strengthen their relevance during Covid-19.

While the project design targeted different aspects of marginalisation, there is insufficient evidence to assess whether it reaches and benefits the most vulnerable girls

Project design documents and strategies outline numerous activities which intend to target different characteristics of marginalisation, including the addition of DL and CBE interventions to address the gaps uncovered at baseline. However, there is some inconsistency and lack of clarity around exactly which sub-groups are targeted, and how. While there is some evidence to show the project design *targets* marginalised girls, there is currently no evidence to confirm if the project is *reaching* or *benefiting* them in practice. This is primarily due to the lack of data disaggregated by sub-group, which is not collected by the project, and was outside of the scope of this study.

MPA findings: Effectiveness

The achievement of output targets was limited, with the exception of TPD, however this may in part reflect limitations in the targets, measures, and monitoring data

Progress reporting and monitoring data available up until April 2020 shows that the project met two of the seven output targets examined in this study. Across the project's interventions, there was no data available for two output indicators, no target was set for one output indicator, and two output indicator targets were missed. These results imply that the project has either not implemented the interventions effectively, or that the indicators, targets and measures used to track progress are not fit for purpose.

There was insufficient evidence to provide an in-depth measure of the effectiveness of STAR-G interventions at the mid-point phase

The data available to the evaluation team during the mid-point analysis was not sufficient to draw firm conclusions on the effectiveness of the programme in reaching and addressing barriers to education for marginalized subgroups, or to assess the quality of intervention delivery. There are several reasons for this. Firstly, as outlined above, the evidence of activities and who benefits from

these is sparse, and without this effectiveness cannot be meaningfully examined. Secondly, the MEAL plan and logframe relied on data being collected through a robust and representative external evaluation to measure the achievement of intermediate outcome and outcome indicators, which was cancelled due to Covid-19 restrictions. Finally, data collected at output level was not designed to act as a robust measure of effectiveness, some data quality issues and gaps are present in the existing data, and adaptations to the monitoring approach as part of the MTRP had not been implemented fully at the time of analysis. While much of the data required to assess effectiveness was not incorporated into the projects MEAL plan, and therefore it may be reasonable to expect this would not be collected through project monitoring, it highlights some of the gaps in the MEAL system which could provide useful learning data.

The project MEAL system is designed to collect several sources of data, but is reliant on self-reported data. Before the pandemic, project staff collected data by visiting communities and schools to collect hard copy forms, which were then digitally inputted and centralised. This approach resulted in efficiency and quality-related challenges due to the reliance on forms being completed by tutors, teachers and school managers accurately and on time. Furthermore, the type of data collected is generally not sufficient to draw strong conclusions around project effectiveness, and might not be sufficient to generate usable lessons for the project.

MPA findings: Learning

A key perceived success factor for all three interventions was the projects ability to work with government frontline workers, albeit with some challenges

Across all three interventions, project documents and interviews outlined the strengths and drawbacks of delivering interventions with and through government staff, institutions and resources. This strategy is fundamental to the design of the STAR-G project. The benefits of this approach include the potential to strengthen the education system by building local knowledge and skills which are centered around gender-sensitive approaches and child protection issues. Working through existing structures and providing cascaded training encourages a wider scale impact with reduced cost, and increased the potential for sustainability. However, this approach poses challenges, for example, the reliance on government decision making, and the motivation and commitment of government resources can lead to delays and uncertainty. This, while largely outside the control of the project and within the remit of the Ministry, might affect the results of the project and prospects of sustainability. It should further be noted that these findings are based on perceptions and reflections in programme documents and programme staff interviews only, and could not be further triangulated with wider stakeholder interviews, as originally planned. Therefore future research should address the issue by further triangulation data to test this hypothesis.

STAR-G has adapted to challenges and leveraged opportunities, but there are risks and limitations to these adaptations, which are outside the control of the project

The project adapted activities to emergency situations and substantial contextual challenges, most recently the Covid-19 pandemic. The project updated content, training, outreach and communication tools and platforms, and monitoring tools in response to these challenges. However it is too soon to know if these will be sufficient to achieve results in the current conditions. The adaptations identified so far have prevented the project from stalling in the short term, but the

continued challenges present a significant risk to the achievement of results, and may require longer term solutions.

MPA findings: Sustainability

STAR-G is designed to strengthen existing structures and build capacity of frontline workers to increase the *potential* for sustainability, however significant risks and challenges remain

The strategy and approach of the project is built on assumption that contributing to the existing government education strategy, and delivering through government departments, institutes, and frontline workers has the potential to be sustainable. Across the three interventions, high level buy-in within the government was demonstrated through willingness to dedicate the time and resources to implement and deliver the interventions. By building the capacity of school and system resources, including teachers and school managers who will work in the system after the project ends, the effects of the project are expected to be sustained. However at this time, there are several key risks to sustainability. Concerns were raised about whether the necessary resources, commitment and funding would be in place to continue with STAR-G activities. There was also no evidence of formal commitments or plans guaranteeing the sustainability.

STAR-G is complex and multifaceted, and has faced multiple contextual challenges throughout its implementation, which may have hindered the potential for sustainability

STAR-G is a large and complex project, with integrated interventions and areas of work which aspire to change systems, behaviors, knowledge, attitudes and practices of multiple stakeholders, including girls, government and frontline staff, and the wider community. This requires sufficient time and resourcing for the aspired changes to take hold. The project faced notable challenges over the course of its implementation, with an extensive redesign, due to impacts of the cyclones in 2019 and the ongoing global pandemic. Many events occurred at the start of the school year and disrupted back to school planning. Hence, the already short-life span of the project provides even less time to carry out necessary interventions to ensure the sustainability of results and sufficient buy-in from the government decision-makers.

1 Background to the project

1.1 Project theory of change and 2018 redesign

The Successful Translation and Advancement of Rights for Girls' (STAR-G) project in Mozambique began implementation in April 2017, intending to continue supporting the existing cohort of girls from the previous phase of the project - Promoting Advancement of Girls Education in Mozambique (PAGE-M). The main objectives of STAR-G are to improve literacy and numeracy skills for girls', and to support them to successfully transition from primary to secondary education, or to a viable alternative. The project is planned to run for four years under the Girls Education Challenge Fund (GEC) with a redesigned budget of GBP 11 million.

STAR-G works in three provinces in a total of 10 districts: Gaza (Guijá, Chicualacuala, Mabalane, Chongoene and Manjacaze), Manica (Macate, Guro and Gondola), and Tete (Angónia and Macanga). In these three provinces, the project works with 175 schools (140 primary and 35 secondary), an increase of 35 since baseline. The project further expanded to include 75 distance learning (DL) centres and 20 community-based education (CBE) centres.

The STAR-G project underwent a significant redesign during 2018, which was informed by an in-depth piece of research commissioned by Save the Children. This research explored the barriers preventing transition from primary to secondary education in the three STAR-G provinces (Velthausz & Donco, 2017).

The original project received approval for implementation for the first year and was limited to primary level education. It comprised:

- Teacher professional development (TPD) at primary level
- Academic support for primary school girls
- Empowerment through Girls' Clubs (GCs) at primary level.

Save the Children redesigned its project to also target secondary level education as well as to include additional interventions, including DL and non-formal CBE. The main interventions in the redesign include:

- **Teacher professional development** at both primary and secondary levels
- **Academic support** for primary and secondary school girls, including provision of materials and establishment of study groups
- Empowerment through **Girls' Clubs** at primary and secondary levels
- **Distance learning** education provision including supervision and monitoring of secondary DL tutors
- **Community-based education** provision including through training and support for CBE facilitators
- Capacity building of primary and secondary **school governance**
- Provision of **transport** to secondary schools

- Support to facilities and safety mechanisms in **boarding houses**
- Provision of **bursaries** to identified marginalised girls
- **Community-based activities**, part of the Community Action Cycle (CAC), to raise awareness, support girls' education and empower existing community structures to support girls' needs and activities and to identify and prioritise issues related to their development. Activities include devising community mobilisation action plans; the sensitisation of matrons/patrons; training on sexual and reproductive health (SRH); sensitisation on gender equality for adolescents; and girls'- and boys'- led advocacy on gender equality.

These additional interventions work towards empowering marginalised girls and allowing them to transition to formal and non-formal post-primary education. More specifically, these interventions pursue four intermediate outcomes as indicated in the project's theory of change (TOC). These focus on the improvement in

- marginalised girls' **attendance** in primary and formal and non-formal secondary education through the life of the project,
- **teaching quality and gender-sensitive practices** of primary and secondary teachers and non-formal education facilitators,
- **community attitudes**, **perceptions, norms and behaviours** towards girls' rights, including the right to education,
- **Self-esteem** of girls at primary and secondary level have enhanced and their empowerment to take action in solving problems and ensuring their own protection.

Following the onset of the global pandemic, Covid-19, government's policies aimed at containing the spread of the virus have had severe implications on the project activities. Therefore, based on the new operating environment, STAR-G carried out a rapid needs assessment, finalised in August 2020, and developed a medium-term response plan[2] (MTRP) which outlines the project's response plan given the new operating environment. These identified areas of focus in response to the new environment and identified needs. The project developed a number of strategies within its areas of work of the as presented in Table 1.

[2] The most recent version of the MTRP that NFER has received was dated 14 September 2020. This version was still under negotiation with the fund manager at the time of the analysis, and some of the activities had not yet been approved.

Table 1: Covid-19 response strategies

Strategic area	Activities
The Strategy for safe back-to-school	• Support the Ministry of Education and Human Development (MINEDH) on the school reopening process, including a back to school campaign • Community engagement through support to community leaders, CORE groups, parents and children • Promoting distance learning centres
Strategy and approach for out-of-school learners	• Continued development and distribution of learning materials • Blended learning approach • Revitalise the DL study groups
Strategy for TPD, catch-up and remedial classes	• Carry out a teacher wellbeing assessment and follow up with capacity building and catch-up programmes to make up for the halted skills development process • Training on implementation of the newly revised, condensed curriculum developed by MINEDH • Carry out a well-being assessment for girls and follow up with girls-focused and other parents- and community-focused activities to support girls on their back-to-school process • Provide catch-up and remedial classes • Address most vulnerable girls' resilience and well-being (after carrying out vulnerability and disability assessments) through community engagement and setting up of a special fund
Strategy for expansion of CBE	• Build capacity of CBE teachers, including on managing learning in the new context • Maximising enrolment of girls who are not able to access formal learning channels • Enhance girls' learning of life skills • Identify dropouts and support them in returning to school through the CBE pathway

1.2 Project context

The STAR-G Baseline Report, finalised in August 2018, provided an extensive review of the political, economic and social factors impacting on education in Mozambique and highlighted barriers to learning, particularly for girls.

Much of this analysis holds true in 2020/2021 and does not require repetition here. Additional contextual factors, which are also likely to have a major impact on learning and education across the country, will be factored into our analysis going forward. These include, most notably, the impact of Cyclone Idai and Cyclone Kenneth in 2019, elections and conflict in 2019, and the ongoing challenges associated with Covid-19 from early 2020. Moreover, important factors to education system that occurred include changes to the system structure and consideration of the new Education Sector Strategic Plan for 2020-2029.

1.2.1 Recent environmental, health and electoral challenges

Cyclones and drought

Mozambique is ranked 54th on the Global Climate Risk Index for 2018 and 14th for the period 1999-2018 (Germanwatch, 2020). In 2019, it experienced two major cyclones - Cyclone Idai on 14 March, which made landfall near Beira city as a Category 2 storm, and Cyclone Kenneth on 25 April, affecting northern Mozambique. In late January 2021, tropical cyclone Eloise hit central Mozambique, with media reports emphasising widespread damage and flooding to the coastal region of the Sofala province and its capital city, Beira (World Meteorological Organization, 2021). These major events occurred at the start of the school years, therefore impacting the back-to-school period.

Cyclones Idai and Kenneth caused widespread damage in March and April 2019, with flooding from the storms affecting nearly 2.2 million people in Mozambique, Zimbabwe, and Malawi. Food prices increased and many families became food insecure (World Vision, 2020). Manica, one of the STAR-G provinces, was impacted directly by the cyclones. In turn, Gaza was expected to experience significant droughts that could adversely affect livelihoods in the province (Save the Children, 2020).

Covid-19 and school closures

The Covid-19 pandemic is threatening to reverse decades of worldwide progress on poverty, healthcare and education, especially among the most vulnerable (United Nations, 2020). This is the case in Mozambique as well, especially given that the country had not yet recovered from the 2019 cyclones when the Covid-19 pandemic struck. The President of Mozambique announced a Level 3 (out of 4) state of emergency on the 1 April 2020. Schools throughout the country were closed in late March 2020, just weeks after the start of the first school term.

Since then, changing measures have been implemented by the government as the pandemic evolved. In late-2020, these included a phased reopening of selected schools and targeted grades (e.g., those with national exams) whereas the majority of pupils continued to learn from home. However, more recently, a state of calamity has been called nationally and, on 4 February 2021, president Filipe Nyusi announced the postponement of face-to-face education for all school grades

in the Maputo province together with various other measures expected to remain in place in this zone for at least one month (Deutsche Welle, 2021).

The situation in Mozambique is exacerbated by overcrowding and poor sanitation. Schools reopening will need to comply with government guidelines which include ensuring an appropriate and consistent water supply. According to the national director of school infrastructure, 154 schools have sanitation and water supply problems and a further 513 schools with minimum problems still need interventions (AllAfrica, 2020). This has been particularly challenging for STAR-G schools, which are located in rural locations and often do not have the resources to comply with government regulations.

General elections

The 2019 elections caused some security issues, which resulted in a series of violent attacks alongside the N6 road from Chimoio city towards Inchope (Manica province). To ensure staff safety, the presence and movements of STAR-G team around the area were reduced. By 2020, the situation had settled and no new attacks on the main road have been reported.

1.2.2 Education reform and strategic planning: 2018-2020

Since the implementation of the baseline analysis in 2018, education laws and strategies have been updated. In December 2018, under Law No. 18/2018, compulsory education was extended to nine grades:

- Primary, 1st cycle: grades 1-3
- Primary, 2nd cycle: grades 4-6
- Secondary, 1st cycle: grades 7-9 (end of compulsory education)
- Secondary, 2nd cycle: grades 10-12.

The changes will be phased in overtime, with full implementation planned by 2023. According to the Education Strategic Plan:

> *...in the first two years of the Strategic Plan (2020 and 2021) Primary Education [EP] will consist of the current seven classes, i.e. EP1 (from 1st to 5th class) and EP2 (6th and 7th class); and from 2022, there will be EP and ES [secondary school] which will have six classes each, from the 1st to the 6th class for the EP and from the 7th to the 12th class for ES, divided into two cycles of three years for each teaching program. (Education Strategic Plan, 2020, p.155).*

In May 2020, the Ministry issued the above-cited Education Sector Strategic Plan for the period 2020-2029. It has three overall objectives:

Objective 1 - Inclusion and equity in access, participation and retention. This objective specifically aims to:

- Reduce the rate of student absenteeism
- Reduce student-teacher ratios

- Reduce repetition and dropout
- Equal opportunities in access and retention (in terms of gender, socioeconomic status, geographic location and special educational needs)
- Provide infrastructure and inclusive school equipment for all students which is resilient to the effects of natural disasters
- Implement the School Meals Programme
- Expand distance learning.

Objective 2 - Quality of learning. This objective focuses on improving the relevance of teaching content, methodologies and practices, and includes aims to ensure:

- Initial and continuing teacher education and training
- Curriculum development and implementation (including the use of information and communications technologies (ICTs) as a complement to other teaching methods)
- The expansion of bilingual education
- Monitoring the continuity of the teaching-learning process
- The evaluation of students' learning.

Objective 3 - Transparent, participatory, efficient and effective governance. This is mainly concerned with responding to the process of decentralisation of public services and includes:

- School management, including reducing absenteeism among school principals and teachers
- The selection, training, management and performance evaluation of human resources
- Education monitoring, supervision and inspection mechanisms.

Finally, in 2019, the reform of the Mozambican higher education system in line with wider decentralisation trends across the State saw the former Universidade Pedagógica (UP) be extinguished, with the consequent creation of five new tertiary institutions in its place (Portal do Governo de Moçambique, n.d.).

1.2.3 Barriers to learning: progress and challenges

We reflected on the barriers to learning faced by girls in the 2018 STAR-G Baseline Report. Several of these barriers have been exacerbated by the above contextual changes. The potential impact of these contextual factors are summarised below.

Enrolment and attendance

As highlighted in the STAR-G baseline evaluation report, a major barrier to attendance in Mozambique is the lack of available secondary schools and places. In recognition of this, Law No. 18/2018 of 28 December 2018, set out that distance education requires particular attention in the implementation of all parts of the National Education System. Furthermore, the extension of compulsory education to Grade 9 is expected to increase demand in the first cycle of secondary education and implies a need to expand distance learning.

However, distance learning programmes in Mozambique face challenges associated with the lack of access to basic information channels, which impacts on the effectiveness of these programmes. UNICEF estimate that 74 per cent of children in Mozambique live without electricity, and only 2 per cent have access to the internet, 35 per cent to radio and 22 per cent to television (UNICEF, 2020). In August 2020, STAR-G conducted a rapid needs assessment, which revealed that 55 per cent of respondent children in Gaza, 57 per cent in Manica and 76 per cent in Tete report no access to radio at home[3]. Such figures rise to 70 per cent in Gaza and Manica and 64 per cent in Tete when mobile phones are considered, while only 6 per cent of surveyed children and 7 per cent of surveyed caregivers reported having access to television. As these figures suggest, given STAR-G predominantly operates with rural populations, barriers to access are likely to remain a challenge.

Access barriers highlighted in the Baseline Report are further exacerbated by the impact of Covid-19. Rural areas where the STAR-G project operates faced delayed reopening of schools due to the lack of infrastructure to comply with government regulations around social distancing and sanitation. The school year has been extended to February 2021 in an attempt to reduce the loss of learning in the country, although this only appears to be the case for secondary school students (MINEDH Press Release, 2020). STAR-G have flagged that the extension of the school year is likely to clash with family activities which are usually conducted during the November to February school break, such as farming and income generating activities, and may lead to high levels of absenteeism for older children and teachers (MTRP, 2020). Furthermore, as flagged in a recent report by UNICEF, the longer schools remain closed, the greater the loss of learning time, and higher chances that children will not return when schools reopen, especially marginalised girls and children with disabilities (UNICEF, 2020).

Quality of teaching and learning

The Ministry of Education and Human Development, with the support of UNICEF and the Global Partnership for Education (GPE), is providing distance learning programmes through radio and television, and setting up online education programmes to enable learning to continue during school closures (GPE, 2020). However, as previously highlighted, limited access to radio, television, and internet is a barrier to the extent these programmes can reach children, particularly in rural areas. Moreover, home learning methodologies have not yet been adapted for a context where many children and teachers do not have adequate ICT-facilities.

School closures have exacerbated issues around teaching quality that existed in Mozambique before the pandemic. These include high teacher absenteeism, limited teaching skills and effective days of teaching (OCHA, 2020). Teacher absenteeism in remote teaching is likely to be further exacerbated as the mode of learning shifts from the classroom to distance education. As highlighted in the STAR-G baseline report, the education system did not encourage teachers to recognise and identify their weaknesses in order to engage in targeted professional development. Teachers do not have the resources to effectively manage teaching from home, and schools have limited capacity and tools to monitor remote teaching and learning (OCHA, 2020). While guidelines

[3] Due to the rapid nature of the study, research achieved a modest sample of 298 informants, of which 130 were children. As such, the findings are indicative only and not necessarily representative of the wider population.

were issued by the Ministry of Education relating to preparation of exercises and distribution of books and learning materials to children for home learning, aspects relating to the feasibility of learning at home, monitoring how children are learning, and how to incorporate topics on SRH and gender were less clear (Save the Children, 2020). As the next chapters will present, STAR-G has since then undertaken initiatives to address these issues.

An additional barrier to effective home learning is the lack of a conducive learning environment for children at home. Over 85 per cent of the STAR-G rapid needs assessment survey respondents, the majority being girls, felt that there was no safe learning space in their community, and only 12 per cent said that there was some form of alternative learning established in their communities where they could attend classes (Save the Children, 2020). As highlighted above, transitioning to distance learning is challenging due to the lack of infrastructure and connectivity in rural areas, and the changes in school conditions mean girls are exposed to greater risks of early pregnancy, and children's time is more likely to be diverted to other activities to support the family (UNICEF, 2020).

Gender and social norms

The new Education Sector Strategic Plan recognises the challenge of increasing the participation of girls and women at all levels of education and highlights discriminatory sociocultural beliefs and practices in certain regions as a particular barrier. The Plan stresses a need to sensitise the population to reduce the effects of these beliefs and practices, which prevent girls from attending school or attending school regularly, including gender-based violence.

Harmful gender and social norms and practices are likely to be exacerbated by the pandemic. Evidence from previous large-scale pandemics has shown an increased pregnancy risk for girls, which in turn increases the likelihood of girls dropping out of school. In Mozambique, prior to the Covid-19 pandemic, statistics indicate that 33 per cent of girls in urban areas and 44 per cent in rural areas would become pregnant before the age of 18. School closures and reduced access to SRH services expose more girls to the risks of early pregnancy. Economic insecurity and the prolonged school closures are also likely to worsen trends of early child marriage and transactional sex as a coping mechanism (UNICEF, 2020). The STAR-G rapid needs assessment found that girls in their beneficiary communities face an increased risk of early marriage, teenage pregnancy, risk of abuse and increased engagement in domestic labour and household chores due to Covid-19 school closures (Save the children, 2020).

Economic barriers

Covid-19 is likely to worsen the economic conditions of children in Mozambique, many of whom are already living in some form of poverty (UNICEF, 2020). Shutdowns are likely to disrupt livelihoods and have a negative impact on the economic welfare of families and communities (Plan International, 2020). The pandemic also means that many children will struggle to have adequate access to basic needs, especially the most disadvantaged and children with disabilities. For children that were benefiting from meals offered at schools, school closures are an additional economic burden for their families (OCHA, June 2020).

Our baseline findings confirmed that economic barriers are foremost for access to schooling in Mozambique. Over 77 per cent of households in the baseline sample reported that it was difficult

for them to afford to send girls to school. For at least 46 per cent of the sample, basic household needs could not be met without reliance on charity. Qualitative discussions confirmed these findings, with parents indicating that although primary schools are free, uniforms, exercise books, stationery and transport costs can be prohibitive. Mass loss of livelihoods leading to worsened economic conditions in the wake of the pandemic are likely to exacerbate these barriers for households in Mozambique.

2 Methodology and Approach

2.1 Key evaluation questions and role of the mid-point analysis

Due to the Covid-19 global pandemic, the midline approach originally planned for 2020 underwent significant adaptation and refinement. This light touch analysis aims to generate lessons and reflections to inform the final stages of the project, while accounting for limitations in data collection opportunities during school closures, and restrictions in movement in place throughout the country.

The Mid-Point Analysis (MPA) aims to address elements of both accountability and learning:

- **Accountability aims**: Looking back at progress achieved to date, reflecting on *what* the project has delivered and *how*, and whether it is being implemented effectively.
- **Learning aims**: Looking forward, considering what the project can learn from the delivery of key project interventions, by exploring the successes and challenges of implementation (including during Covid-19), and the conditions for success, to inform future adaptations.

It was agreed with the STAR-G team to prioritise three intervention areas:

- **Teacher Professional Development (TPD)**: This intervention is the largest component of STAR-G, and has the most direct links to student learning. It is therefore a high priority to understand the effectiveness of the component, and to generate lessons for future replication and scale up, to the extent possible given the current limitations.
- **Girls' Clubs (GC)**: Girls' Clubs have the potential to be highly gender transformative when delivered effectively. The MPA presents an opportunity to further explore these activities and whether progress has been achieved since baseline.
- **Distance Learning (DL)**: This intervention was introduced as part of the STAR-G redesign and not assessed at baseline, and is increasingly relevant in the context of widespread school closures. It is therefore valuable to generate lessons around the ability of this model to address barriers to girls' education, both before and during Covid-19.

The MPA responds to a set of adapted evaluation questions which were agreed during the project inception phase which are set out in Table 2 (see also Annex 1 for the detailed evaluation framework). A more robust exploration of these questions will be required at endline to confirm the MPA findings, or address gaps which have been outlined throughout.

Table 2: Evaluation questions

Research Questions	Focused sub-questions	Section Refs
Relevance: Was STAR-G soundly designed and implemented?		
1.1. To what extent is the project's Theory of Change still valid in the current context?	1.1.1. To what extent was the redesigned TOC valid before Covid-19? 1.1.2. Have changes in contextual assumptions affected the project design and activities?	Section 3.1
1.2. To what extent do linkages between TPD, Girls' clubs, and Distance Learning activities and intended results at outcome and intermediate outcome level remain valid?	1.2.1. To what extent do linkages between TPD design activities and intended results remain valid? 1.2.2. To what extent do linkages between DL design activities and intended results remain valid? 1.2.3 To what extent do linkages between GC design activities and intended results remain valid?	Section 3.2.1 Section 3.3.1 Section 3.4.1
Effectiveness: What worked (and did not work) to increase the learning and transition of marginalised girls?		
2.2. How is STAR-G addressing the needs of marginalised sub-groups of girls?	2.2.1. To what extent and how did project activities address the needs of marginalised sub-groups of girls prior to Covid-19? 2.2.2. To what extent and how do project activities address the needs of marginalised girls during Covid-19?	Section 3.1.1
2.3. How effective have project interventions been in addressing key barriers to education, before and during Covid-19?	2.3.1. To what extent have TPD interventions addressed barriers to quality of education, before and during Covid-19? 2.3.2. To what extent have Distance Learning approaches addressed barriers to attendance in schools, before and during Covid-19? 2.3.3. To what extent have Girls' clubs interventions addressed barriers related to girls' self-esteem and confidence, before and during Covid-19?	Section 3.2.2 Section 3.3.2 Section 3.4.2

Research Questions	Focused sub-questions	Section Refs
Learning: What lessons can be learnt from the implementation of activities before and during the state of emergency?		
3.1 What can we learn about implementing elements of TPD and the ability to address barriers to girls' education (related to being in school) before and after the Covid-19 outbreak?	3.1.1. Which elements of the TPD approach were most effective before and during Covid-19 and under what conditions and why? 3.1.2. Which elements of the TPD approach were most challenging to conduct during the state of emergency and why?	Section 3.2.3
3.2 What can we learn about implementing elements of DL and the ability to address barriers to girls' education (related to being in school) before and after the Covid-19 outbreak?	3.2.1. Which elements of the DL approach were most effective before and during Covid-19 and under what conditions and why? 3.2.2. Which elements of the DL approach were most challenging to conduct during the state of emergency and why?	Section 3.3.3
3.3. What can we learn about implementing elements of GC and the ability to address barriers to girls' education (related to being in school) before and after the Covid-19 outbreak?	3.3.1. Which elements of the GC approach were most effective before and during Covid-19 and under what conditions and why? 3.3.2. Which elements of the GC approach were most challenging to conduct during the state of emergency and why?	Section 3.4.4
Sustainability: How sustainable are STAR-G's activities and was the project successful in leveraging additional interest and investment?		
4.1. How sustainable are STAR-G activities? What interventions have the highest potential and likelihood of continuation and scale up after the project ends?	4.1.1. Are there structures, systems, or resources in place to sustain or scale up elements of the DL, TPD, and Girls Club activities? 4.1.2. Is there buy in from the relevant stakeholders to sustain DL, TPD, and GC elements?	Section 3.2.4 Section 3.3.4 Section 3.4.4

Research Questions	Focused sub-questions	Section Refs
4.2. Which areas require more attention from the project to increase prospects of sustainability at intermediate outcomes and outcomes level, particularly around TPD, Girls' clubs and distance learning?	4.2.1. What more can the project do to increase the sustainability of results from TPD? 4.2.2. What can the project do to increase the sustainability of results from DL? 4.2.3. What can the project do to increase the sustainability of results of Girls' Clubs?	Section 3.2.4 Section 3.3.4 Section 3.4.4

2.2 Evaluation methodology

2.2.1 Overall approach

The current contextual limitations as set out in previous sections mean it was not possible to continue with a full midline approach based on the original mixed methods, quasi-experimental design. Therefore a revised, light touch **process and learning focused approach** was proposed during the inception phase of the project, which would place a greater emphasis on exploring aspects of the project implementation and processes, and gathering lessons relating to TPD, DL and GCs leading up to and during the pandemic and school closures.

The MPA followed a two-phase approach, where documentation and data was first reviewed to identify the key gaps, and to inform the focus of phase two. This enabled us to prioritise areas for further exploration, and ensure that we were able to generate actionable learning within the limited time and scope of the MPA.

The two phases of analysis include:

- In **Phase one (desk review)**: Review of existing design documents, monitoring data and reporting to assess the strength of existing evidence, and identify the gaps in evidence and information required to respond to the research questions.
- In **Phase two (primary data collection)**: Remote and in-person qualitative interviews with project stakeholders to further explore and build on findings from the secondary data analysis.

We have examined the relevance, effectiveness, and sustainability of three interventions in greater detail – TPD, Distance Learning, and Girls Clubs – through a project implementation lens. We have also distilled lessons pre and during the emergency situation to provide practical recommendations to the project staff and stakeholders for the remainder of the project, and for other similar projects in the future.

Following the presentation of findings from Phase 1, and a review of the timeline required to complete activities which would begin to overlap with planned endline timings, the Fund Manager (FM) took the decision in December 2020 to reduce the scope of activities in the second phase of

the evaluation due to the increasingly challenging timeframe. As a result, remote interviews were limited to project staff, and a small selection of partners. This has enabled the evaluation to be conducted in a shortened timeframe and to a reduced budget. Throughout the report, we have aimed to be transparent regarding the level of evidence available to support findings. It should be noted that limiting our research to project sources has implications for our ability to draw firm conclusions. The limitations and mitigations of the approach are set out in section 2.4.

2.3 Data collection

2.3.1 Desk Review

The Desk Review was comprised of two main activities:

- Review of project documents and reporting
- Analysis of project monitoring data.

Desk review sources were shared by the project team during the inception phase, and compiled and organised by the Evaluation Team. Where gaps in information were noted, or clarification required, the evaluation team coordinated with the Save the Children Monitoring, Evaluation, Accountability and Learning (MEAL) advisor, who coordinated responses from relevant STAR-G team members.

Document Review

The document review served three main purposes: 1) to provide the evaluation team with sufficient background information about project activities, 2) to identify existing evidence to inform findings against the evaluation questions, and to 3) highlight gaps or issues to follow up on during interviews.

The Evaluation Team initially received a total of 35 documents which were included within the review. These were allocated across a team of three researchers, who coded documents using Atlas.Ti software guided by a coding framework designed against the evaluation framework. Codes were then reviewed, and an initial set of findings written up against the relevant questions, including reflections on the strength of evidence and remaining gaps to be explored through further research. In addition, project staff consultations were arranged in December 2020 to gather further information about project design, activities, and progress in order to further enhance the Evaluation Teams understanding of activities.

Findings were presented and discussed with the STAR-G team and FM on 7 December 2020. Following this, a further 44 documents were shared and reviewed to fill some of the identified gaps, including several documents in Portuguese. These were rapidly reviewed, and relevant findings and information added to the internal document review template.

A summary of document types received is outlined in Table 3 below, and the full list of documents is provided in Annex 2:

Table 3: Documents reviewed

Document type	Number reviewed
Design documents	10
Project strategy documents	8
MEAL planning documents	8
Implementation manuals and guides	19
Government plans and guides	3
MEAL assessment reports	11
Progress reports	20

MEAL data analysis

In tandem with the document review, a review and analysis project monitoring data received by the project was conducted. Data-sets received are summarised in Table 4, and a detailed MEAL data log is provided in Annex 3, and MEAL mapping is provided in Annex 4, which sets out the planned data collection as per the projects 2019 MEAL Plan, the data received by NFER, and the data which has been analysed to inform this report.

Table 4: Summary of monitoring data

Type	Year	Description
TPD registry's	2020	Teacher's database and TPD coaches database across Gaza, Manica and Tete. Includes module completion, cycles completed, number of competencies covered and improved.
Girls' Club registry's	2019 and 2020	Registers of Girls' Club members across Gaza, Manica and Tete, including whether members have participated in intervention activities.
DL centre registry's	2019 and 2020	Enrolment data for DL centres in Gaza, Manica and Tete, and progress on modules
CBE registry's	2020	Enrolment in CBE for Manica, Gaza, Tete
Attendance monitoring registers	2019	Spot-check attendance monitoring data in sample of schools in Manica, Tete, and Gaza.
Community Action Cycle registers	2019 and 2020	List of CACs (Gaza and Manica) including number of members, and competence scores across a number of activities
Student enrolment	2020 and 2019	Enrolment of girls and boys in STAR-G supported schools

Monitoring data analysis provided in this report focuses on data relating to the three study interventions of TPD, DL and GC. However, analysis was conducted across the datasets, and descriptive findings are provided in Annex 5.

2.3.2 Project staff and partner interviews

In order to further substantiate and build on desk review findings, Key Informant Interviews (KIIs) were conducted with a selection of project staff and partner organisations.

A total of 15 participants were invited to interview, and 13 interviews were achieved. Two interviews, including one with a project partner, were cancelled at short noticed[4] and there was insufficient time remaining to find a replacement. Participants were purposively sampled, with the aim of gathering views from staff and partners across a range of roles and geographies. Due to limited time and budget available to conduct interviews with all relevant staff, in some cases group interviews were conducted, upon agreement from all parties concerned.

Interviews lasted approximately 90 minutes, and were conducted in either English or Portuguese. In advance of the interviews, and building on the findings from the document review, KII guides

[4] One interview was cancelled due to the participants ill health, the second was cancelled with no explanation

were developed in order to guide the discussion, which built on findings and evidence gaps identified during the desk review. Copies of the KII guides are provided in Annex 6. In advance of interviews, the team of three researchers conducting interviews discussed the topic areas, identified priority questions for each interview participant, and tailored questions where appropriate.

Table 5 below presents and overview of the KIIs, and the relevant informants, across geographies. A full list of interview participants is provided in Annex 7.

Table 5: Achieved sample of KIIs

Position / Responsibility	N of KIIs by location					
	Total	UK	Maputo	Gaza	Manica	Tete
Senior leadership / Management	1[5]	3	1			
Technical Specialists	2		2			
Project Management	3		1		1	1
MEAL Staff	1[6]		1		1	
Provincial Coordinators	2			1	1	
District Coordinators	2			1		1
Partner staff	2		1		1	

2.4 Mitigation of design and research limitations

The revised, light touch approach for the midpoint analysis addresses specific questions which are most relevant to the project at this particular point in time. The analysis provides a detailed summary of the progress made so far by the project, the successes and challenges encountered, and draws out lessons and considerations to guide thinking moving forwards. This includes consideration of the significant evidence gaps that remain, and throughout the report we reflect on areas which could be further explored in future research and analysis[7].

However, the level of scope also posed several limitations and risks which challenge the robustness and strength of the evidence supporting its findings. Table 6 provides a summary of the

[5] Group interview conducted with four team members
[6] Joint interview with two team members
[7] Evidence gaps and areas of further exploration are for consideration only, and not firm recommendations. This will require further consideration by the project based on the priorities going forward.

limitations, and our approach to mitigating resultant risks, relating to aspects of the research design, the primary research we conducted, and the secondary data sources we used.

Table 6: Our approach to mitigating design and research limitations and risks

Limitations / risks	Our approach to mitigation
Design	
Attribution of impact to the project cannot be confirmed within the scope of the research, due to the lack of representative sample and quasi-experimental evaluation approach. Limited quantitative data to respond to questions around *what* occurred. **Risk**: Misinterpretation of findings presented.	The MPA design does not seek to estimate or assess the impact of the project in statistical terms. Instead, we have focused on exploring the aspects of project implementation to understand *how and why* activities were conducted. Sources of evidence are cited throughout the report to minimise the risk of misinterpretation or the inappropriate generalisation of findings.
Primary research limited to one type of stakeholder (project staff and implementation partners), and reliance on self-reported data **Risk**: Limited ability to triangulate findings, and increased risk of positive bias.	We have worked in a participatory manner with the STAR-G team to identify and draw out findings, conclusions and actionable recommendations, which can be most feasibly utilised by the project team at this stage, or further investigated at end line. We are transparent about the extent to which we can confidently draw conclusions based on the available data sources. We draw on secondary sources of data for triangulation where possible, and cite sources of evidence and highlighted the relevant caveats of findings throughout the report.
There is insufficient data, and limited research scope to assess progress at Intermediate Outcome level. **Risk**: Limited ability to respond to questions of effectiveness.	Effectiveness will be explored through progress at the output level. Outputs are a specific product which acts as a step towards Intermediate Outcomes and Outcomes (GEC, 2017).
Primary research (key informant interviews)	
Some KIIs were conducted in the form group sessions due to time constraints **Risk**: Individual participants feeling unable or uncomfortable to freely express opinions	Group sessions were limited to senior level staff, and with the consent of all interviewees. Groups were focused on similar components and topics. This enabled us to maintain a focus on a limited set of topics in each session.

Limitations / risks	Our approach to mitigation
Interviews conducted in English or in Portuguese, rather than in local languages or mother tongue **Risk**: Language barriers limiting the extent to which interviewees are able to express their views	Prior to conducting an interview, we verified whether an interviewee was comfortable in English or Portuguese. We also followed up on email for clarification where necessary.
Secondary data limitations	
Unable to conduct thorough quality checks or to verify project monitoring data collected by the project MEAL system, limiting the level of confidence with which we can draw conclusions. The MEAL data collected across provinces were not centralised and used varying formats **Risk**: Poor quality or incomplete data limiting robustness of analysis	To prevent biased findings, we limited analysis to what was feasible based on quality and availability of the data. We cleaned and standardised the data, where required, before analysis, and omitted analysis of those indicators where a substantial proportion of observations were missing or where there were significant quality issues. Findings are caveated with relevant considerations to minimise the risk of invalid conclusions.
Monitoring data was not accompanied by metadata and lacked information on how indicators were defined and measured, and the extent of data coverage was not clearly outlined **Risk**: Findings based on incomplete understanding of data, or invalid inferences.	We worked collaboratively with the STAR-G team and consulted the project MEAL team to ensure that we had a robust understanding of indicators and the data. Where there is uncertainty as to whether data trends reflect on-the-ground realities or merely a result of varying data coverage across years and provinces, this has been highlighted.

A note on document referencing

Where external sources are used to reinforce an argument, these are referenced using the Harvard style and included in the reference list. Project documents used as sources of evidence to support a finding, such as progress reports and strategy documents, are referenced within the text by the document title and listed in Annex 2.

3 Summary of Findings

3.1 Project design and relevance

The MPA considers the relevance of STAR-G in terms of the project design and the coherence of the TOC before the global pandemic, and the extent to which this is affected by changes in context. This section aims to answer the first of the 'relevance' research questions and sub-questions:

- **To what extent is the project's Theory of Change still valid in the current context?**
  - To what extent was the redesigned TOC valid before Covid-19?
  - Have changes in contextual assumptions affected the project design and activities?

3.1.1 Validity of the redesigned TOC before Covid-19

Our analysis in these sections is predominantly drawn from **project documents**, including research reports, design documents, project strategies, and progress reporting.

The scope of this research did not allow us to quantitatively assess the linkages between the barriers and education outcomes, therefore we qualitatively assessed how interventions address identified barriers and where gaps remain. We first explored the research and evidence which underpins the project design, then mapped the project activities against identified barriers to girls' education, and finally explored whether any evidence exists which signal if causal links within the TOC are likely to hold true.

It should be noted that there is only limited reference to project staff interviews in this section. It was not possible to cover all topics relating to the research questions during interviews, and therefore questions around overall project relevance before Covid-19 were deprioritised.

Key Findings:

- The redesigned TOC address the majority of the identified barriers, and the project has provided justification for barriers which were not addressed. However the remaining barriers may stand in the way of the project achieving learning and transition targets.
- There is limited evidence of the extent to which barriers to girls' education have changed as a result of Covid-19, and therefore the extent to which the project remains relevant.
- There is some evidence that project activities *target* the needs of different marginalised sub-groups of girls, but there is no evidence to confirm if they have *benefitted* from the interventions due to the lack of disaggregated data.

The redesigned TOC addresses several identified barriers, either directly or indirectly, although notable gaps remain which may influence the overall success of the project

The project redesign of STAR-G in 2019 was informed by in-depth research commissioned by Save the Children and the project baseline evaluation (Velthausz & Donco, 2017; NFER, 2018).

These documents identified a number of supply and demand side barriers to girls' education and transition in school. The redesign of the TOC focused on adding vital interventions such as distance learning and community post-primary based education to address significant barriers to transition through to secondary level education (Narrative TOC, 2018). These additions aimed to address the access barrier to secondary education, highlighted as a significant gap in the baseline report (NFER, 2018).

We found that overall the project has largely designed interventions which address the identified supply and demand side barriers to education, either directly or indirectly (See Annex 8 for a mapping of barriers against project activities and outputs). However, some barriers remain unaddressed, or less directly addressed, by the project. This includes economic barriers, access to water in schools, and the additional support needs in Tete and Manica.

Economic barriers were identified as a prominent barrier to girls' education, particularly at secondary level. This barrier is not explicitly incorporated into the redesigned TOC diagram, and activities which address this barrier are marginal – including bursaries to 170 secondary school girls (Redesign Proposal, 2018). Type III DL centres may also address this barrier, by bringing secondary level education into STAR-G communities, which are annexed to existing primary schools, and by and reducing cost burdens associated with sending girls' to distant secondary schools. The project previously justified the decision not include core interventions to address this barrier during the baseline evaluation (NFER, 2018, p. 76), which highlighted the challenge of feasibly including such a complex element to an already large project. It was also noted that findings from PAGE-M found limited effectiveness of bursaries (although evidence was limited and not representative), and as a result these elements are being phased out of STAR-G (Ambrose et al, 2017). However, given the prominence of this barrier, it remaining unaddressed may ultimately reduce the impact the project can achieve overall.

Access to water in schools is also identified a barrier to attending school, and is a wider challenge facing the STAR-G communities, as school children are often required to walk miles to collect water before going to school. This barrier is not explicitly addressed by the project TOC. Project staff explained that in order to avoid over stretching resources, STAR-G conducted a consultative prioritisation exercise to identify areas of 'high impact' in terms of the likely impact on learning and transition, and 'high influence' in terms of STAR-G's ability to influence the barrier based on Save the Children's expertise, the scope of the project, and the nature of the barrier. Access to water was identified as a 'medium impact' and 'medium influence', and therefore not prioritised.

Some additional barriers and challenges were further highlighted relating to characteristics of marginalisation in the baseline evaluation report which are not yet clearly addressed in redesign documents or plans. For example, the evaluation found **high levels of marginalisation in Tete province** compared with the other two provinces, with early marriage found to be particularly severe in Tete. The evaluation also found **low levels of learning in Tete and Manica**, leading to the baseline recommendation to intensify programmatic support in those provinces – it is not clear from documents whether this was considered when planning and designing the activities, and may be an area to explore further in future analysis.

In summary, the project has designed activities to address many of the identified barriers, and has filled some of the gaps identified at baseline. Justifications are provided for not addressing all the identified barriers, taking into account the available budget and resources to achieve the ambitious aims of the project. Nonetheless, it is necessary to note these gaps in order to understand whether these will stand in the way of the project achieving its overall objectives.

There is limited evidence available to assess the relevance of the design during Covid-19

Before the pandemic, the project reported that, following consultations with the government, community leaders and mapping of the community sub-groups, the barriers to education which the TOC addresses remain relevant (Review and Adaptation Meeting report, June 2019). However, there was limited evidence from the document review and monitoring data to confirm the extent to which barriers have changed as a result of the pandemic, and which girls are most affected.

The project conducted a rapid needs assessment in August 2020 in order to collect information around challenges such as violence and household chores, and availability of communication tools such as radios and smartphones. The assessment provided valuable information to help the project to adapt activities, but this was not designed as a thorough barrier analysis to assess the changes in previously identified barriers over time. Furthermore, project monitoring data received could not provide insight into the extent of activities conducted during Covid-19.

There is some evidence that designed activities are inclusive of different characteristics of marginalisation, however definitions of sub-groups are inconsistent, and there is no evidence to confirm if the project has benefitted different sub-groups

In order to explore the activities which target specific sub-groups, we extracted activities from the narrative proposal and mapped these against sub-groups referenced within project documents. This provided an overall picture of how activities intended to target marginalised girls before Covid-19 (Redesign proposal, 2018). This was then compared with activities set out in the MTRP 2020 report which outlines activities planned during Covid-19. This mapping is provided in Annex 8.

Our analysis found there were inconsistencies in the list of sub-groups targeted by the project, which is likely the result of design adaptations overtime. For example, girls struggling with language of instruction is listed as a sub-group in MTRP, but was not explicitly included in the Redesigned proposal. It was also not always clear which activities explicitly targeted particular sub-groups. Furthermore, the scope of this study did not allow for further follow up with external stakeholders (most notably, girls themselves) to explore perceptions and direct experiences of how activities met girls' needs in practice. As such, a light touch analysis is provided, based on available project documents, which should be explored in more detail in future research.

Some specific gaps in activities addressing the needs of sub-groups were highlighted during the baseline evaluation, in particular activities addressing girls involved in **child labour** and **children with disabilities**. The project has gone some way to addressing these gaps, with the inclusion of DL centres which can provide girls engaged in child labour with opportunities to access more a more flexible alternative to full time secondary schooling and therefore improve the chances of transition. Furthermore, while children with disabilities are not a specific sub-group targeted by the project, a disability strategy was developed a year after the re-design (Disability Strategy, 2019), in

partnership with Humanity and Inclusion (HI) an expert organisation, which aims to ensure the inclusion of people with disabilities (PwD) in design and implementation activities. These additions appear to reflect a greater consideration of how issues of disability and inclusion can be mainstreamed throughout the project, rather than the inclusion of interventions that directly address disability, as this was not originally within the scope of the project.

While we found evidence that activities target and are inclusive of sub-groups, there is no evidence available at this time to confirm whether the project was able to *reach* and *benefit* different sub-groups of girls. This is mainly because of the way STAR-G designed its data collection methods and the type of data it collects. To illustrate, STAR-G relies on a school-based estimation approach, in which enrolment figures were used for the basis for beneficiary figures, and verified through headcounts conducted by the project in November 2017 and March 2018. The project then estimated the reach of girls meeting different characteristics of marginalisation based on the prevalence in the general population. However the baseline evaluation report highlighted limitations of this approach, for example, girls engaged in child labour, or those married and / or with children, are unlikely to register or attend formal schooling, and therefore would not be captured by school level activities (NFER, 2018, p.39-40). The project may have increased the reach of girls who are more likely to be out of school through the inclusion of the alternative pathways of DL and CBE, but as yet there is no data available which provides a detailed breakdown of the characteristics of girls enrolled in those interventions.

Project monitoring data did not shed further light on the extent to which marginalised groups benefit from interventions, as this was not designed to disaggregate to this level of detail. Most output indicators disaggregate by age, location and sometimes by disability. While several of the monitoring tools include the Washington Group Questions (WGQs) to track disability indicators, these are inconsistently completed. In many cases the responses to questions are not provided at all (such as in the case of Girls Club registers, other than Tete than the 2020 register) while in others the completion is patchy, with apparent accuracy issues (i.e. individuals responding 'yes' to all categories of impairment, which may indicate data quality issues). Therefore we were unable to provide any meaningful analysis around disability. STAR-G conducted studies, such as the self-esteem and confidence assessment, the menstrual health management (MHM) assessment, and the rapid needs assessment reflect on the sample of girls who report having a disability, and who are married or have children under the age of 18. These studies found a low prevalence of girls with such characteristics, and sample sizes would not provide a meaningful sub-group analysis.

Evidence gaps and areas for further investigation:

- Robust, mixed methods analysis of the strength of the causal linkages within the TOC
- Representative data collection using reliable methods to identify vulnerabilities and marginalisation within the project communities
- Exploration of alternative methods to estimate the extent to which the project is reaching and benefitting adolescent girls
- Review of the changing needs of girls and the barriers to learning during Covid-19

3.1.2 Changes in contextual assumptions

To understand how changes in the wider context and environment have affected the project design and activities, we first analysed the available **documents** to identify the contextual assumptions made by the project, followed by specific references in reporting to the impact of contextual factors on project activities.

We then explored the positive and negative impacts of contextual changes during **project staff interviews**, to better understand how the project and adapted in response to changes in context.

Key Findings:

- The STAR-G design and activities were affected by three major contextual factors: Cyclones, election and conflict, and most notably the Covid-19 pandemic, which resulted in various adaptations or additional activities in response to the changing context
- Covid-19 in particular has significantly altered the STAR-G design, and therefore many of the causal linkages within may have TOC have weakened, particularly those reliant on school structures

The project has faced three notable contextual challenges since 2019: 1) major cyclones, 2) elections resulting in conflict, and 3) Covid-19

While the project did not specifically state contextual assumptions in the TOC, it listed a number of external risks threatening the project such as natural shocks (including flooding; drought and cyclones) as well as conflict in project communities (Redesign proposal, 2018). It also stated mitigation measures such collaboration with emergency response teams and humanitarian programmes at national and regional levels[8]. We considered these risks as the contextual assumptions in the TOC for the purpose of this analysis. There were three major contextual factors which impacted on the project design and activities: Cyclones Idai and Kenneth (March-April 2019); Elections which led to conflict (October 2019); and the Covid-19 pandemic (March 2020 to date), which are also described in section 1.2.

Cyclone Idai and Kenneth

Cyclones Idai and Kenneth caused damage to eight out of the 28 DL centres, and affected 14 schools in Manica province. Save the Children responded by distributing emergency relief items to families who lost their homes, including tents, tarpaulins, and means to purify water (Annual report, 2019). A post-cyclone programme was set to run between July 2019 and April 2020, reportedly benefiting directly 1,372 STAR-G cohort girls and 6,749 pupils in total from 11 STAR-G supported schools in Macate and Gondola districts in Manica. Activities included the provision of school learning materials; repairing, equipping and securing school facilities; setting up temporary learning spaces; preparing water, sanitation and hygiene (WASH) facilities; preparing solar power facilities; training teachers on psychosocial support and referral mechanisms; increasing schools' capacities

[8] For example, COSACA, the emergency and humanitarian consortium in Mozambique https://mozambique.savethechildren.net/emergencies-resposta-humanit%C3%A1ria-e-mudan%C3%A7as-clim%C3%A1ticas-emergencies-humanitarian-response-and-climate

to respond to future disasters; and boosting MHM activities (STAR Education in Emergencies Concept Note, 2019*).*

STAR-G team members reported that the project was able to respond quickly by distributing relief packages, as well as creating temporary learning spaces, training teachers on psychological support, and distributed "school in a box" kits, which was enabled by Save the Children humanitarian response teams working with, and benefiting from, STAR-G team expertise. By developing emergency response plans with the schools, which was not initially a planned activity, the project hopes schools will be more resilient to future cyclones, and this has been reportedly well received by the schools.

Save the Children was also able to raise funds to repair the damaged schools from a donor source outside of GEC, which allowed them to gain the trust and credibility of the school staff, the communities, and the government. It also allowed them to safely re-introduce the project activities in those schools, and meet their project targets (albeit with delays).

Elections and conflict

STAR-G progress reports state that eight project target communities were affected by the 2019 elections, these are: Mussiquiri, Pindanganga, Mungomo, Mbaca Sabao, Nhamacoa, Mussatua, Chissunda and Chipidaumwe in the Gondola district, with approximately 800 STAR-G Cohort girls from eight schools and six DL centers, as well as the eight community core groups from these communities affected. Many of the families left their communities and were staying in around the gondola village, with estimates of 1,500 people internally displaced (Quarterly report 13, 2020).

This conflict meant that the project could not reach the affected areas to carry out activities including delivery of hygiene pads, gender focal point (GFP) training for girls clubs, or child protection activities. The project kept in touch with school leaders through radio and mobile phones where possible (Quarterly report 13, 2020; Quarterly report 14, 2020).

Covid-19

The pandemic has affected the project in multiple ways, including the disruption of project implementation activities due to a national lockdown which led to widespread school closures from the 1 April 2020, as well as changes to the needs of both communities and girls. As a result, the project has significantly adapted the design of interventions to meet these changing needs.

More specifically, the pandemic has created a new reality for education in Mozambique. A macro risk assessment on the safety of the school phased reopening in the current scenario was conducted by the Save the Children Mozambique Central Covid-19 Task Force, covering 192 schools (of which 14 were secondary schools). The new reality of the schools that need to be operational in the phased reopening is as follows (MTRP, 2020):

- 52% of schools are overcrowded
- 69% of school councils report that only 30 desks can be fitted into a classroom if the 1.5 metres spacing is applied as per government regulations, as such all enrolled children cannot be accommodated at once.
- 20% of schools have water taps in schools,

- 55% have boreholes in or close to the school, the rest have 100 -350 litres water storage,
- 81% of classrooms were clean,
- 45% of schools have no soap, while 31% indicated that they could afford to buy soap to last a few days a month,
- 63% of school councils indicated a low supply of masks, as very few were being produced locally, forcing locals to resort to borrowing masks.

Prolonged school closures may have weakened parts of the TOC, particularly where activities are reliant on school structures

The closure of schools has meant many of the originally designed TOC activities which relied on school structures, for example GCs, tutor support in DL centres, and classroom observations in TPD, have had to adapt in order to continue reaching and benefitting girls. The particularly strict regulation of children's movements also meant that DL students were reliant on their parents collecting materials from the schools to allow them to continue to study (Rapid needs assessment, 2020). This presents the project with numerous new challenges, including how to continue to reach those who do not have access to means of remote learning. Once schools reopen, challenges will remain in order to adapt to the 'new normal', and will require rethinking the support provided to schools and communities in order to recover from the loss of learning.

Despite this stark reality, there were some potential positive lessons and opportunities captured through project staff interviews. For example, while school closures were a major set-back, when government restrictions eased (some six months after schools were first closed) the project team and community CORE group members were able to conduct household visits, which enabled STAR-G to meet family members and girls directly and to see their home environment, get a better sense of the girls' lives, and to directly engage parents and caregivers about the girls' needs, potential and how they can support them. While the pandemic has caused significant delays to the education and learning of girls and students in general, some project staff felt hopeful that the provision of remote and wider learning approaches, such as educational radio programmes, could benefit the whole family who had greater exposure to these resources and information.

In summary, the contextual factors set out above, in particular Covid-19, have altered the project design and activities, and the barriers and assumptions that underpin them. As a result, it is likely that the causal linkages within the TOC may no longer hold true, or have been weakened where activities rely on school structures remaining open and accessible.

Evidence gaps and areas for further investigation:

- Ongoing monitoring and assessment of changing context (particularly due to Covid-19) and its effect on the project assumptions, including when schools reopen
- Monitoring of activities conducted during Covid-19, for example number of household visits conducted.

3.2 Teacher Professional Development (TPD)

Summary of the Teacher Professional Development Intervention[9]

TPD builds on the MINEDH policy known as "Pedagogical Journeys" ("*Jornadas Pedagógicas"*) and is one of the largest intervention areas of the STAR-G project. It builds on the PAGE-M teacher training activities aimed at improving classroom teaching practices and quality, identified by the project as a key barrier to girls' learning and transition. In 2018, TPD activities were extended to support teachers and tutors at secondary level, as well as those in CBE centres and DL centres. School principals and deputies also receive and participate in training within the TPD project area.

The TPD approach is based on a tried and tested Save the Children intervention, and is used in two other GEC projects (in Democratic Republic of the Congo and Afghanistan). The objective of TPD is to provide primary and secondary school teachers with a holistic set of support including training, mentoring, peer support, and lesson observations to help them develop a range of competencies linked to national frameworks around teaching, subject matters and subject-specific teaching. A special focus is placed on literacy and numeracy teaching as well as gender-sensitive pedagogies and positive discipline. Topics include (but are not limited to):

- **Teaching competencies** such as child protection, classroom management, lesson opening and closing, providing feedback, using assessments to improve learning, getting to know learners, their families and communities, etc. All such modules have gender responsiveness and inclusion approaches (particularly in relation to disabilities and linguistic diversity) mainstreamed.
- **Subject content modules** around literacy for primary and secondary education (covering vocabulary, comprehension and fluency), numeracy modules for primary education (covering problem solving, position tables, operations and graduated lines) and secondary-level numeracy modules (covering arithmetic operations, geometry and assessment).
- **Subject-specific teaching competencies** relate to understanding common student subject-specific mistakes and difficulties and how to overcome them, how to assist pupils to learn a specific subject more quickly and effectively, etc.

What does the TPD model look like in practice?

Implemented over a period of a year, schoolteachers' TPD training cycles include four phases of activities:

1) Training and introduction to the module
2) Practical teaching experience in the classroom

[9] The descriptions were compiled based on our reading of relevant project documents, consultations with STAR-G, and information gathered during key informant interviews. Please refer to Annex 2 and 7 for a list of these sources.

3) Peer reflection and self-assessment
4) Lesson observation and feedback from a coach.

Each cycle is designed to take four weeks to complete, during which schoolteachers' progress is tracked and measured against a teacher competency framework with four competency proficiency levels: beginning, developing, proficient and advanced.

STAR-G's TPD model I includes a training of trainers (ToT) where STAR-G specialists train teacher trainers from local institutes and universities, typically over the course of a five days in TPD competencies, who subsequently train primary and secondary level head teachers and schoolteachers on TPD competencies locally (cascade training mode).

Other TPD activities also include developing, upgrading and distributing primary and secondary TPD workbooks, guides and tools; assessing teacher competencies and development needs; staff training, etc.

Key partners and stakeholders involved in TPD implementation

- National Department of Teachers Training (Direcção Nacional de Formação de Professores, DNFP), which works with universities to provide teacher trainers.
- Teacher Training Institutes (IFPs - Institutos de Formação de Professores), by providing primary school TPD teacher trainers. They also share their TPD monitoring results with STAR-G.
- Teacher training universities (e.g., UniPungué, UniSave, UEM and Teacher Training Universities), by providing secondary school TPD teacher trainers and upgrade TPD materials. They also share their TPD monitoring results with STAR-G.
- Humanity and Inclusion (HI), with whom the project developed a strategy and implementation plan to make the project more inclusive and to offer specific support to STAR-G beneficiaries with disabilities.

How were TPD activities adapted during the pandemic?

The ToTs were adapted to online trainings, while teacher training included adapted versions of face-to-face and online activities. The number of teachers trained decreased due to Covid-19 restrictions and following safety measures (e.g., reduced number of participants per training room/session) while training sessions had to be deployed in more locations than initially planned. The pivot to online methods required careful planning and preparation, for example training teachers in computer skills and online applications before shifting to digital platforms. Implementation of online activities need to overcome several challenges such as poor connectivity, and lesson observation and peer reflection elements of TPD have faced considerable challenges. New modules were introduced in recognition of the changing context during the pandemic, these include: teachers' wellbeing and mental health; psychosocial support; inclusive education; and Covid-19.

3.2.1 Design and relevance of Teacher Professional Development

In this section, we respond to research questions relating to the relevance and design of TPD: *To what extent do linkages between TPD design activities and intended results remain valid?*

We explore the linkages between the TPD design, activities and intended results, and assess whether these remain valid in the current context. In this analysis, we consider the alignment with the education system and government policies; the ability of the project to identify, prioritise and address the needs of teachers and girls to overcome barriers to quality education; and the ability of the project to adapt to changing needs and priorities during the pandemic.

Findings in this section relied on a review of the available **documents** and interviews with **project staff and partners**.

Key findings:

- The TPD model is aligned with government education resources, policy and national teacher competency frameworks.
- TPD activities address several barriers identified in the TOC, and are informed by a teachers' competency assessment. However, remaining gaps cannot entirely be addressed by the project.
- STAR-G has re-designed the TPD activities during the pandemic to address emerging challenges, but some challenges remain outside the control of the project.

The TPD intervention and cascaded training model was designed to align with MINEDH resources, policy and national teacher competency frameworks

The TPD intervention, which works to develop the professional capacities of in-service teachers, has been designed in line with the Ministry of Education's policy (*Jornadas Pedagógicas)* and Education Sector Plan 2020. This approach utilises the existing resources and structures of the Ministry, such as teacher training implementation though the accredited National Teacher Training Institute, and is reportedly well received by the Ministry due to the limited interventions targeting secondary school teachers in particular, therefore increasing the appetite for such interventions (Redesign Proposal, 2018).

Assessing the appropriateness of training material, structure and delivery was not feasible within the scope of this study, which relies on programme documents and STAR-G staff interviews only. However, project documents and interviews noted that the material and content is based on the National Framework for Teachers' Competencies Development, and further strengthened by introducing new topics such as gender sensitive pedagogies, inclusive education, and girls' participation in class (Redesign proposal, 2018; MTRP, 2020). These topics are designed to contribute to achieving the intended results of improved quality of education, particularly in terms of gender sensitive pedagogy, inclusive education, and positive discipline practices.

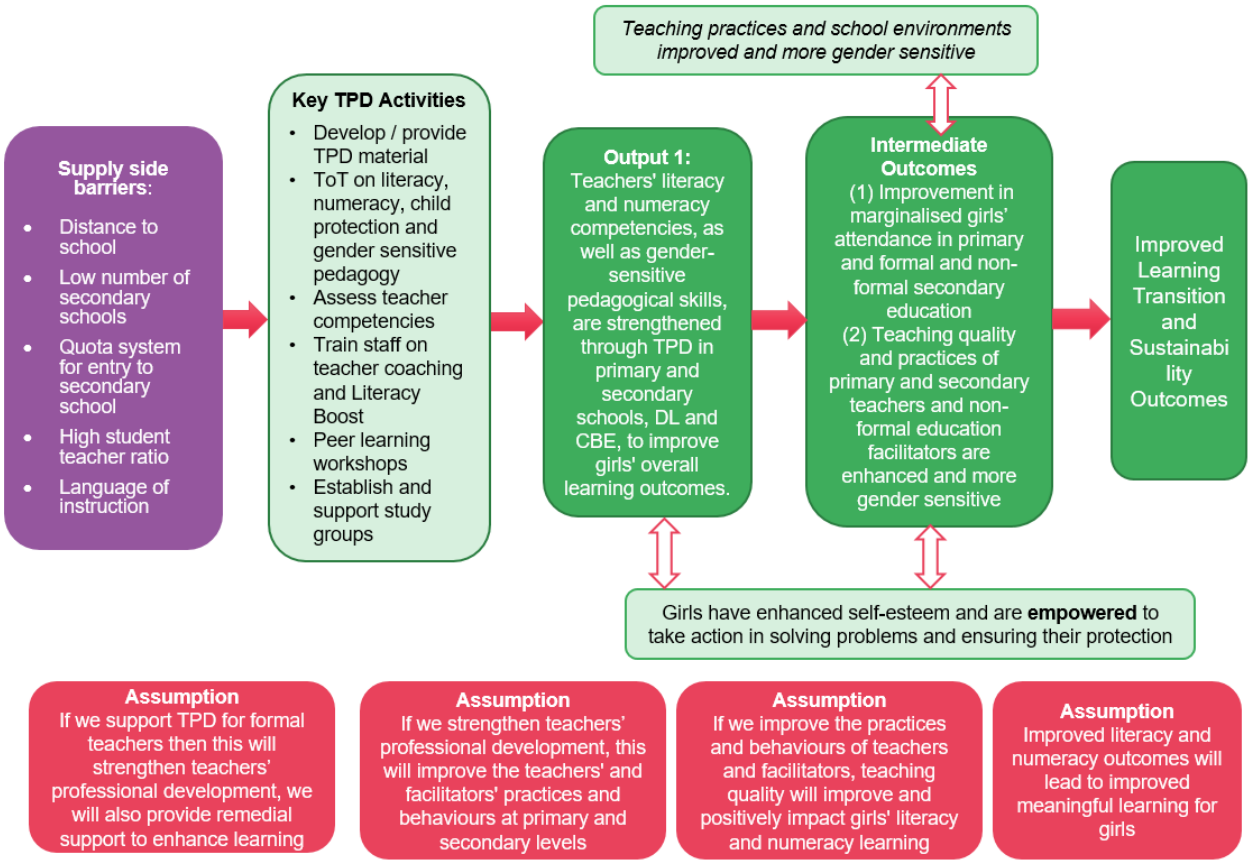
Reflections during interviews with staff and partners suggest that the cascaded training model is an adopted MINEDH working model which ensures a large number of teachers are trained with the limited available resources. STAR-G has aimed to improve this model by adding additional

components such as observations by peers and District Education Officers. Cascade models of training teachers are frequently used in lower resource settings as they provide opportunity to train large numbers of teachers in cost-effective way. However, there are challenges with this approaches, including the 'dilution' of knowledge and expertise as the training progresses (Junaid and Maka, 2015).

TPD activities address several identified barriers, and are informed by a teachers' competency assessment, however not all the barriers can feasibly be addressed by the project

In order to assess the relevance of the designed TPD activities, we explored the supply side barriers stated in the TOC and narrative TOC document (Redesign proposal, 2018; Narrative TOC, 2018; TOC Diagram, 2018) and mapped these against activities designed to address those barriers. Project activities appear to directly address many of the supply-side barriers that were identified through external research (Velthausz & Donco, 2017; NFER, 2018), including: underqualified teachers, sexual harassment and abuse by teachers, and language of instructions. The barriers, activities and intended outcomes of TPD are summarised in Figure 1.

Figure 1: Summary of the TPD intervention in the context of the TOC



TPD activities include training of teachers and head teachers on improved training material to include gender sensitive pedagogies, positive discipline, inclusive education, child protection and safeguarding issues in addition to improving other competencies (i.e. Portuguese). Project

reporting outlines that that these materials were informed by a teachers' and head teacher' competency assessment, which included primary and secondary teachers and head teachers and students (Quarterly Report #7, 2018).

There are other barriers and issues that are indirectly or not wholly addressed by the project. The TOC assumes that improved teacher professional development and capacity will enhance motivation and commitment to attending classes, but the underlying factors which influence poor motivation and absenteeism may not be fully addressed. For example, teacher motivation might be affected by personal factors and preferences, or government teacher management strategies (including deployment, pay, accountability), which are largely beyond the scope of the project. However, there is some evidence that the project aimed to address these issues, such as working with the community to recognise the value of teachers to increase motivation (Redesign proposal, 2018).

During the pandemic, the project re-designed TPD activities to address emerging challenges, but some challenges remain outside the control of the project

As described in Section 3.1.2, the global pandemic and government-imposed regulations have prevented TPD activities from continuing as planned. The MTRP laid out a TPD strategy to address those challenges (MTRP, 2020). The most important adaptations laid out and emphasised during interviews include:

- adding a well-being assessment of teachers, in which teachers carry out a self-assessment, and seek help if needed;
- including additional topics in the TPD training, such as psychosocial support, teachers' wellbeing, and mental health;
- switching to a hybrid approach of training which includes small groups of in-person training and online training;
- once teachers return to classrooms, training them on the newly revised condensed curriculum focusing on literacy and numeracy.

The reviewed documents, and interviews with project staff and partners flagged that despite adaptations, there are still challenges associated with delivering this approach during the pandemic which might affect the ability to attain the aspired results, most of which are beyond the control of the project. For example, the teachers trained have limited opportunities apply the training on learners while the majority of classes remain closed. Additionally, project reporting has highlighted challenges relating to high rates of teachers returning to their hometowns during Covid-19. As Quarterly report 13 (2020) indicates:

> *Getting these teachers back to work with number of restrictions involved for COVID-19 is yet another challenge for schools to reopen. High rates of teachers returned to their origin areas reducing their availability to attend the trainings and making harder the school reopening process (Quarterly Report #13, 2020, p. 24).*

The extent to which these challenges exist, and the impact on the relevance and effectiveness of TPD adaptations requires further exploration and triangulation in future research.

Evidence gaps and areas of further exploration:

- At the time of writing, monitoring data which outlined the extent and reach of activities delivered during Covid-19 was unavailable.
- Further evidence needed to confirm the extent to which the project meets the specific needs of individual teachers, and the extent to which this translates to better quality and gender sensitive teaching practices in the classroom

3.2.2 Effectiveness

In this section we respond to research questions around the effectiveness of TPD: *To what extent have TPD approaches addressed barriers to quality of education, before and during Covid-19?*

We explored the effectiveness of the TPD intervention by examining the extent to which the project was able to meet set targets based on **project reporting**, and have presented further analysis of **TPD monitoring data**.

Key Findings:

- The project reports that TPD output targets before the pandemic (Apr 2020) were met, although this can only be partially verified by the monitoring data received.
- There is limited evidence to assess improvement in teachers' competencies and performance, or the quality of training provided.
- The current MEAL system relies on different data sources to assess effect of TPD interventions, but there is evidence that this is not working effectively.

Project reporting indicates that TPD output targets were met before the pandemic

Due to the limited scope of the research, we considered the project's achievement of *output* targets in order to assess the progress of the project towards the achievement of Intermediate Outcomes and Outcomes.

The projects progress reporting indicates that the TPD output level targets were met or exceeded up to April 2020. Table 7 below summarises the Output 2 targets presented in the Logframe, and the achievement of those targets according to Logframe updates (Annual Report, 2020)

Table 7: Summary of output indicators, targets, and achieved results

Output Indicator	Target	Achieved
Proportion of teachers per annum who have completed four or more cycles of professional development	80%	100% Primary school teacher: 563 (180 F, 383 M) Secondary school teachers: 166 (26 F, 140 M)
% of TPD coaches providing one observation feedback on the performance of teachers	45%	100% TPD Coaches: Total 327, (60 F, 267 M)

As part of this study, we reanalysed the TPD monitoring data provided by the project team in order to further explore the output result. The analysis includes the number of teachers enrolled in TPD cycles, the number of training cycles completed, and extent to which competencies are reported to have improved, disaggregated by province. Further descriptive analysis is provided in Annex 5.

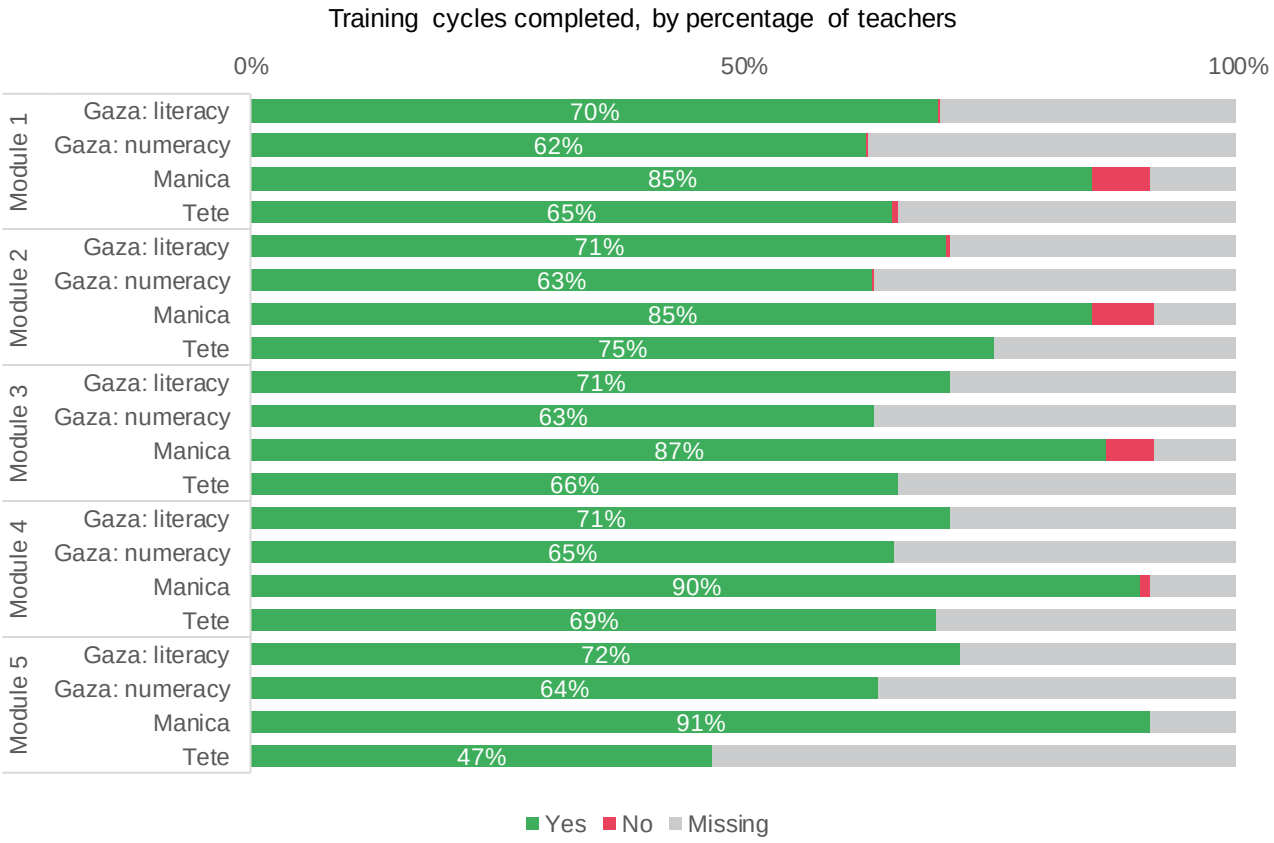
Training cycles completed (as of 2019)

The monitoring data shows that only 66 per cent of teachers enrolled in TPD (439 of 663[10]) completed four or more cycles of professional development in 2019. This discrepancy between the monitoring data and the target achievements reported in the Logframe updates (Annual Report, 2020), shown in Table 7, may be because monitoring data on training completion is missing for a large proportion of teachers[11]. TPD registries captured data on training completed in 2019 across five module cycles. Across all provinces, data on training completion, as well as progress on competencies, was missing for a substantial proportion of observations (shown in grey in Figure 2). This limits our ability to conclusively draw inferences based on this data.

In all provinces, each training cycle was completed by at least 60 per cent of all 663 teachers enrolled (Figure 2 below). However, it should be noted that data on training completion was missing (i.e. neither 'yes' nor 'no' is recorded) across cycles for between 25 to 55 per cent of teachers enrolled, and therefore it is possible that completion rates are higher in practice.

[10] Monitoring data received by the Evaluation Team indicate a total of 663 teachers (477 primary school teachers and 186 secondary school teachers) are enrolled in TPD, of which 26 per cent are female.
[11] Training completion data is missing for 25 to 55 per cent of the teachers recorded in the TPD registry

Figure 2: Training cycle completed, by province[12]



Source: STAR-G TPD registry, 2020

The data shows a relatively higher training completion rate in Manica, where every module cycle was completed by more than 80 per cent of teachers enrolled. In Gaza, training completion rates were slightly lower in numeracy modules. Literacy and numeracy module themes are combined in the Manica and Tete TPD registries, which does not allow for a further disaggregation between numeracy and literacy.

A disaggregation of data on primary versus secondary teachers shows a higher training completion rate among primary school teachers than secondary for literacy modules in Gaza (an average of 73 per cent for primary and 66 per cent for secondary across all modules). No clear patterns emerge across the other provinces in terms of differences between primary and secondary teachers.

[12] Shown as a percentage of all teachers enrolled in TPD in each province (313 in Gaza, 226 in Manica, 124 in Manica)

Further disaggregation of this output indicator by province and school type (primary or secondary), as well as an analysis of other indicators, along with reflections on the limitations and gaps in this data, are provided in Annex 5.

Progress on reported competencies improved (as of 2019)

The TPD registries contain data on the number of competencies covered[13], and the number of competencies improved at the end of the training cycle, based on a teacher self-assessment in consultation with the TPD coach. Note that the data does not provide information on the *type* of competency improved under each module, but only the overall number. The mean average of the number of competencies covered (averaged across the 5 modules) and mean average of the number of competencies improved post-training (averaged across the 5 modules)[14], by teachers for whom data is available, is summarised below:

- **Gaza**: On average, 3.6 competencies were covered across literacy modules 1 to 5, and 3.3 competencies improved. Similarly, 3.3 competencies covered across numeracy modules 1 to 5, and 2.9 improved. A subject-wise disaggregation (Figure 3 and 4) shows that a higher proportion of teachers improved more than 4 competencies in *Gender and Positive discipline* in both numeracy and literacy, compared to any other module theme.
- **Manica**: On average 2.6 competencies covered across module cycles 1 to 5, and 1.9 competencies improved.
- **Tete**: On average 3.4 competencies covered across module cycles 1 to 5, and 3 competencies improved.

As noted previously, the TPD data for Manica and Tete does not allow us to analyse literacy and numeracy modules separately. Findings related to the number of competencies covered and improved for Manica and Tete therefore refer to combined competencies for literacy and numeracy across the 5 training module cycles.

Further province-level disaggregation of data on the extent to which competencies were covered and improved shows that although training completion rates were highest in Manica compared to the other provinces, the number of competencies covered and improved was, on average across the 5 modules, lower in Manica than in Gaza and Tete. No notable differences were observed in the number of competencies covered and improved between primary teachers and secondary teachers.

[13] Teachers are able to choose the number of competencies they would like to cover in a training cycle.
[14] Mean of competencies covered and improved excludes missing observations from the total

Figure 3: Gaza, numeracy: Number of competencies covered and improved, by proportion of teachers enrolled in TPD*

	% of teachers*				
	Module 1 Introduction to numeracy	**Module 2** Place value charts	**Module 3** Gender and positive discipline	**Module 4** Assessment	**Module 5** Number lines and representations
Number of competencies covered					
1	0.5%	0.0%	0.0%	0.0%	0.0%
2	4.2%	100.0%	0.5%	0.0%	0.0%
3	85.9%	0.0%	0.0%	0.0%	100.0%
4+	9.4%	0.0%	99.5%	100.0%	0.0%
Number of competencies improved (end of cycle)					
0	3.2%	10.4%	0.0%	2.5%	2.8%
1	13.8%	13.2%	0.0%	2.5%	6.5%
2	11.6%	76.4%	5.2%	2.5%	90.7%
3	68.3%	0.0%	4.7%	39.7%	0.0%
4+	3.2%	0.0%	90.1%	52.5%	0.0%

*excludes missing observations from total

Figure 4: Gaza, Literacy: Competencies covered and improved, by proportion of teachers enrolled in TPD*

	% of teachers*				
	Module 1 Vocabulary	**Module 2** Fluency	**Module 3** Gender and positive	**Module 4** Assessment	**Module 5** Comprehension
Number of competencies covered					
1	0.5%	0.0%	0.5%	0.0%	0.0%
2	3.8%	0.5%	0.0%	0.0%	0.0%
3	84.0%	99.5%	0.0%	100.0%	100.0%
4+	11.8%	0.0%	99.5%	0.0%	0.0%
Number of competencies improved (end of cycle)					
0	3.8%	0.9%	0.0%	7.0%	7.0%
1	15.0%	2.8%	0.5%	3.5%	2.2%
2	12.7%	4.7%	2.7%	6.1%	11.0%
3	65.3%	86.3%	11.7%	83.3%	79.7%
4+	3.3%	5.2%	85.1%	0.0%	0.0%

*excludes missing observations from total

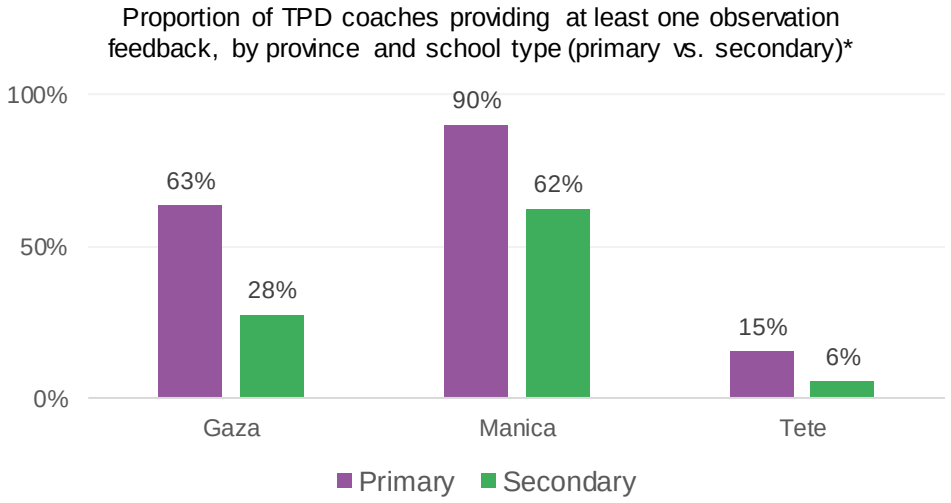
TPD coach observations

As per the TPD monitoring data, a total of **322** TPD coaches were registered across the provinces, 18 per cent of whom were female. The TPD monitoring data includes details of the number of teachers observed or coached, and the number of feedback comments provided by TPD coaches.

Across all 5 training cycles, coaches most often (that is, the modal value) observed or coached 1 teacher in Gaza and Manica, and 2 in Tete[15]. A disaggregation of data across primary and secondary school type shows that on average TPD coaches tended to observe a greater number of teachers for secondary school TPD relative to primary school.

An analysis of data on the number of observation feedback comments provided to teachers by TPD coaches confirms that the Logframe target (percentage of TPD coaches providing one observation feedback on the performance of teachers) was met. 60 per cent of TPD coaches provided one or more observation feedback, exceeding the Logframe target of 45 per cent. This proportion is higher for primary school training compared to secondary, as shown in Figure 5 below.

Figure 5: Proportion of coaches that provided feedback on the performance of teachers[16]



Source: STAR-G TPD registry, 2020

There is limited evidence to assess improvement in teachers' competencies and performance, or of the overall quality of training received

The desk review and interviews demonstrated that the project MEAL system is designed to gather data on teachers' improved competencies. However, while the TPD data provides the number of competencies covered and improved, much of the data on training progress is missing.

[15] Note that the data provides the number of teachers observed for Gaza, while for Manica and Tete, it provides the number of teachers coached. The two may not necessarily be comparable.
[16] As a percentage of TPD coaches in each province (149 in Gaza, 101 in Manica, 72 in Tete)

Furthermore, the data received does not capture indicators on the extent to which teachers are able to translate training into improved teaching practices in the classroom, or an assessment of the quality of the training provided. This would have been assessed through Classroom Observations and FGDs as part of the external midline evaluation, however the the reduced scope of the study limits our ability to assess the effect of the project on teachers' knowledge and practical skills from monitoring data and documents alone.

The 2020 Annual Report provided some limited evidence, reported before Covid-19, relating to teaching quality. For example, from monitoring visits carried out by the project staff, 88.7 per cent of lessons were found to start on time, while the remainder started 5-10 minutes late, however the targets and baseline for this are not clear. The report also states that:

> *The adaptation and integration of practical training guides, gender and positive discipline and behaviour management in the TPD training and modules has enabled teachers to explore diverse and positive solutions for girls and boys behaviours and discipline in the classrooms instead of corporal punishment* (Annual Report, 2020, p.27).

However, this statement was not supported by further evidence. Finally, we were not provided with evidence of an independent and thorough assessment of the training or its impact on learners. Following a presentation of emerging findings with the FM and STAR-G team in February 2021, we were informed that the FM had conducted such a review in August 2019, however this was not shared with the evaluation team and therefore could not be incorporated into this analysis.

The current MEAL system is designed to rely on different data sources, but there is evidence that this is not working effectively due to challenges with data collection

The monitoring plans as stated in the STAR-G MEL Framework, developed in 2019, show that the STAR-G project staff, including the MEAL field team and other specialists, officers and coordinators, collect self-reported sheets from teachers and coaches during two visits carried out during the four week TPD cycle. Plans indicated additional data would be collected via spot checks, observations and discussions with teachers and head teachers (coaches) in order to triangulate and cross-reference the data submitted. However, interviews revealed that there are challenges with this system, especially as teachers and coaches may not fill the forms correctly, fully or in a timely way.

Due to these challenges in the MEAL system, the project is developing a remote data collection tool (KoBo). This will be supported and verified by field visits and data collection from the Government's District Education Officer on a periodic basis (STAR-G covers transportation). While this remote and app-based data collection system will address some of the challenges, interviewees suggested that other challenges may remain unaddressed, such as the fact that some areas are very remote with no internet connection, and no power supply. We have limited information about the details of the system, and therefore cannot assess its relevance or effectiveness into addressing the identified or expected challenges.

Evidence gaps and areas of further exploration:

- Evidence around the quality of training provided, and effect on teacher knowledge, performance and skills
- Review of the quality of disaggregated data around teacher competencies
- Evidence of TPD effectiveness activities during Covid-19

3.2.3 Learning: Successes and Challenges of the TPD intervention

This section addresses research questions around the lessons learned relating to the implementation of project activities, including what worked well or less well, and under what conditions.

Research questions:

- **What can we learn about implementing elements of TPD and the ability to address barriers to girls' education (related to being in school) before and after the Covid-19 outbreak?**
  - Which elements of the TPD approach were most effective before and during Covid-19 and under what conditions and why?
  - Which elements of the TPD approach were most challenging to conduct during the state of emergency and why?

Analysis and findings in this section are informed by the **document review**, and **project staff and partner interviews**.

Key Findings:

- Qualitative evidence indicates that partners were appropriate for the delivery of TPD approaches, but there are areas of improvement that could be addressed further.
- Turnover of teachers could hinder the ability of the project to assess its effect on the teachers and collect learning.
- There were incidents of coaches and teachers struggling to uptake new skills or deliver the desired quality. The project put in measures to overcome this, but the effect of these are unknown.
- The pandemic presented a new set of challenges to the implementation of TPD activities, in particular the delivery of online training.

There is qualitative evidence that TPD partners are appropriate for the delivery of TPD approaches, but there are potential areas for improvement in managing the intervention implementation with them

Interviewees suggested that the TPD partnerships, namely with the MINEDH, the National Teacher Training Institute and UP is appropriate and suitable for the implementation of the TPD approach

as designed in the TOC. Interviewees also perceived the involvement of HI as a specialised organisation in issues and subjects around PwDs as a positive step towards ensuring inclusion is reflected in the TPD material and training. Overall, partners were considered well-established and expert organisations in their fields. Interviews and documents also highlighted collaboration between partners which was generally successful. For example, project reporting highlighted the successful collaboration of partners throughout the development of TPD approach and adaptation of material, with high levels of participation in workshops and discussions from MINEDH and UP (Annual report, 2019; Annual Report, 2020). The MTRP also suggests that partnerships continued with Provincial Teacher Training Institutes (IFPs) and UP during Covid-19 through digital trainings.

While the partnerships appeared to be appropriate, and while some feedback mechanisms were in place such as a trainee's satisfaction survey, there was some evidence to suggest that adaptations in activity implementation were sometimes carried out spontaneously, and were not always institutionalised. For example, one interviewee described how trainers sometimes independently adapted training material to be more localised, condensed or simplified to fit the timeframe and the targeted teachers' appetite and capabilities. This could be positive, since it implies trainers are sufficiently empowered to do this, but could also highlight a gap in consultation which does not allow for feedback and institutionalisation of these adaptations into the content and the TPD approach as a whole if and when required.

Finally, feedback during interviews suggested that the delivery of training to teachers requires high commitment from partners, which sometimes left trainers drained from their regular job in addition to the STAR-G training. This also *might* reflect negatively on the commitment of the trainers and the quality of the training, although we have no further information on this.

There is some evidence that teacher turnover might hinder the ability of the project to assess the effect of the TPD intervention on teaching quality

A recurrent issue from GEC-1 as described in the MEL Framework (August 2019), and in interviews, is the turnover of teachers trained in intervention schools, either because teachers leave the profession, or are redeployed/ transferred to a different school. Turnover of teachers can affect the ability of the project to measure the impact of its TPD intervention and collect learning. This, as suggested in the documents is because transferring teachers between schools might 'contaminate' the control sample, and so the control schools (which are meant to be free from any project intervention) will contain teachers who are trained by the project. It is also because those who are transferred within a period less than two years from intervening with them will be lost, and the project won't be able to properly assess its effect on their skills and capacity. As one interviewee suggested, *"we should be working with a teacher for about two years to really assess whether that teacher improved their skills"* (Interview Participant).

Teacher redeployment however, may have some potential positives, namely that trained teachers can transfer skills and knowledge to other peers in new schools and environments. However such spill over effects are difficult to measure and evidence.

In order to address some of the challenges brought by the risk of teacher turnover, and in order to correctly measure the effects of TPD and have a longer term engagement with teachers, the project identified two measures: 1) managing the potential contamination of control schools; and 2)

retention of teachers for two to three years in one position. Accounting for contamination is within the control of the project and the project documents refer to planning for such measures (MEL Framework, 2019), but there is no further evidence to how this is being done in practice. With regards to the issue of teacher retention, and according to project staff, teachers leave their positions for several reasons, including voluntary reasons, or following the government's policies and instructions. Both these are beyond the control of the project, and while the project documents refer to advocating and working with the government around teacher retention, for example, the project redesign proposal from February 2018 states:

> *We will work with 63 district services to improve teachers' management and retain key teachers for at least three years in the same school, to help peers to develop and anchor best practices in schools.* (Redesign Proposal, 2018).

However, there is no evidence that this was achieved or whether the government has formally responded or taken action. It is worth noting that due to the pandemic, a shift in resources and focus has been placed to address the new challenges brought by Covid-19.

The project identified incidents where coaches and teachers struggled to take up new skills or deliver the desired quality, and there is no evidence of whether mitigation measures put in place by the project overcame this challenge

Project documents reported that in general, school coaches and teachers acquired the introduced teaching methodologies, and coaching tools and techniques. However, incidents of teachers and coaches not applying the skills were also observed, and the project responded to this by putting in place additional mitigation measures.

First, the project identified that some coaches struggled understanding the role models on gender and positive discipline, although the extent of this issue in terms of the number of percentage of those who faced challenges was not reported (Quarterly Report #9, 2019). Progress reports stated plans for providing additional assistance when conducting workshops and when carrying out classroom observation at school level. However, no further evidence is provided to unpack this or explore whether the introduced measures sufficiently mitigated the issue.

Second, evidence from project periodic reports further indicated that some TPD school coaches for secondary schools faced challenges in coaching at secondary education level (Quarterly Report #11, 2019). This, as explained was because most of the school coaches (head teachers and deputies) were not specialised in mathematics and Portuguese, so they were not able to provide high technical coaching and mentoring support in those subject areas. To overcome this, the project trained advanced mathematics and Portuguese teachers as coaches in their respective schools. Again, there is no further evidence to unpack this further or assess effect of the adjustment measure.

Finally, and a recurrent issue reported in PAGE-M, was the ability of teachers to take up new skills (Annual Report, 2020; Redesign proposal, 2018). This, as stated, was not found to meet the anticipated level, as teachers were not fully implementing newly learned techniques. The project planned to adapt by elaborating additional handout materials, implementing trainings at the ZIP

level, and extending training duration. It is not clear with the pandemic's restrictions and new challenges whether these adaptations were made and the extent that they were effective.

The pandemic presented a new set of challenges to the implementation of TPD activities, in particular the delivery of online training

Evidence from interviews suggest that training of teachers during the pandemic may not be entirely useful for all teachers, specifically those who are not teaching during the pandemic. At the time of writing, only Grades 7, 10 and 12 were operating. This limitation means teachers who are not in school cannot apply newly acquired skills in the practical setting of the classroom, therefore carrying out theoretical teaching might not be as relevant or effective. However, there is also rationale for engaging teachers during lockdown, and feedback from the project team suggests that training teachers during lockdown while they are not in the classroom or "during downtown" might enable them to hit the ground running once schools reopen. This cam mitigate the risk of training commitments removing them from classrooms, or overwhelm them by adding training to their regular jobs. This requires further exploration for the context of the project during the pandemic and in general.

Another issue raised during the pandemic related to the usefulness and effectiveness of online training. This is a global issue affecting many countries and discussed in several global platforms. For the STAR-G context, this is no different, and interviews suggested that on one hand online training appears to be cost-effective, and ensures continuous engagement with teachers, but it also faces significant challenges which put its effectiveness into question. In cases where evidence of online training exists, challenges were described such as connection problems, ICT literacy of the teachers to use platforms for learning, and also engaging and interacting with teachers online.

Gaps in evidence and areas for further exploration around TPD learning:

- Generation of further lessons around the successes and challenges of TPD implementation, including training quality, coordination with partners, and application of approaches by teachers and coaches.
- Further exploration of the quality of training, and lessons learned around the barriers and enablers to quality implementation.
- Assess the extent of teacher turnover, and whether contamination risks are accounted for in the project MEAL approach.
- Explore the usefulness and effectiveness of online training during Covid-19.

3.2.4 Sustainability

This section responds to the following research questions:

- Are there structures, systems, or resources in place to sustain or scale up elements of TPD activities?
- Is there buy-in from relevant stakeholders to sustain TPD activities?
- What more can the project do to increase the sustainability of results from TPD?

In assessing the potential for sustainability, we considered: evidence of buy-in from relevant stakeholders at the system, school, or community level; evidence around capacity and resources in place to allow activities to continue beyond the project; and evidence that activities are integrated with existing education system.

Key findings:

- There is some evidence of high-level buy-in from government around TPD approach, but this requires further verification.
- TPD development, training and monitoring are conducted in a way that utilises existing structures and systems to build the potential of sustainability, but there is no evidence of formal commitments at this time.
- The project developed an Advocacy Strategy which aims to encourage the adoption of TPD by government and partners.

There is some evidence to suggest high-level buy-in from government around TPD approach

There is some evidence of high-level buy-in from the government to the project. This is demonstrated in the close engagement from MINDEH and UP throughout the life of the project, as discussed in Section 3.2.3. It is also demonstrated by the targeted schools' engagement with the TPD cycles, such as coaches (head teachers in the school) carrying out observations and delivering feedback to teachers as prescribed by the project's TPD intervention approach.

MINEDH demonstrated its commitment to support TPD activities in primary and secondary schools through a letter of commitment (Redesign Proposal, 2018), and between April 2019 and 2020 MINEDH and partners have reportedly intensified their involvement in the revision of the modules and manuals for TPD (Annual Report, 2020). One interview participant further stated that senior members from the government contacted the Save the Children Country Director thanking them for STAR-G's efforts, especially during Covid-19. .

The design of TPD is integrated within existing national structures and systems in order to increase the potential of sustainability, but there is no evidence of formal commitments to sustain the STAR-G TPD activities beyond the project

In terms of implementation modality, as discussed in the Section 3.2.1, the TPD component is integrated into the existing national structures and systems, and designed to meet the national educational targets (Redesign proposal, 2018).

TPD activities, including the revision of materials and trainings themselves, are conducted in collaboration with the National Department of Teachers Training (DNFP), National Department of Secondary Education and Provincial and District authorities as well as with UP (who has strong relationships with the government) and other teacher training institutes (IFPs). DNFP works with UP and Eduardo Mondlane University (UEM) to provide trainers for the TPD activities, meaning there is less involvement from Save the Children staff, thereby more strongly integrating TPD content and approaches into existing systems. In terms of monitoring, District Education Officers

have been responsible for observing the trained teachers, and for some data collection around TPD cycles, workshops and classroom observations.

Establishing the buy-in of decision makers, working within existing national structures and building capacity are conditions required to increase the likelihood of sustainability of the project model, as stated in GEC MEL Guidelines:

> *Alongside this [change in attitude], projects may focus on ensuring structures, capacity and resources are increasingly in place, enabling local stakeholders to lead and maintain change independently of any external support. As change is more fully established, stakeholders can further develop existing or new approaches to support girls' education and respond to needs.* (GEC, 2017, p.47)

There is evidence that the project has worked in a way that aims to increase the likelihood of sustainability of the activities and its effects, and while the TPD worked to build the capacity of trainers and teachers. However, there is no evidence yet of formal commitment to sustain TPD introduced activities, or whether the Teacher Training Colleges (previously UP) will be using the material beyond STAR-G project to train teachers. In fact, there was some scepticism mentioned during interviews about the government's willingness or ability to dedicate sufficient resources for these activities. And while STAR-G has developed an Advocacy Strategy and drew up plans to ensure sustainability of some elements (discussed below), the project has no control, and is not involved nor consulted, over decision-making processes of the government.

The MPA scope did not allow for the application of the Sustainability Score Card - which includes a financial sustainability assessment and behaviour change assessment.

The project developed an Advocacy Strategy which aims to encourage the adoption of TPD by government and partners

Interviews highlighted STAR-G's efforts in trying to encourage the government to adopt certain TPD elements, mainly: gender-sensitive pedagogy and inclusion in the in-service teacher training, and the overall TPD material and training into entry-level pre-service teacher training. The importance of the adoption of such approaches in pre-service training is suggested to have a deeper and stronger effect on teachers, since they learn these skills fresh and do not have to substitute or improve already established and often deep-rooted teaching styles.

Another element, that both documents and interviews emphasised, is the project's intention achieve government approval to adopt the updated Teachers' Code of Conduct (CoC), and ideally embedding it into the pre-service and in-service teacher training (Quarterly Report #13, 2020). The introduced updates ensure that the CoC is reflective of child protection and safeguarding principles, and ensures all teachers in Mozambique are guided by common principles, and are aware of the penalties for violation. This leverages on the child safeguarding work of STAR-G.

Evidence gaps and areas for further exploration

- Validating levels of government commitment through interviews with policy-makers/government stakeholders, or formal, written commitments.
- Sufficient primary and secondary data collection to apply to the Sustainability Score Card, including financial sustainability and behaviour change.
- Value for Money (VFM) assessment to support the prioritisation of activities to advocate for wider scale up.
- Further exploration of buy-in at the system, school and community level.

3.3 Distance Learning

Summary of the Distance Learning intervention[17]

In collaboration with MINEDH, STAR-G provides support to a formal, alternative pathway for students to transition to secondary education via enrolment in a DL model. It builds on the government's Secondary Distance Learning Programme (Programa de Ensino Secundário à Distância, PESD[18]), put in place by MINEDH in 2004 and scaled up to all provinces in 2008. STAR-G's DL model was deployed in the provinces of Gaza, Manica and Tete after the 2018 project redesign. While Save the Children supports the provision of materials, training, monitoring and community sensitisation to DL, governmental authorities at central, provincial and district levels retain responsibility for infrastructure, equipment, staffing and overall administration.

The project's DL model is designed for girls and boys who pass grade 7, but face difficulties to access secondary school due to barriers such as early marriage and unplanned pregnancy, inability to pay school and boarding house fees, long distances to secondary schools or a need to engage in paid work. These students can enrol in DL centres close to their communities such that they can continue to access schooling at grades 8, 9 and 10.

What does the DL model look like in practice?

The project introduced the concept of Type III Distance Learning centres (DLCs) – known as Support and Learning Groups, i.e., Centros de Apoio e Aprendizagem (CAA) – and worked with the ministry to set them up. DLCs provide secondary education level but are physically located as annexes in primary schools which do not have a secondary school in close proximity to the community.

At Type III DLCs, children attend the centres at least one day per month and have six weekly hours of self-study. In total, eight core subjects are taught out of 12 subjects from the full national curriculum, including Portuguese and Mathematics. Each subject is delivered in modules and assessed through a continuous assessment method. Once the student has successfully completed 45 modules, they are able to take the national exams and graduate from the 10th grade just as any pupil enrolled in face-to-face schools. As this study mode is not based on yearly study programmes that have to be approved at the end of the school year for progression into a further school level to take place, it is termed per year-group ("por ciclo").

The project DLCs are staffed by trained DL managers (usually primary school head teachers) from the District Education Service, who are regular primary government schoolteachers (or, at times, secondary schoolteachers depending on the subject matter). Tutors attend a 10-day training course where they develop an understanding of additional teaching methodologies to

[17] The descriptions were compiled based on our reading of relevant project documents, consultations with STAR-G, and information gathered during KIIs. Please refer to Annex 2 and 7 for a list of these sources.
[18] For a description on the Secondary Distance Learning Programme by the Ministry of Education and Human Development, visit: http://ead.mined.gov.mz/site/index.php/portfolio/pesd/ (accessed: 5 Feb 2021)

support distance learners, including facilitation in a multilingual environment, inclusive pedagogy and provision of formative feedback.

Within the DL model, study groups are also established as an additional, non-academic strategy. In a study group, girls and boys meet in a certain space to study, answer questions, and consolidate the knowledge acquired in DL tutoring and individual study sessions. Study groups are designed to enable girls to learn from peers, share good practices and challenges encountered in conducting individual studies. They also allow students to continue to socialise despite the distance learning modality, thereby providing a friendly environment to help girls complete education levels while developing self-esteem and confidence. Each study group has a DL study group facilitator (dinamizadora) who is herself also enrolled in the DL centre and selected by the DL manager.

DL facilitators were identified and received training around gender content as well as protection and positive discipline, particularly strategies to help girls break down barriers related to public speaking, develop a taste for learning and actively participate in the group.

Project partners and key stakeholders supporting the implementation

- Institute of Open and Distance Learning (*Instituto de Educação Aberta e à Distância*, IEDA), managed by the MINEDH and a key governmental stakeholder in the DL design. It provides DL centres with tutors (who are government schoolteachers mostly from primary schools) whom it has trained to support DL activities from the development of materials up to their implementation.
- Secondary school of tutelage, which provide support tutor training to type-III DLC tutors in subjects where the latter are not proficient, e.g., in French.

How were DL activities adapted during the pandemic?

DLCs which closed due to the school shut down brought about by the Mozambican state response to pandemic will be reopened as per the government school reopening schedule. During closures, IEDA has been providing teacher training online, and deploying learning support to students through simple online platforms (WhatsApp, SMS) and community radio.

The June 2020 needs assessment (Rapid Needs Assessment, 2020) identified limitations in DL pupils' ability to continue learning during the pandemic. Response actions included:

- Providing additional support in the form of a household-level roving tutor. The deployment of the strategy is still under analysis by STAR-G and governmental partners while training are put in place
- Revising tutors' guidelines
- Revising DL management protocols
- Training tutors and managers on alternative methodologies to support students in the context of the pandemic (e.g., the use of online platforms, radio and roving tutors, Covid-19 prevention)
- Advocating with the MINEDH and IEDA on the relaxation of the end-of-module tests

- With support of STAR-G, IEDA is implementing the "Safe DL Centres Programme" (Programa CAAs Seguros), whereby Covid-19 hygiene measures are being implemented at DLCs.

Study groups were not functional during school closures.

3.3.1 Design and relevance of Distance Learning

In this section, we respond to research questions relating to the relevance and design of DL: *To what extent do linkages between DL design activities and intended results remain valid?*

We explore the linkages between the DL design, activities and intended results, and assess whether these remain valid in the current context.

In this analysis, we consider the alignment with the education system and government policies; the extent that the intervention design addresses identified barriers, and the ability of the project to adapt to changing needs and priorities during the pandemic. Findings in this section relied on a review of the available **documents** and interviews with **project staff and partners**.

Key findings:

- The DL design is aligned with the government's education programmes and structure, and is endorsed by the government
- DL Centres and its design elements are relevant and appropriate to address many of the related barriers, but there are still issues that need further exploration
- Adapted DL interventions offer potential opportunities to address challenges posed by the pandemic, but more research is needed to assess its relevance

The design of the DL intervention is aligned with the government's education programmes and structure, and is endorsed by the government

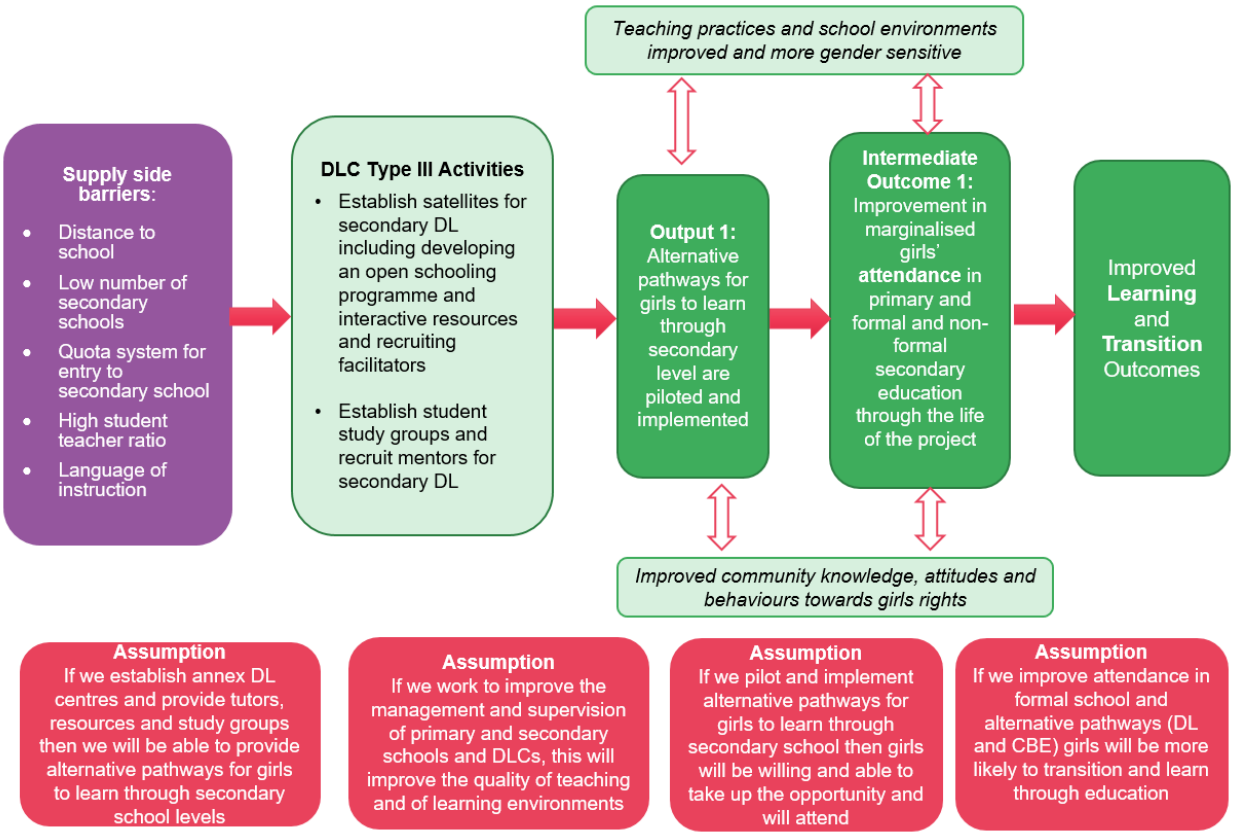
DL is part of a government programme put in place by MINEDH following the establishment of the Institute for Open and Distance Education (IEDA, Instituto de Educação à Distância e Aberta) in the early 2000s (Pathway 2, 2018). The DL model of secondary education was designed to address barriers to education including early marriage and unplanned pregnancy, inability to pay school fees, or a need to engage in paid work. STAR-G introduced a new DL model (Type III), which uses primary schools as annex centres affiliated to the relevant district DLC, unlike the government's rolled out model of locating the DLC in secondary schools. This would allow girls attending primary school under the project to continue to access schooling at grades 8, 9 and 10, especially where access to secondary schools is a challenge (Redesign Proposal, 2018).

The Type III DL pilot model was endorsed by MINEDH as it fits within its strategic programmes, it also committed to facilitate implementation of the pilot model. MINEDH have participated in the delivery of the DL model in the following ways: leading the establishment of the DLCs with support from STAR-G team; providing coaching and mentoring to tutors and managers in how to improve the management of the centres; and liaising with MINEDH provincial directors to address issues such as the distribution of end of module test to the centres (Annual Report, 2020).

The Type III DL approach and design elements are relevant and appropriate to address many of the related barriers, but there are still issues that need further exploration

Evidence from documents and interviews suggests that the DL centres are appropriate tools to address relevant barriers to education identified in the design, in particular lack of access to secondary education, and the need for flexible learning. The barriers, activities and intended outcomes of DL are summarised in Figure 6.

Figure 6: Summary of the DL intervention in the context of the TOC



Source: STAR-G TOC Diagram (2018)

Interviewees also noted that certain design elements of the pilot model increased the relevance of the intervention, such as: the selection of communities where DLCs were established based on the distance from the nearest secondary school (minimum 5km); the distribution of roles between the project and government and ensuring that centres are embedded within the education system; and the Introduction of study groups which are independently organised by the students. These were all highlights as key aspects of the model's design.

However, interviews and documents indicated that certain elements require further investigation and perhaps adaptation or provision of supportive activities. For example, while distance to secondary schools is a community selection criteria, there is evidence that some selected communities are facing challenges in fully participating or supporting the DLCs. One interview

participant suggested that communities may still deprioritise education (even low-cost DL education) because of extreme poverty and hunger. Other interviews highlighted that additional efforts are required by the project to ensure there is community buy-in, as some parents are unclear that DL study and certificates are equivalent to a secondary level education due to the unfamiliar mode of study and progression through modules. However, there is limited evidence around the extent of these issues, and whether and how the project is addressing them.

Adapted DL interventions offer potential opportunities to address challenges posed by the pandemic, but more research is needed to assess its relevance

Due to the pandemic, STAR-G introduced a number of adaptations including new material around psychosocial support protocols, collaborative and peer-learning, and Covid-19 prevention measures. It also introduced new platforms for teaching and learning such as radio programmes. In the case where radio and smart phones or internet connection was not available, the project is introducing a roving tutor approach, and is in the process of getting approval from the government for this activity. Interview responses highlighted a perception by programme staff and partners that these adaptations are appropriate.

Without a more robust assessment of the changing barriers to education during Covid-19, or evidence to confirm if these adaptation enable students to continue learning, it is not possible to concretely assess whether the DL intervention remains relevant. The only source of evidence found on this was the Rapid Needs Assessment (2020), which did not specifically investigate the changing needs of girls, tutors, facilitators and managers. As the study was conducted less than two months after the government's school closure policy was enforced, it is not expected that this would have assessed the effect of new adaptations. The study found lower levels of learning across the sampled DL students (42% of DLC students continued learning, in comparison to 85% of secondary school students and 77% of primary school students surveyed), but the reasons for this were not explored further, and the small sample size means these findings are not generalizable. Interviewees suggested that during the school closures and the restriction of movements, opportunities to study may have been hindered as materials located in DLCs were inaccessible during school closures. Another potential barrier is the lack of tutor support during school closures, and girls not receiving support or encouragement to study.

While evidence of relevance during the pandemic is not clear, interview participants highlighted that DL education can present an opportunity for the government and key players in education to overcome challenges brought by the pandemic, and to keep children learning. As one interviewee suggested, DL can present an opportunity to obtain an education "*beyond the four walls of the classroom*". This may increase the DLCs' relevance to obtain education under such restrictions. Finally, this opportunity may increase the appetite of relevant stakeholders including the government to support the DLC approach and model as an alternative pathway to education, especially for girls when secondary school are inaccessible

Evidence gaps and areas of further exploration on DL relevance:

- Further validation of alignment with government systems by relevant stakeholders
- Robust assessment of the changes in needs and barriers addressed through DL, and the relevance of the TOC linkages in the context of Covid-19
- Further exploration of the perceived relevance of DL with system, school and community stakeholders
- Unpack the extent and how DL students continued learning during pandemic, and in comparison to other forms of education, and the barriers and enablers identified

3.3.2 Effectiveness

In this section we respond to research questions around the effectiveness of DL: *To what extent have DL approaches addressed barriers to attendance, before and during Covid-19?*

We explore the effectiveness of the TPD intervention by examining the extent to which the project was able to meet set targets based on project reporting, and have presented further analysis of DL monitoring data.

Key findings:

- Enrolment rates in DL show positive signs of uptake, but by April 2020 the project had not met output targets.
- Monitoring data shows an increase in the number of girls registered in DL centres from 2019 to 2020, while module progression varies across provinces. However there are some limitations to interpreting this data accurately.
- It is difficult to assess the effectiveness or impact of the DL centres due to limited available evidence.

Enrolment rates indicate a positive sign of DL uptake, but the project had not met the output targets set for the DL intervention by April 2020

Project progress reporting indicated missing data against some targets, and where data is available, the target had been missed (Annual Report 2020). Table 8 below summarises the output indicators and targets.

Table 8: Summary of output indicators, targets, and achieved results

Output Indicator	Target	Achieved
# of girls[19] enrolled in project supported DL centres/satellites	2535 (reduced to 1875[20])	568 cohort girls Cohort girls are 31.3% of total enrolled learners 1,813 (868 girls and 945 boys) in 75 DL centres
% of girls attending study groups and/or remedial/tutoring classes with improved scores on their CATs: unreported	40% (girls in Study groups)	Not available

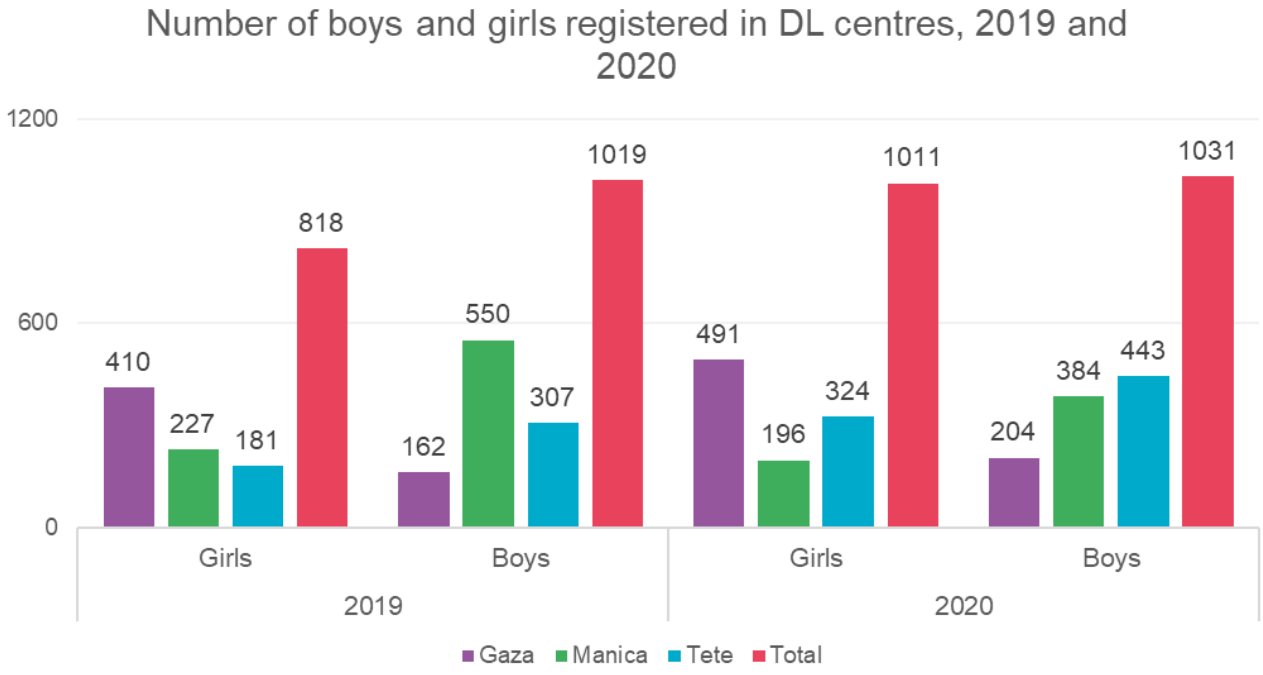
Monitoring data indicates a 24 per cent increase in the number of girls[21] registered in DLCs from 2019 to 2020, but the quality of the underlying data is unclear

The output indicator target for the number of girls enrolled in DLCs was missed according to STAR-G progress reporting (Annual Report, 2020). According to interviewed staff, this was due to the target measuring STAR-G cohort girls only, despite the limited control that the project has over who can enrol into the available 25 DL spaces per centre (on average). Project staff state that turning away non-STAR-G cohort girls would pose an ethical issue, potentially causing harm to other children and creating resentment within the community. The limited places available in the DLCs have therefore been filled by students who may not necessarily belong to the STAR-G cohort. This, as described in interviews, is a major gain to the education system, and to the children who have been able to enrol.

Further analysis of the projects DL registry monitoring data showed that a total of **2042 girls and boys enrolled** in DLCs as of 2020. The data suggests there has been a 24 per cent increase in the number of girls registered in DL centres from 2019 to 2020 (see Figure 7). However, there are some limitations in accurately interpreting this data, as some of this increase may be representative of an increase in the coverage of monitoring data collection, given that the indicator capturing *year of enrolment* shows that fewer students actually enrolled in 2020 compared to the previous year, despite the larger numbers registered. Furthermore, the data received was only available for 57 of 75 operational DL centres for 2020, and therefore findings from this data do not present a complete picture of DL activities.

[19] STAR-G cohort girls only
[20] Feedback from Save the Children from first draft submission of this report indicated that number was reduced as the total number of DLCs was reduced from 100 to 75 (and on the basis that each centre enrols about 25 learners)
[21] Including both STAR-G cohort and non-STAR-G girls

Figure 7: Number of students registered in 2019 and 2020, by sex



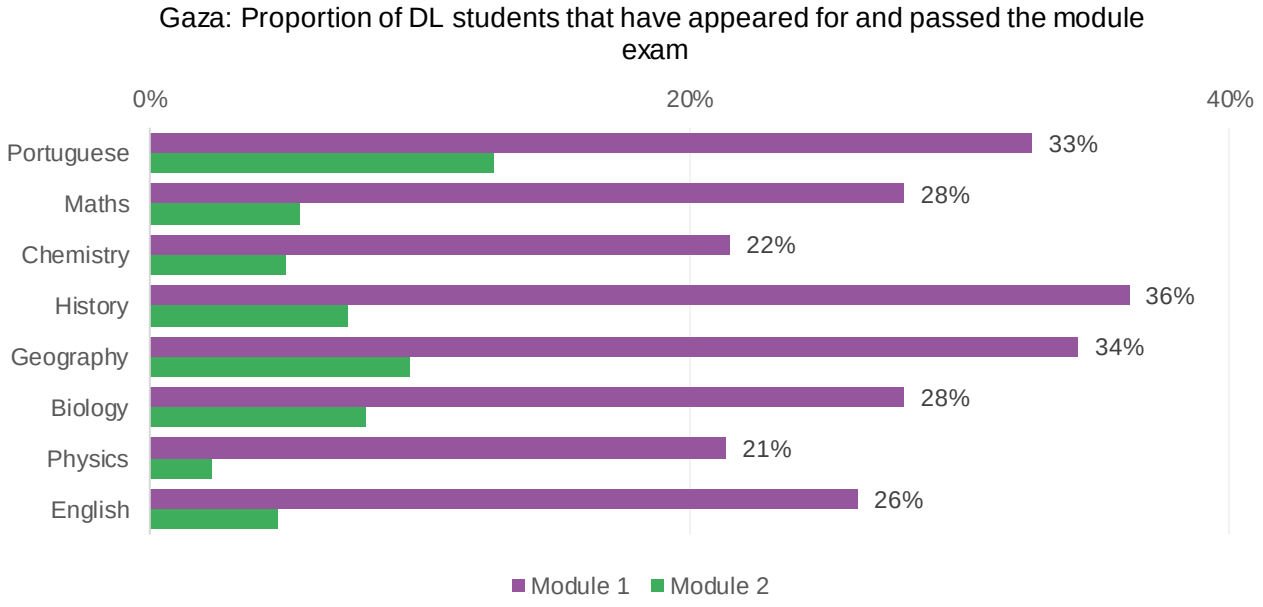
Module progression, as indicated by whether the student has passed the end of module examination, varies across provinces

While no data is provided against the second output indicator, monitoring data provides some I nsight into the progression of student through the DL modules. Module progression is provided within the data sets, as indicated by whether the student has passed the end of module examination. The results vary across provinces and module subjects, as represented in Figures 8-10, which present the proportion of enrolled DLC students in each province that passed the exam (with a pass score of 10 out of 20) for two modules across subjects, as of 2020[22]. However there is no clear indication of the year in which the exam was passed, and this may range from 2019 to 2020.

The data shows that less than 10 per cent of enrolled students have completed Modules 3 to 5 across all subjects, with the exception of Module 5 for English in Manica, where 20 per cent of students passed the module exam. Less than 10 per cent of enrolled students have appeared for and passed exams in agriculture, visual arts, entrepreneurship, French and ICT subject. Amongst the students that have passed the modules in Gaza, 70 per cent were girls. This figure was lower in the other provinces, with 31 per cent in Manica and 23 per cent in Tete.

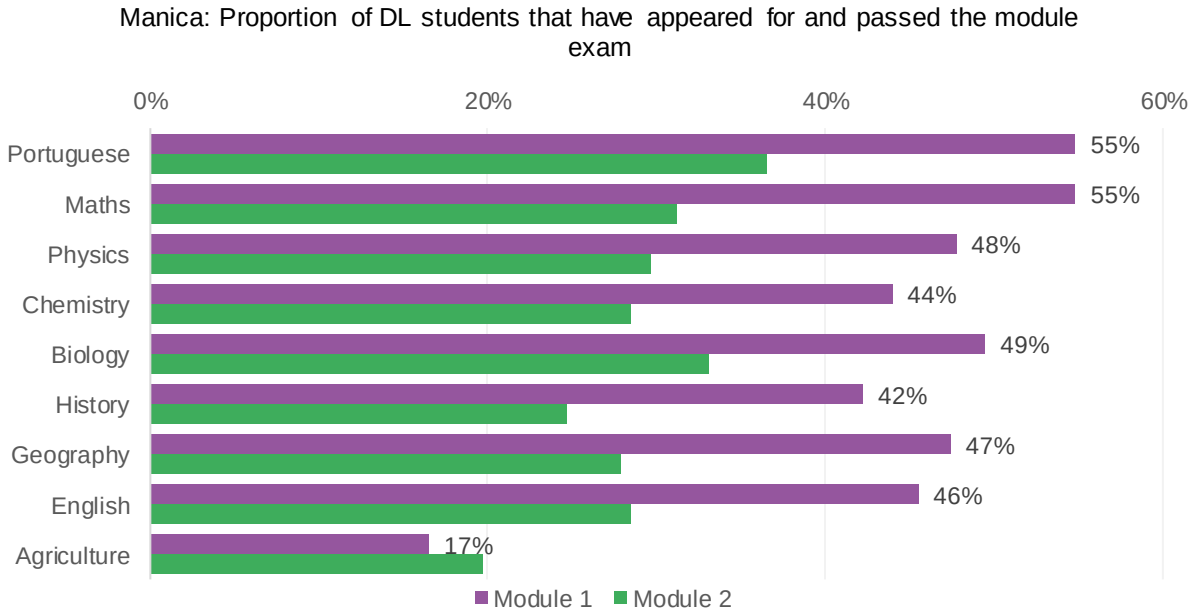
[22] The data presented was recorded in 2020 DL registry

Figure 8: DL Centre module progression, Gaza



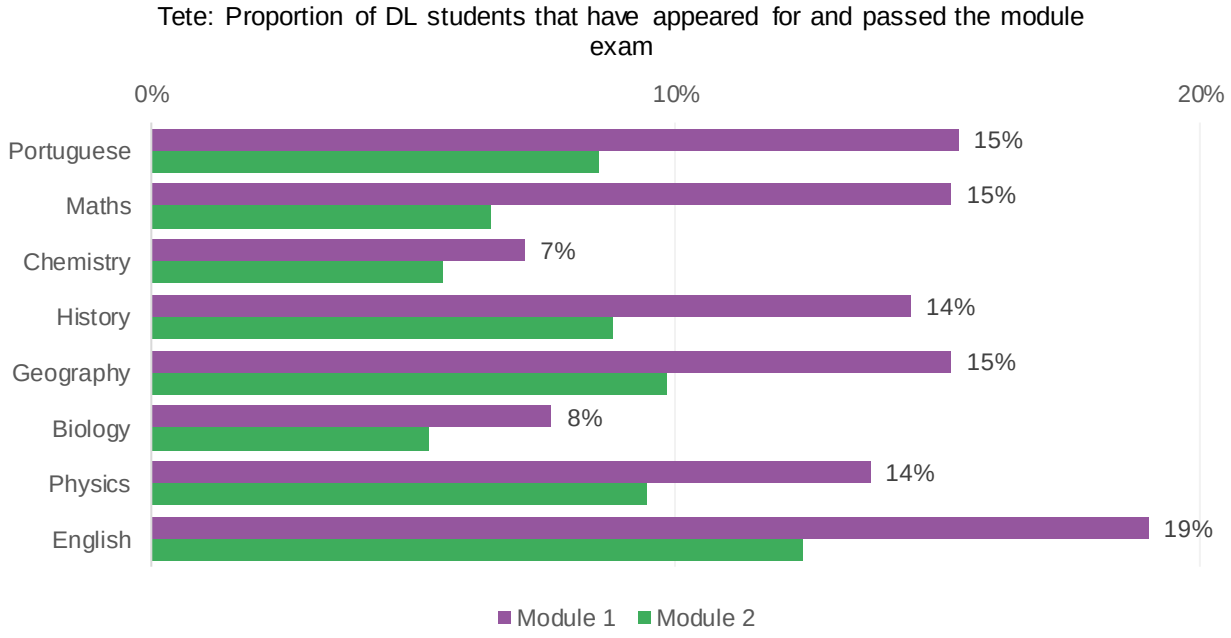
Source: STAR-G DLC registry 2020

Figure 9: DL centre module progression, Manica



Source: STAR-G DLC registry 2020

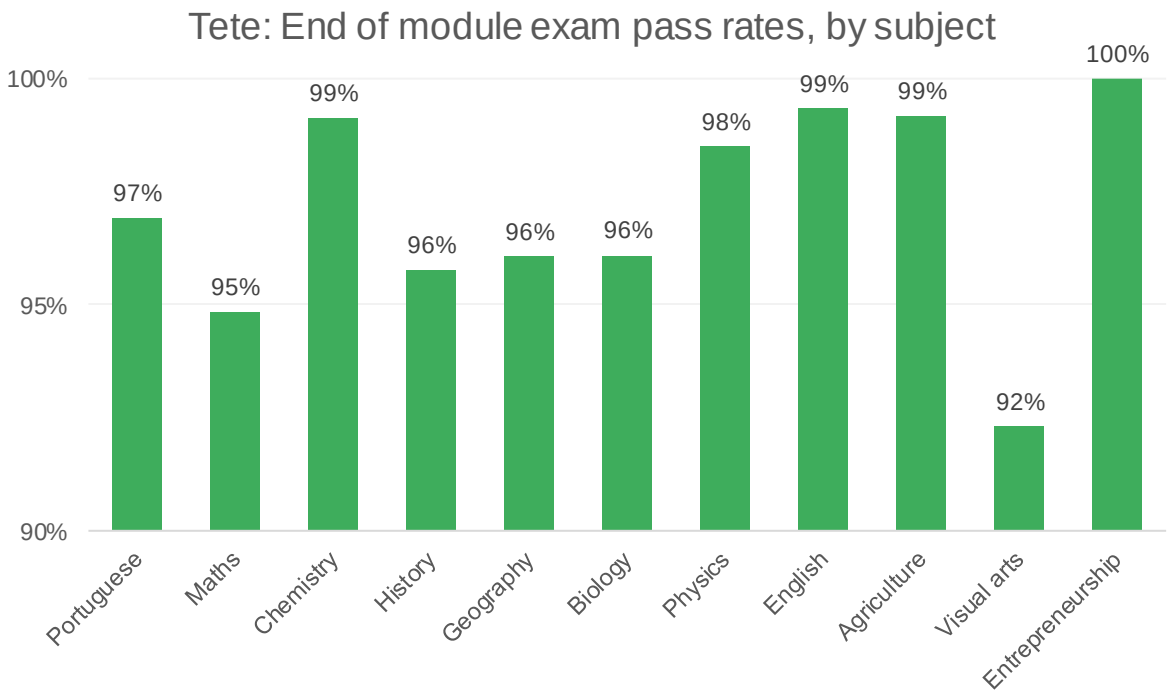
Figure 10: DL centre module progression, Tete



Source: STAR-G DLC registry 2020

The DL registry for Tete provided scores achieved by students that appeared for the module exam, which provides some insight into the pass rate in this province. The average score achieved by students that appeared for the exam across subjects was 13.9 (out of a total score of 20). Passing rates (estimated as the number of students who passed as a proportion of number of students who sat the examination) range from 92 per cent to 100 per cent, with variations across subjects (Figure 11). The data for Gaza and Manica only shows the number of students who passed the exam, and therefore we are unable to calculate passing rates for those provinces.

Figure 11: Tete DL end of module passing rates, by subject



Data collected via the MEAL system are not sufficient to assess the effectiveness of the DL intervention, or to generate the learning required for a new innovative approach

Interviews and documents reveal that STAR-G is responsible for the collection of DL monitoring data, with DL facilitators and managers filling in forms, and STAR-G collecting them, and occasional monitoring visits by IEDA (MEL Strategy, 2019; MEAL Plan, 2020). The design of the STAR-G MEAL system stipulates that the DLC manager collects the data in hard copy sheets, and the project representative collects the sheets, inputs the data into soft copies and sends them to the central MEAL team. The data collected covers: enrolment, end of module tests, and progression around the modules. As highlighted in the previous section, there are potential quality issues, including missing data, issues interpreting the data, and inconsistencies in the format of data sets across provinces.

Interview participants also noted several limitations to the system and issues with reliability of the data. These included delays in receiving data from DLC level, which is recorded by teachers and managers and not always completed accurately. The new MTRP tools that are being developed to

be deployed digitally through the KoBo system may address some of these limitations. However, more research is needed to assess the extent to which the system can address them.

Moreover, available evidence and our analysis suggest that the MEAL system and the type of data collected are not sufficient to assess the effectiveness of the intervention, nor to generate the learning required for a new innovative learning approach. For example, the MEAL plan does not include plans to collect data on the average time spent studying different modules; whether and what type of tutors are available to support the students in each of the modules; or whether students are attending any meetings, or study groups. These indicators were not incorporated into the approved MEAL plan, and therefore it is not expected that this data would have been collected, however such information may help the project identify which elements are working and which are working less well.

Evidence gaps and areas of further exploration:

- Disaggregated of DL students by sub-group in order to assess whether the intervention reaches and benefits marginalised groups
- Opportunities for tracking DL students overtime in order to generate data around progression and average time to complete modules
- Additional data to allow for more detailed analysis of module pass rates
- Further exploration of the functioning and effectiveness of study groups
- Exploration of the frequency and quality of support provided by tutors

3.3.3 Learning: Successes and Challenges of the DL intervention

This section addresses research questions around the lessons learned relating to the implementation of project activities, including what worked well or less well, and under what conditions. Research questions include:

- **What can we learn about implementing elements of DL and the ability to address barriers to girls' education (related to being in school) before and after the Covid-19 outbreak?**
  - Which elements of the DL approach were most effective before and during Covid-19 and under what conditions and why?
  - Which elements of the DL approach were most challenging to conduct during the state of emergency and why?

Analysis and findings in this section are informed by the **document review**, and **project staff and partner interviews**.

Key Findings:

- The partnership with government in implementing the DL intervention is perceived positively by programme staff and partners, but this can also create challenges, particularly given the reliance on timely government decision-making.
- The DL component has been able to adapt to emerging challenges and lessons learned over time, albeit with delays, including identifying how to support DL tutors to adapt to this new approach.
- During Covid-19, there is limited evidence to know if DL students progressed with learning. While some early signs indicate barriers to this, the project also leveraged new opportunities.

The partnership with the government in implementing DL intervention is perceived positively by programme staff, but the reliance on government can lead to unavoidable challenges

Interview participants identified the partnership with government as a key success factor for the DL model, due to the increased alignment with government policy and structures. In STAR-G, the government provides the infrastructure, tutors (government teachers), and managers (primary school head teachers). STAR-G was responsible for revising and testing the self-study material which built on the materials previously developed by IEDA, and aligned to the school curriculum. The materials were further reviewed to incorporate principles of gender sensitivity and child protection. Finally, the project provided the self-study material and end-of module tests, and supported the training of tutors and managers.

This arrangement and alignment with the government structures has the potential to support the sustainability of the intervention, by ensuring its integration into government structures beyond the life of the project. However, the partnership has also meant that the STAR-G relied heavily on

government decision making and resources, which sometimes caused delays and challenges. For example, high teacher turnover or (re)deployment suggests that retention of the teachers at schools and/ or in the system is weak. This can disrupt the learning progression of DL students. However this issue falls within the remit of the government to address, and the project can only try to advocate for such issues to be responded to and how.

As a pilot model, the project has adapted to challenges and lessons learned during implementation, albeit with delays

Type III DL centres are attached to primary schools with the assumption that secondary school managers and teachers would be able to support secondary DL students located at primary schools (Redesign proposal, 2018). However, in practice secondary school teachers and managers were unable to travel to primary schools due to the distance, the difficulty and cost of commuting, or because of limited availability/ willingness to travel.

The project initially identified so-called community facilitators—typically retired teachers and students from teacher training institutions—to support and facilitate learning and monitor student progress (Pathway 2, 2018), but as interview participant noted, this was reportedly not very successful. STAR-G consequently trained primary school teachers and managers to support girls in the DL centres. While this has been working to a large extent, some other issues have surfaced such as the limited ability of primary school teachers to support students in subjects like English, French, physics, chemistry, and ICT which are not taught at primary school levels, and so primary school teachers lack the specialised knowledge required to support those subjects.

To address this challenge, interview participants noted that the project has been working with MINEDH and IEDA on a number of response mechanisms. First, to identify the subjects that are difficult for primary school teachers and managers to support due to lack of training, or that are difficult for girls to self-study (such as French and English, which girls have not had exposure to during primary school) and assess whether they can be removed from the mandatory list of subjects that students require to move from one grade to another. Second, to revise the material for some subjects to make them easier for self-study. Third, to provide alternative tutors, such as from other schools and/ or transportation means for secondary school teachers to be able to primary schools (DLCs) and provide support to students (MTRP, 2020). The impact of these adaptations on quality and the credibility of DL certifications will need to be considered and monitored.

The other strategy that the project has introduced and is waiting for approval from the government, is the roving tutor strategy. As previously described (Intervention Description - Section 3.3.1), the roving tutor is a strategy that was developed in response to Covid-19 restrictions in order to allow the education process to proceed. Interview participants explained that the roving tutor supports students in their homes in cases where they cannot attend the DL centres (or schools, as the potential to scale up the strategy wider education is considered for students who are not able to attend schools). The strategy has been introduced along with clear child protection and safeguarding issues to ensure safety of children, given the private space of the home. While these adaptations are being introduced, it is up to the government to approve and implement the changes, and is therefore beyond the control of the project. Adaptations will require additional

resources by the government, which is difficult to secure. The official approval takes time due to government bureaucracy, as interviewees suggested, but also due to Covid-19-related movement restrictions, which prevented the implementation of the strategy.

There is limited evidence to confirm if DL students continued to learn during Covid-19, with some negative early signs, but also some new opportunities

There is limited evidence to confirm whether DL students were able to continue learning during the pandemic. As previously mentioned, only the rapid needs assessment provides some insight into this, with low numbers of DL students reported to have continued learning, although this was not a representative sample. The report suggests the closure of centres, and limited ability or willingness of parents to collect materials from DLCs may have hindered learning, at least in the early stages of lockdown (Rapid needs assessment, 2020).

The project introduced community radios, and trained tutors and managers remotely via WhatsApp. However, interview participants noted that the use of these tools was limited, as students or tutors did not have reliable access to mobile phones, electricity, internet, and/ or radio. The end of module tests were also not available, due to the restrictions meaning students could not access the centres in order to take the exams. The project made formative tests available, however, the extent to which students were able to take these tests is yet not documented.

According to interviews, the pandemic also offered an opportunity for the project, in which it could contribute to the health and safety awareness-raising efforts in the country, including messaging around physical distancing and sanitising hands, as well as distributing sanitising material across project communities. These interventions were only possible because of the projects' already established networks in the communities. The project was able to leverage these networks, in order to contribute to the well-being of the communities they engage with.

3.3.4 Sustainability

Key finding:

- There is high level government buy-in for the Type III DLCs, as demonstrated by support to establish and pilot the STAR-G DL Model, indicating *potential* for scale up
- Consideration of the potential risks to sustainability, and support to MINEDH to ensure timely decision making and resource allocation may been required to ensure the scale up of the DL model.

There is high level government buy-in, demonstrated by support to establish and pilot the STAR-G DL Model, indicating potential for scale up

The government provided official commitment letters in support of the establishment of Type III DL centres (Redesign Proposal, 2020), and is closely involved in their implementation. As outlined in Section 3.2.1, MINEDH have been closely involved in the design and delivery of DLCs. This commitment and the dedication of resources to the centres demonstrate that there is buy-in from the MINEDH and IEDA to test the pilot model, with the potential for future scale up.

The modality of the DL approach is also designed in a way that utilises government structures, resources and frontline staff (including IEDA, Education District Officers, Teachers and Head teachers). This modality can increase the likelihood of sustainability of the intervention (GEC, 2017). However, interviews noted that while the government has expressed verbal commitment to sustain the established DLCs by including them in plans and dedicating resources to run them when STAR-G phases out, there is not yet formal written commitment to do so.

Risks to the sustainability and scale up of the DL model have been identified by the project, which require further consideration, resource planning, and decision making

In order to support intentions to sustain the newly established DLCs and scale up the model, the government will require support to make decisions, prepare plans, allocate sufficient resources, and identify additional funds before the project phases out. Feedback from interview participants indicates that efforts are in progress in this regard, for example, through the development of proposals with other Education Cluster members to leverage funds which would allow the government allocate resources for the DLCs.

Table 9 outlines a number of issues raised in project documents and interviews, which present risks and opportunities to the sustainability and scale up of Type III DLCs. Many of these issues require the government action, while the role of the project is to provide the evidence and information to influence government decision making. However it is noted that the final decision making process is beyond the direct control of the project.

Table 9: Issues and considerations for DL Sustainability

Issues	Areas for further consideration
Printing and distribution of end of module test	STAR-G has supported the printing and distribution of tests, which will need to be handed over to government, and necessary resources put in place to continue to provide end of module tests, particularly to very remote communities. Ensuring printing machines are available at district level ministry offices in order to decentralise the printing and distribution of tests may help to reduce costs.
Minimisation and standardisation of fees	STAR-G enrolled students for free into the Type III DL centres, but the standard DLCs require an enrolment fee. These fees are not standardised across the districts, and the government is urged to minimise and standardise these. Several STAR-G supported DLCs are in very remote areas, and fees could be a significant barrier to enrolling girls in DLCs.
District level government ownership	Interview participants suggest that government officials at the district level do not always prioritise or take full ownership of the DLCs due to resource limitations, including transport costs associated with visiting DLCs, or low motivation. The latter could imply lower levels of buy-in at the district level (which should be explored further). These issues could jeopardise the proper running of these centres and the continuation of the services they offer.

Issues	Areas for further consideration
Tutor / manager support during school closures	Tutors and managers cannot attend tutorial meetings due the closures. This prevents tutors and managers from applying training in DL tutoring methodology and managing DLCs. There is no evidence to know if the roving tutor will be effective or sustainable. Further exploration of other factors which may affect sustainability include tutor / manager workload, qualifications, and level of support provided to learners. This issue will require consideration to ensure suitable decisions and plans are in place and addressed by the government.
Community buy-in and support	Ensuring there is wider community awareness raising and buy-in to encourage uptake of DL and overcome any remaining misconceptions around DL education, and encouraging parents and guardians to support the pursuit of DL education.

Evidence gaps and areas of further exploration:

- Explore the buy-in for the DL intervention at different levels: national, provincial and district level.
- Generate lessons around 'what works' in the delivery of DL education in order to advocate for wider scale up, and inform decision making around adaptations.
- VFM assessment to inform decision making around the utilisation of resources in the most efficient and effective way.
- Further exploration of community level awareness and buy-in for DL to encourage continued uptake for DLCs
- Exploration of student and girls' views and experiences of DL education, and the extent to which they are likely to continue with this mode of education.

3.4 Girls' Clubs

Summary of the STAR-G Girls' Club (GC) Intervention[23]

Girls' Clubs (GCs) seek to empower girls to confidently transition from childhood to adolescence, by offering a space to foster self-esteem and confidence, with the aim of equipping girls with the knowledge and skills to champion their rights and advocate for their protection at family, school and community levels.

How do GCs operate?

STAR-G GCs are embedded in the MINEDH "Circles of Interest" ("Círculos de Interesse") policy for schools' extracurricular activities. Each club is made up of approximately 25 girls and 5 boys per school (at both primary and secondary). The inclusion of boys into club memberships aims to create a more supportive, gender-sensitive culture within schools. Weekly meetings cover a range of topics relevant to girls' lives, including MHM and SRH; child protection; gender equality and sensitivity; identifying and reporting violence and abuse; building confidence and self-esteem; building skills to influence and advocate for rights; and communication in public spaces.

Clubs are coordinated by the schools gender focal point (GFP), a government school teacher designated by the District Education Service. The GFP is trained by STAR-G, before going on to conduct club training with GC members, supporting them to coordinate with school councils to prepare and implement school-endorsed activity plans for GCs. A number of members are selected to play coordination and leadership roles to support the functioning of the clubs. Each club allocates a club president and vice president, who lead the group planning and activities, and a group secretary who documents the meetings.

What has changed during Covid-19?

The placement of GCs within schools had a notable impact on planned activities, with clubs ceasing to function during school closures. The project continued to distribute disposable MHM materials to girls' homes, where possible. Plans to distribute and train girls in how to make reusable sanitary towels has been disrupted. Instead, the materials to make reusable towels will be distributed to local tailors and produced, with plans for GFPs and STAR-G officials distribute them via door-to-door visits.

The continued need to support the empowerment of girls during the pandemic was highlighted in the Rapid Needs Assessment study in July 2020, which found that girls are increasingly excluded from family decision-making processes, are more exposed to household chores and gender-based violence, and have less access to SRH information and services during the pandemic. These factors have increased the risk of early marriage, unwanted pregnancies, sexually transmitted infections, school dropout and poverty. STAR-G has responded to this challenge by redesigning activities and utilising alternative platforms, including WhatsApp groups, household visits and community radio. These efforts are aimed at girls and, indirectly,

[23] The descriptions were compiled based on our reading of relevant project documents, consultations with STAR-G, and information gathered during KIIs. Please refer to section Annex 2 and 7.

families, and attempt ultimately to increase girls' chances of returning to school once classes restart. As schools begin to reopen, STAR-G has identified the need to adapt GCs materials to strengthening the capacity of clubs to interact with community structures, to adapt content for digital use such as radio and text messages, and for GCs' guides and content to include information on Covid-19.

3.4.1 Design and relevance of Girls' Clubs

In this section, we are aiming to respond to the sub-question: *To what extent do linkages between GC design activities and intended results remain valid?*

We explore the linkages between the GC design, activities and intended results, and attempt to assess whether these remain valid in the current context. In this analysis, we consider the design of the GC intervention, the alignment with the education system and wider government policies, and the ability of the project to identify, prioritise and address specific needs and barriers, both before and during Covid-10.

Findings in this section relied on a review of the available **documents** and **interviews** with project staff.

Key findings:

- The project is broadly aligned with MINEDH goals and objectives by adapting, improving and strengthening the application of high level policies in practice.
- The intervention is coherently designed to address identified demand side barriers, but further exploration is needed to assess the links between GCs and other influential structures to ensure this approach meets its gender transformative objectives[24].
- Alternative approaches to deliver GC activities during the pandemic continued to address some of the new and existing barriers facing girls, but the reliance of GCs on schools remaining open has stalled activities with the greatest empowerment potential.

The GC design aligns with MINEDH goals and objectives by supporting, strengthening, and improving the existing governmental policies addressing gender issues in schools

The project design and strategy documents emphasise that GCs were operational within existing structures and systems before the introduction of STAR-G, although not in all schools. These are embedded in the gender area of MINEDH "Circles of Interest" ("Círculos de Interesse") policy, which stipulates that gender should be mainstreamed through schools, including through extra-curricular activities (MINEDH, 2017). The Government policy is quite open-ended and non specific about the operation and implementation of GCs, and the STAR-G approach aims to provide a clear method, with guidance and training in the objectives, operation and delivery of GCs.

[24] It is noted that GCs are integrally linked with CACs and CORE groups. This is reflected in our analysis, but a more in depth review of CAC activities was outside the scope of the study

The project supports the Ministry by providing additional funds, resources and capacity to ensure high quality GCs are implemented across all the STAR-G schools. STAR-G develops guidelines and scripts which are co-developed with and approved by MINEDH with the aim of ensuring continued alignment with Ministry goals and encouraging its adoption of the 'improved' GC model beyond the life of the project (Save the Children, 2019a).

The prominence of the STAR-G strategy to align with existing systems was apparent during interviews with project staff, with interview participants and documents emphasising the need to work "with and through the education system right down to the school level" (Sustainability Strategy, 2019). Interview participants stated this not only improved the alignment and relevance of the approach with government policy, but that embedding the GCs within existing structures increased opportunities to advocate for wider changes around girls' empowerment at the school level. By ensuring that girls have a place on school councils, for example, they can influence school processes to make these relevant and sensitive to girls' needs.

The GC approach aims to address specific demand side barriers, and is underpinned by a gender transformative approach to girls' empowerment

The GC approach aims to address a number of previously identified barriers, including child and forced marriage, underage pregnancy, lack of WASH facilities and sanitary products, and low self-esteem (Narrative TOC, 2018). Additional assessments conducted by the project further explored girls' self-esteem and confidence in order to inform the design of guides and approaches that address GC members specific needs (Self-esteem and confidence assessment, 2020).

The identified barriers highlight the prevalence of gender-stereotypical social norms which can lead to girls' education being devalued and disrupted, and the individual factors which prevent girls from claiming their rights due to a lack of knowledge, resources, voice, or agency. The GC approach could be broadly summarised as addressing two core aims[25]:

- addressing the **individual** needs of girls, by increasing their access to resources, awareness and knowledge of rights, skills and confidence to champion their own rights;
- addressing the **external structures** which can either support or constrain girls' ability to influence their environments and make decisions which impact their lives.

The first aim involves working directly with girls to overcome barriers which affect them. According to design documents and project staff interviews, this is achieved through regular meetings led by STAR-G trained GFPs, which engage girls and boys in participatory activities covering topics that aim to increase awareness of their rights. These sessions are intended to actively encourage members to identify challenges in their life and potential solutions. The provision of MHM materials and information both provides girls with the physical resources and information to help them manage their periods, but also to build self-esteem by reducing discomfort and bullying by boys in school during menstruation (MHM assessment, 2020).

[25] See the STAR-G Gender Equality Strategy and Community Mobilisation Strategy for a more nuanced description of this approach

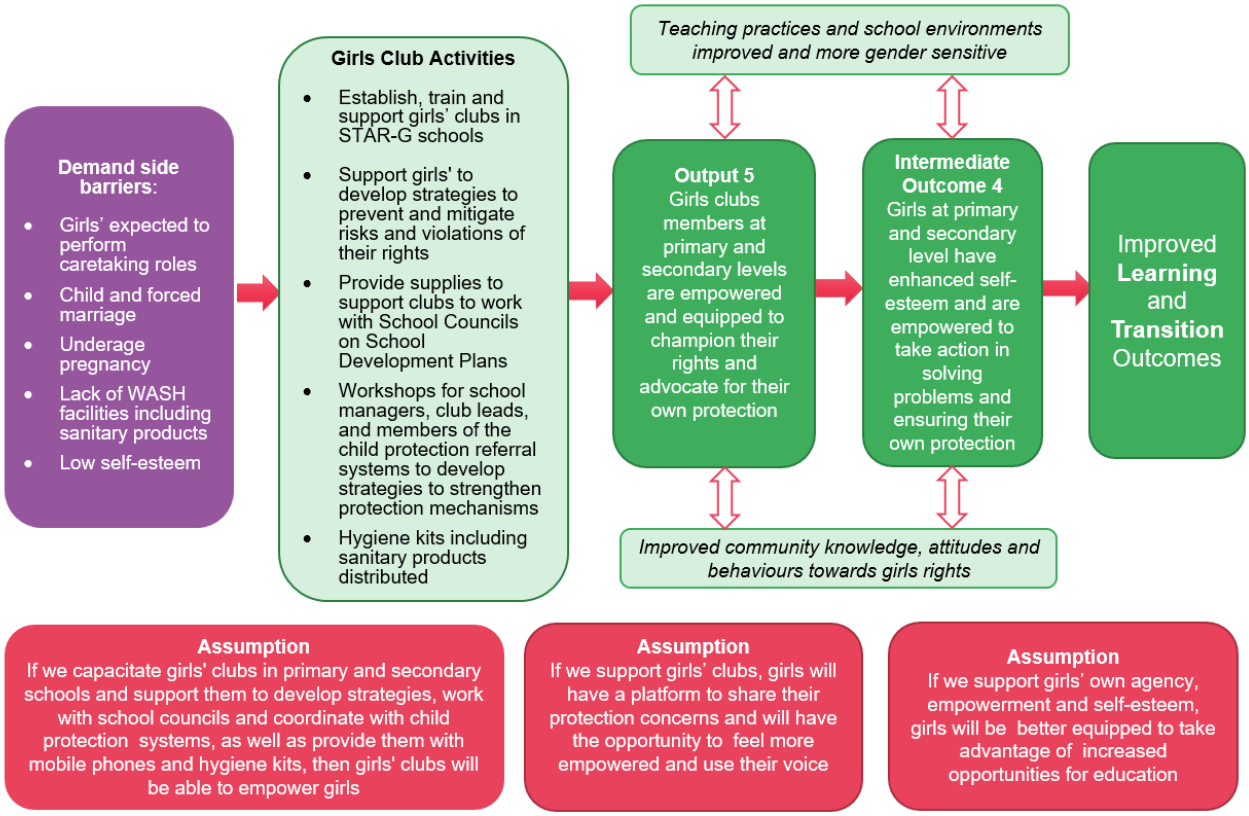
The second aim focuses on ensuring that platforms and spaces exist where girls can raise issues which affect them, and influence planning and decision making. In order to do this, GC participants are trained and supported by GFPs to link with structures at the school and community level:

- At the **school level**, GC members link to the school councils, in which GC action plans, developed with the support of GFPs, are presented and incorporated into school plans. This provides GC members with an opportunity to champion their rights, and advocate for the school to address issues which affect them.
- At the **community level**, GC members are integrally linked to the STAR-G Community Action Cycles (CACs), and work with influential members of the community through 'CORE groups' to create community action plans based on a set of issues identified in GCs. These plans, according to programme strategies, must be signed off by GC members themselves before implementation (Community Mobilisation Strategy, 2019)

In this way, the GC intervention was designed to be highly integrated with other output areas within the TOC, and recognises that girls' empowerment is situated within wider community and societal structures. As such, the success of the intervention may be influenced by the outcomes of other project objectives which focus on the community levels. For example, girls may benefit from increased confidence and self-esteem, but continue to face gender discriminatory norms at home or in the classroom if the attitudes of teachers or family members towards girls' education remain unchanged. Similarly, wider sets of societal cultural beliefs and norms can intersect with the functioning of formal state structures so as to stand in the way of project efforts at local level. One interview participant, for example, provided examples of law enforcement officers failing to follow up on reported child protection issues in a timely was, due to the transport costs associated with following up, or unwillingness to respond due to fear of witchcraft in the community.

It is therefore useful to consider the ways in which the GC component is aligned with work at the community, classroom, school and system levels. Figure 12 below provides an 'extracted' version of the TOC, which aims to show how the GC intervention is situated within wider activities.

Figure 12: Summary of the Girls Clubs intervention in the context of the TOC



There is insufficient evidence to assess whether the GC intervention is built on strong links with community and school structures which amplify girls' voices and decision making power

The integrated nature of the components, particularly links with community structures, was emphasised in many of the project staff interviews. It was generally reflected on by staff that the success of GCs relies on the ability of the project to alter social norms in the community, and to encourage teachers to support girls and build their confidence in class. While many staff members felt the links between the GCs, community mobilisation activities, and school councils were a key strength of the GC intervention, there were some who felt this could be further strengthened and monitored to ensure they provide girls with meaningful opportunities to engage in decision making. For example, one informant highlighted that while school councils are aware of and recognise the plans developed by GCs, there is less evidence of these being integrated explicitly within formal school planning and budgets.

While project planning documents appear to present a coherent design to address barriers and empower girls in a gender transformative way, it is less clear from the documents reviewed whether the delivery played out as planned, as there is a lack of concrete evidence to confirm whether girls are able to influence these structures in practise (explored further in Section 3.4.2).

GC activities were adapted and continued to operate during Covid-19, but remote approaches risk missing the most remote and vulnerable girls

The Rapid Needs Assessment conducted by STAR-G, and MTRP documents present the continued and exacerbated challenges facing girls as a result of school closures and movement restrictions. The MTPR concludes:

> *Vulnerability has been exacerbated by the pandemic, making it harder for vulnerable girls to access learning or be involved in decision making processes affecting their lives and are more prone to abuse behind closed doors and in the confines of their homes (MTRP, 2020, p.5).*

The findings highlight girls' limited participation in decision making, insufficient access to MHM materials, and some evidence to suggest limited access to SRH information, among others. However, it should be noted that the assessment was conducted on a non representative sample, so the findings should be considered with caution.

School closures presented a significant challenge to the continuation of GC activities, since these were designed to operate within the schools structures. The project has quickly adapted club activities to continue to reach GC members despite the restrictions in movement and social distancing, in large part by pivoting to remote approaches where possible, such as communicating and distributing MHM, SRH, Gender Based Violence (GBV), Child Protection, and Covid-19 prevention information via WhatsApp, text messages, and radio. According to project staff, GFPs keep in touch with GC members through the use of text messaging and WhatsApp where feasible.

Project staff stated that the remote approaches created an opportunity to reach wider community members with messaging around issues facing girls through radio programmes. However, remote methods of learning and information sharing are hindered by large inequalities around access to technology. This was evidenced in the rapid needs assessment, which found that 61 per cent of surveyed children reported that they did not have access to radio, only 31.5 per cent of children reported that they had access to phones, and of those only 37 per cent could access a smart phone (Rapid needs assessment, 2020).

These limitations were well recognised during interviews and in progress reporting, particularly regarding reaching the most marginalised girls, who are the least likely to have the necessary access. This was raised in the MTRP document as a key risk, in terms of leaving the most marginalised girls behind. In order to mitigate against this, door-to-door activities have been conducted, including distribution of MHM materials by project officers and GFPs, and household visits by community CORE groups' members to distribute information.

Active engagement and participatory activities with girls', which have greater empowerment potential, have been severely hindered due to school closures

School closures, movement restrictions, and social distancing have limited the opportunities for participatory and social elements of GCs to continue to the same extent during the pandemic. The necessary shift to short term and emergency response actions meant that participation was largely limited to girls' passively receiving information and materials. As a result, participants had reduced opportunities to actively engage in discussion and sharing of experiences. One project staff

member stated that while GFPs have continued to engage those girls with access to phones through remote communications, the loss of in-person contact hindered free flowing discussion and debate. Empowering girls to assess the challenges and barriers that they encounter, and to problem solve and identify solutions is key to the gender transformative aims of the intervention, and as another interview participant put it:

> *Clubs are created in a context in which socio-cultural practices are not conducive to girls' education, and it is in this model that clubs appear. It is not that a STAR-G officer goes and says "Early marriage is not good" and that's it; it is another working model, another approach that leads them to discoveries, and they themselves make decisions on their own. (Interview participant).*

STAR-G has taken important steps to keep activities going during the pandemic despite challenges, and avoiding activities stalling all together. It is too soon to know if the short term adaptations will be sufficient to ensure the intended results, however the reliance of schools being operational may affect the reach and impact on girls.

Evidence gaps relating to GC relevance:

- Validation with Government officials, GFPs, School Council members, and GC members themselves to further assess relevance within the existing education system.
- Collection and analysis of monitoring data which outlined the extent and reach of activities delivered during Covid-19 (unavailable at time of writing).
- Further assessment of the strength of links between GCs and influential community and school structures, and explore if and how the design enables GC members to influence decision making.
- In-depth review of community mobilisation activities, which are intended to be closely linked with GCs, but were not a focus of this study.

3.4.2 Effectiveness

In this section we respond to research questions around the effectiveness of GC: *To what extent have GC interventions addressed barriers related to girls' self-esteem and confidence, before and during Covid-19?*

We explore the effectiveness of the GC intervention by examining the extent to which the project was able to meet set targets based on **project reporting**, and have presented further analysis of **GC monitoring data**.

Key Findings:

- Output targets were either missed, not reported, or no target was set. Measures used to track progress may not be appropriate, and may imply targets require further review in future logframe iterations.
- There is insufficient evidence to assess the effectiveness of GCs, or to confirm explicitly if (and how) the project has enhanced girls' self-esteem and confidence.
- There are weaknesses in the available monitoring data for GCs, with inconsistencies in reporting templates and missing data identified in registers.

The project has not met the output targets relating to GCs as set out in the redesigned Logframe, which may in part reflect limitations in the set targets, measures, and monitoring data used to assess progress

Table 10 summarises the output targets presented in the logframe, and the achievement of these targets according to the project Logframe updates (Annual Report, 2020).

Table 10: Output indicators, targets and achieved results

Output indicator	Target (2020)	Achieved (2020)
% of girls' club members who participated in girls-led school safety audit	60%	Unreported
% of girls' club members who feel more confident to influence adults and peers to champion girls' rights and secure their protection	60%	40%
% of girls who receive hygiene kits and MHM training reporting that menstruation isn't a barrier anymore for them to attend school during their menstruation periods	TBC	69%

Source: Redesign Logframe (October 2019); Annual Report (2020)

As can be seen from the above table, the achievement of two of the set targets cannot be assessed due to a lack of data, or because no explicit target was set, while the remaining target was missed. Below we provide some further reflections against each of the output indicators, and the data used to measure against the targets.

Participation in girls-led school safety audit

The participation of girls in school safety audits was not met. According the STAR-G Monitoring Evaluation and Learning (MEL) strategy 2019, this indicator should be measured using the following tools:

- Girls' Survey at the Girls' Club level
- Girls' club record of activities led by members

- School safety audit report and activities reports of the girls' clubs

This data would be collected by club leaders bi-annually, and shared with project staff. This slightly contradicts the project MEL Plan 2019, which suggests this activity is monitored annually.

The 2020 Annual Report seems to imply that the data had not yet been collected, as opposed to the activities not being conducted: "*Girls' survey at girls clubs level focusing on the safety audit aspects not yet undertaken" (Annual Report – Logframe Y3, 2020).* Attempts to clarify this with the project team did not yield a clear answer on the reasons for the delay or the timing of planned data collection.

Girls' club members who feel more confident to influence adults and peers to champion girls' rights and secure their protection

The data used to report against this output indicator was taken from the self-esteem and confidence assessment, conducted with GC members annually. Although this indicator is reported as missed, the report revealed some positive findings, including:

- 21% of girls reporting they often felt confident while 47% always felt confident about themselves
- 24% of girls often times had a voice and were able to express themselves with 29% reporting they were able express themselves all the time.
- 63% of girls indicated that they were often or always able to influence decision making processes affecting their lives, and 61% showed self-confidence levels to always/often take on responsibilities and tasks in classroom workshops.

These results seem to indicate girls have some positive perceptions relating to their self-esteem, voice, decision-making, and confidence in the classroom. However, it is noted that these are self-reported findings, and therefore there is a risk of positive bias or misinterpretation of the questions. It is not possible to draw firm conclusions around the extent to which GCs have affected girls' self-esteem and confidence without a comparable baseline. The assessment did not explicitly explore girls' experiences and views of the GC activities themselves, but was aimed primarily at identifying and understanding the specific needs of GC members to inform the refinement of GC guidelines, and also to act as a baseline for future studies (which have not yet been conducted).

In addition to the self-esteem and confidence assessment, we also reviewed a monitoring report which outlined findings from visits to six GCs in three districts in Gaza in October 2019. These visits revealed that GC members, on the one hand, demonstrated awareness of issues of gender equality, children's rights and duties that allowed them to present the barriers that they suffer at home and in the community. On the other hand, they showed that there continued to be barriers to girls' ability to influence decision making, particularly within the family setting. We did not received similar monitoring reports for Tete and Manica. According to the STAR-G MEAL Plan, the project would collect survey data and conduct KIIs with GFPs and parents 'semi-annually', however it is unclear from the evidence received whether this was implemented as planned.

Reduced impact of menstruation on attendance at school

The final output indicators relate to the distribution of hygiene kits and MHM training, with the aim of reducing absence from school as a result of menstruation. Both the Logframe and the 2020 Annual Report submission indicate that no clear target was set for this indicator, therefore it is not possible to conclude whether the target was met.

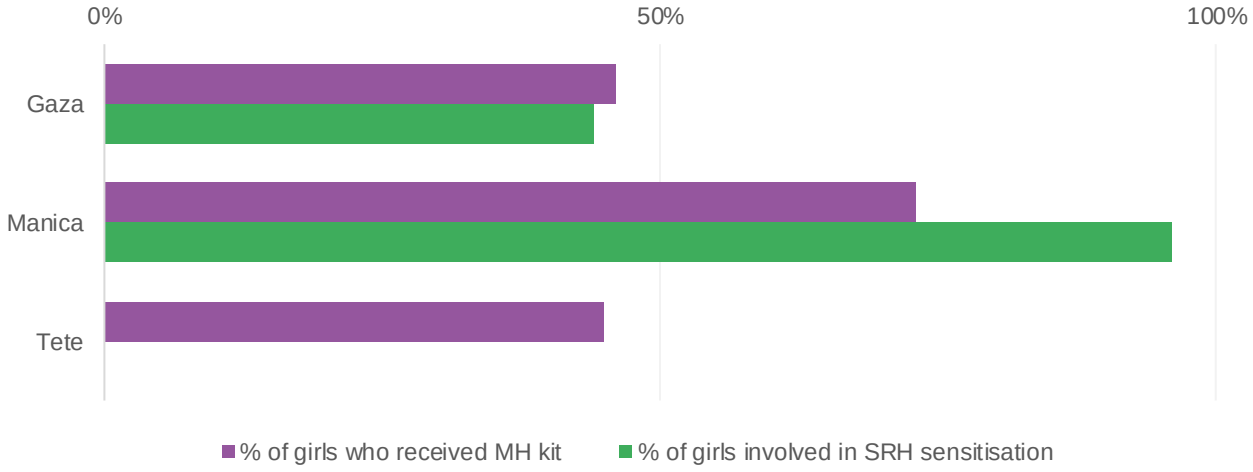
According to the project logframe, this indicator would be measured by the *"Girls' clubs' record of distribution of hygiene kits and MHM training and survey with girls in clubs"* (Logframe, 2018). The reported results were based on Focus Groups Discussions (FGDs) and KIIs with various stakeholders, which incorporated both qualitative and quantitative questions, and was conducted as part of the MHM assessment. The calculation of 69 per cent achievement of this indicator was arrived at using responses of 13 FGDs with girls, of which only four (31 per cent) reported that menstruation causes girls to miss school. This is an unusual method of quantifying such an indicator, given also that FGDs are typically a qualitative approach. Recognition of the limitation and the need for more quantitative information is indicated in the Annual Report Logframe submission, which states:

> *Based on the MHM assessment conducted for girls (in Primary and Secondary). 31% of the FGDs indicated that there are instances when girls miss school during menstruation. Individual focused survey (MHM and Girls club based survey) will inform the survey more accurately. (Annual Report, 2020 – Logframe submission).*

It is assumed that Covid-19 prevented the project from conducting the planned survey referenced above.

Monitoring data shows that GC member participation in activities relating to MHM and SRH varied across provinces. As shown in Figure 13, in Gaza and Tete, less than 50 per cent of girls were reported to have received MHM kits, while in Manica a relatively large proportion of members have received a menstrual hygiene kit and been involved in SRH sensitisation. More than half of all GCs in Manica have reported that 80 per cent or more of their members received the MHM kit. Involvement in SRH sensitisation was also relatively high in Manica, with 96 per cent of members reporting participation in this activity. It should be noted that there were challenges faced in monitoring MHM kit distribution during the pandemic, and therefore the figures reported may not accurately reflect the extent to which these activities have taken place. Monitoring data on SRH sensitisation was unavailable for Tete.

Figure 13: Proportion of girls that have participated in GC activities, 2020



Source: STAR-G Girls' clubs registry 2019; 2020

There is insufficient evidence to assess the effectiveness of GCs, or to confirm explicitly if (and how) the project has enhanced girls' self-esteem and confidence

The evidence collected through monitoring data, and within the scope of this study, is not sufficient to provide a concrete assessment of the effectiveness of GCs. Project monitoring data provides descriptive information relating to the number of clubs and members, and GC members participation in MHM, SRH and school safety audit activities. It does not provide further detailed information about the characteristics of the membership (for example sub-group characteristics). Most of the registers (other than Manica) include columns for the Washington Group Questions (WGQs), but these largely incomplete, with the exception of Tete 2020 files.

Table 11 sets out the project monitoring data for GCs received, and the gaps in information. As highlighted in this table, there were some inconsistencies in the templates used across provinces, which left limited scope for comparison. In some areas the gaps could be a result of shortfalls in data collection as a result of the contextual factors set out in Section 3.1.2, and therefore may not reflect actual changes on ground.

Table 11: Summary of GC project monitoring data received

Tool	Year	Coverage	Description	Gaps
GC Registry Tete	2019	38 clubs	List of girls' clubs Indicators: Province, district, school name, number of members (m/f), # of girls who received menstrual hygiene kit; Washington Group Questions (WGQs)	No GC indicators at the member-level available for Tete No data provided against WGQs

Tool	Year	Coverage	Description	Gaps
GC Registry Gaza	2019	2450 girls	List of girls' club members Indicators: Province, district, school name, number of members (m/f), number of girls who received menstrual hygiene kit; WGQs	No data provided against WGQs
GC Registry Manica	2020	1560 girls / 52 clubs	List of girls' clubs and girls' clubs members Indicators: Province, district, school, student's full name, sex, age, grade, year of joining, academic year, received menstrual hygiene kit (y/n), received menstrual hygiene management training (y/n), participated in school safety audit (y/n), participated in SRH sensitisation in school (y/n)	No data on MHM Training received No data on participation in School Safety Audit
GC Registry Tete	2020	175 clubs	List of girls' clubs and girls' clubs members Indicators: Girls' Clubs; Province, district, school, type of school, number of members (m/f), number of girls who received menstrual hygiene kit; WGQs	No GC indicators at the member-level available for Tete No data on MHM Training received No data on participation in School Safety Audit
GC Registry Gaza	2020	2473 girls / 83 clubs	List of girls' clubs and girls' clubs members Indicators: Province, district, school, student's full name, sex, age, grade, year of joining, academic year, received menstrual hygiene kit (y/n), received menstrual hygiene management training (y/n), participated in school safety audit (y/n), participated in SRH sensitisation in school (y/n); WGQs	No data on MHM Training received No data on participation in School Safety Audit No data provided against WGQs

The project monitoring data does not, nor did it intend to, collect data which provides tangible evidence of girls influencing decision making, either within the community or within the school. This would have been reported at intermediate outcome level, against the following indicator: *Change in girls' ability to take action in their schools to influence decision-making.* This would have been collected through midline and endline evaluations through a survey with a representative sample of girls, triangulated with FGDs with girls, but as previously stated this was not feasible within the reduced scope of this study.

The project MEL Framework highlights that while GCs in PAGE-M were found to have a positive impact on learning and wellbeing, there was a lack of evidence around the functioning of clubs, and therefore the reasons for their success. In reviewing the existing evidence, we continue to find a lack of evidence around the functioning and operation of the clubs, including the extent to which girls attend meetings and participate in activities beyond MHM and SRH training. Qualitative evidence presented in the baseline report raised levels of attendance as a potential challenge to the operationalisation of GCs, with distance, lack of efficacy of GCs, and the schools shift system highlighted as barriers to arranging a suitable time for group meetings. The project does not, nor did it plan to, collect data on attendance in GC meetings, and while this in itself is not a measure of effectiveness, it could help to indicate whether clubs are operational in practice.

The project has previously highlighted a need to *"generate more qualitative evidence of girls' clubs' impact on their members"* (MEL Framework, 2019, p.10), and states tools such as *"most significant change stories and case studies will be used to capture qualitative data"* (p.12). Qualitative data collection was conducted through the MHM assessment, but results were largely presented through quantitative measures. One monitoring report was shared from Gaza which provides useful qualitative information, but similar reports for Tete and Manica either do not exist, or were not shared with the evaluation team. The originally planned pre-Covid-19 midline design was intended to collect qualitative case studies from six communities in both intervention and comparison groups, through a series of FGDs and KIIs with relevant stakeholders, but these activities have been delayed due restrictions in movement as a result of the pandemic.

Evidence gaps and areas of further exploration:

- Limited evidence available to assess progress towards outputs, and no evidence to measure progress against intermediate outcomes.
- Further analysis of the operationalisation and functioning of GCs, including levels of attendance, participation in school councils, and participation in the CACs.
- Generate qualitative stories to explore how GC activities support girls' to build self-esteem and confidence, and provide examples of tangible ways that this has enabled them to champion their rights in different contexts (i.e. within the classroom, school, or community).

3.4.3 Learning: Successes and challenges of the GC intervention

This section addresses research questions around the lessons learned relating to the implementation of project activities, including what worked well or less well, and under what conditions.

Research Questions:

1. **What can we learn about implementing elements of GC and the ability to address barriers to girls' education (related to being in school) before and after the Covid-19 outbreak?**
    a. Which elements of the GC approach were most effective before and during Covid-19, under what conditions, and why?
    b. Which elements of the GC approach were most challenging to conduct during the state of emergency?

Analysis and findings in this section are informed by the **document review**, and **project staff and partner interviews**.

Key Findings:

- Project staff perceive that GCs can be successful in building confidence as long as they are sufficiently complemented by a change in community attitudes towards girls.
- There are some lessons relating to the functioning and operation of GCs, but these could be explored in greater depth in future studies.
- Reaching girls through household visits ensures those with limited access to phones and radio can continue to benefit from GC activities, but this is slower and requires additional time and resources.

Several interview participants perceived that the GCs contributed to greater confidence and knowledge of rights, and that changing community attitudes is a key success factor

There are some positive (but as highlighted in the previous section, inconclusive) reports that GCs are helping to improve girls' confidence, self-esteem, and knowledge of rights. Project staff interviews showed a strong perception across the project that GCs were instrumental in building girls confidence and knowledge. A number of interviews highlighted that the clubs have opened girls' eyes to the injustices they face, were building their confidence to speak in public and participate in class, and raising their awareness of how they can report cases of violence.

Staff felt that a key success factor was the extent to which community attitudes and engagement had been addressed or altered, as well as within the classroom and school system itself. Where this was believed to be working well, girls were thought to be more likely to retain their confidence levels and advocate for their rights. It was also noted by one interview participant that ensuring sufficient linkage between interventions was an area the project had worked to improve, but further work could be done to strengthen this, for example by strengthening the link between GCs and school councils.

One positive reflection on the interlinked nature of these components, is that the project has been able to draw upon the networks at the community level through the Community CORE Groups, to continue distributing information and materials to Girls' Club members. However, the extent that this is happening, and the value of this to girls in the current context, is not yet known as this has only recently been introduced. From the evidence we have explored, in particular progress reports and staff interviews, the interactions during Covid-19 have so far been somewhat one-directional – in which GC members receive information, but have less opportunity to engage in discussions or opportunities to influence decision making. For example, we have not seen evidence that GCs have continued to engage in identifying issues and agreeing to plans through school councils or CACs, which is likely prevented due to social distancing measures.

It is not possible to draw a strong conclusion around the links between GCs and community structures from project staff interviews alone, which are naturally more likely to present a positive picture, and we were not able to triangulate this further within the scope of this study. However, it may be an area to further explore in order to generate useful lessons for the project and beyond. The links between GCs and community and school structures appear to be fundamentally important to the meeting objectives of the GC approach, but there remains limited evidence around how these connections work in practice, and whether they are effective.

Delivery of GCs via GFPs is considered a useful and valuable approach, but there are some challenges which are often outside the control of the project

When asked about the role of GFPs in delivering and facilitating GC activities, project staff were in agreement that this generally works well. The project provides them with training and scripts to run the sessions, and keeps in regular communication with them (including via virtual means during Covid-19). The GFPs have been further incorporated into the community CORE groups in an effort to improve the coordination between GCs and the community action cycles, and they have continued to play an important role in the distribution of information and MHM materials during the lockdown.

Some interviews highlighted the challenges of delivering activities through government teachers, for example the project has little or no control over who is allocated as a GFP, and not all GFPs had the same levels of commitment which can impact the quality of the support provided to girls' clubs. In addition to this, just as DL tutors and TPD-trained teachers, GFP can move on or be transferred to new schools, meaning a new GFP needs to be trained. While there is a potential spill over effect from GFPs moving to a new school and taking new skills and attitudes with them, this leaves their former GCs with a resource gap. Moreover, spill over effects are difficult to measure and evidence, and may depend on whether school leaders are open to and supportive of the aims of GCs. The movement of GFPs is outside of the control of the project, however it may imply that there is a need to consider the role of school leadership mechanisms in supporting and ensuring the continuity of GCs and schools' transformations. This could mean working with key stakeholders such as school council members and head teachers to ensure that there is a wider buy-in and capacity at the school leadership level for the activities to continue to be prioritised regardless of whether GFPs move locations.

There remains a need for more data on the functioning of GCs in order to generate lessons around the successes and challenges of meeting GC objectives

As highlighted in Section 3.4.2, we found limited evidence which can shed light on the functionality and operation of GCs, which is important in order to understand how to maximise the success of the intervention. Discussions with project staff during interviews uncovered some lessons and reflections on the operation of GCs, which could be explored further in a more detailed research.

As outlined in the previous research, the baseline evaluation highlighted reports of low attendance and irregular participation in GCs which could pose a threat to the success of the GC intervention. In addition to physical attendance, GC activities should also be delivered in a manner which allows girls to meaningfully participate and is appropriate for them, given their different age, abilities and backgrounds. One interview participant mentioned that secondary school girls, and those who speak the language of instruction (Portuguese), were more likely to be confident in expressing themselves and speaking freely, while primary school girls were more likely to find this challenging. This is also reflected in evidence collected by project staff in 2019 during a field trip to GCs in Gaza. As indicated in the visit report of a primary-level club: *"girls have immense difficulties in expressing themselves in the Portuguese language"* (Gaza field monitoring report, 2019). While it is apparently explained to girls that they can speak their local language if they are more comfortable, if there is an expectation that GCs will be conducted in Portuguese, this might risk some girls feeling alienated if they are not fluent speakers, and therefore negatively impact on their self-esteem.

It was also highlighted that while groups are often 'very active' (according to interview participants), this depends on the willingness of the GFP responsible to encourage girls to participate. Levels of participation are likely to be an important factor in the success of GCs, and understanding the factors which lead to increased attendance or participation would provide useful learning for adaptation and refinement of implementation approaches.

The processes behind the selection of boys to participate in GCs could potentially be an element to be further scrutinised. For instance, the Gaza monitoring report identified a club where *"boys were included without assessment of girls' self-esteem and self-confidence. Consequently, the tendency by boys to dominate the meeting in relation to girls was notorious"* (Gaza field monitoring report, 2019). This raises questions about whether boys' attendance serves to strengthen or undermine girls' confidence, but this required further investigation.

Reaching girls at the household level may be the most inclusive way of continuing GC activities during the pandemic, but this is time consuming and resource intensive

As discussed in section 3.4.1, the project has adapted many of the activities which would normally be conducted as part of the GC intervention. This includes the use of digital and remote methods such as radio, WhatsApp and text messaging. However the project has also noted that this risks missing out the most vulnerable girls who cannot access these means. The project has attempted to mitigate against this risk to some extent, by incorporating door-to-door visits conducted by community members. However, project staff have highlighted this creates new challenges, in particular the level of time and resources required to do this. This is often exacerbated if girls' are

not at home when visits are conducted, despite governmental restrictions on movements during emergency periods, leading to multiple visits being required.

Activities associated with MHM have also continued to some extent through household visits, and the rapid needs assessment highlighted the continued need for such activities, with almost 60% of the 103 girls surveyed reporting they did not have access to enough MHM materials to manage menstruation. This figure may reflect the impact of slower and more erratic distribution while schools of materials while are closed. STAR-G's efforts to deliver pads door to door is much slower to implement, and required some negotiation with government due to movement restrictions. The project plans to conduct training / instruction with girls on how to make their own reusable pads has also largely had to be put on hold. According to one interview, since the materials to make the pads have already been purchased, these will be made up directly by local tailors and distributed to girls. It was not clear from documents or interviews whether this has been conducted yet.

On a more positive note, some project documentation, as well as feedback during interviews, suggested that household visits and remote methods may provide new benefits, by providing additional opportunities to sensitize community and family members. However, it seems overall there is a loss of the interactive elements of GCs, which are key to building girls' confidence and self-esteem. It is possible that these activities could lead to backlash from boys and other community members, who perceive an unfair focus on providing girls with additional support. No evidence of this was found during this review, but further investigation at community level could explore this further.

Evidence gaps relating to GC learning:

- Further exploration of GC members' ability to influence school planning and CAC action plans, and the necessary conditions to enable this.
- Further exploration of lessons around improving the links between GC and changed community attitudes, for example through: case studies; knowledge, Attitudes and Behaviour studies; further exploration through self-esteem and MHM assessments.
- Systematically capturing lessons on the operation, functioning and content of GCs, including factors which influence attendance, the role of boys in clubs, and whether content is adapted to be inclusive, age appropriate, and linguistically meaningful.
- Learning around the implementation of both remote and in-person activities during Covid-19, and the ability to continue to meet girls' needs and the wider effects on communities.

3.4.4 Sustainability

We aimed to answer the following research questions:

- Are there structures, systems, or resources in place to sustain or scale up elements of GC activities?
- Is there buy-in from relevant stakeholders to sustain TPD, DL and GC activities?
- What can the project do to increase the sustainability of results of Girls' Clubs?

In assessing the potential for sustainability, we considered: evidence of buy-in from relevant stakeholders at the system, school, or community level; evidence around capacity and resources in place to allow activities to continue beyond the project; and evidence that activities are integrated with existing education system.

Key Findings:

- Alignment with government goals and objectives can help to achieve high level buy-in to increase sustainability, but further evidence around 'what works' and what is VFM is needed in order to advocate for wider uptake.
- Utilising government resources and building capacities within the system can increase the potential for sustainability, but there are concerns about whether the support, resources and funding will remain in place once the project closes.
- This study was not able to draw conclusions around school or community level buy-in, but project staff stressed the importance of behaviour change at this level which should be a focus of future studies.

Alignment with existing government policy and MINEDH objectives supports high-level buy-in, but further evidence of 'what works' and what is VFM is needed in order to advocate for wider uptake

As reflected in Section 3.4.1, the GC approach adopted by STAR-G is not new to schools, and is implicit within the existing government approach. However, the government policy around extra-curricular activities is open ended and less clearly articulated, therefore implying the provision and implementation of GCs (if provided at all) is likely to be inconsistent. The STAR-G approach aims to provide additional activities and support, and to act as a 'demonstrator' for how to put government theories and policies into practice. MINEDH remain consistently engaged with STAR-G to approve the approaches and guidelines developed by the project, which may help to keep objectives aligned, and encourage government buy-in.

This alignment is a necessary step in ensuring that there is high level buy from MINEDH, and that GCs will continue to be valued and prioritised beyond the life of the project. Project staff interviews provided positive indications of Ministry buy-in, for example with one interview participant stating that they received requests to provide MHM training to wider organisations outside of STAR-G, although this was cancelled due to the pandemic. Project strategy documents, including the sustainability strategy and advocacy strategy, outline the project plans to advocate for MINEDH to adopt and scale up the STAR-G Girls' Club model, although we have no evidence of the extent to which progress has been made to ensure this happens (Sustainability Strategy, 2019; Advocacy Strategy, 2019).

A key risk to the achievement of the STAR-G advocacy objectives may be the lack of evidence and learning around effectiveness (as outlined in Section 3.4.2). In order to act as a 'demonstrator' the project will need to provide evidence of results, and lessons around what works - this appears to be lacking at present.

GCs are embedded within existing school structures, which may increase the potential for activities to continue, but there remain risks to achieving sustainability

The project also utilises and builds the capacity of existing school resources and structures, which has some potential to be sustainable. For instance, the project has trained and built the capacity of gender focal points who will remain within the system once STAR-G has closed. This, in theory, is expected to enable GFPs to continue to run and revitalise GCs beyond the project. During interviews, project staff expressed their belief that this was a sustainable model and approach. Others stated that government stakeholders, including District Gender Focal Points and Provincial Gender Coordinators, attended trainings, were involved in monitoring activities, and had access to guidance and scripts which would provide them with the capacity and resources to continue implementing the approach.

While the approach taken by the project is logical in terms of encouraging uptake and ownership at the government level, there are some potential risks to sustainability. Some interviews stated that government lacked the resource and funds to run clubs in all schools at a larger scale, which is a gap STAR-G has been able to fill. It is not clear whether the ministry will continue to face funding constraints in future. There is also some concern about whether new GFPs will continue to be trained after project closure, whether government will take the initiative to develop new club guidance in the future, or if GFPs have been sufficiently capacitated to take the initiative to develop new clubs and club content without the support of STAR-G. There is no concrete evidence to know if GFPs will have the motivation, resources or support from school leaders to continue activities to the current level.

One positive indication noted in the narrative proposal document, as well as some interviews, is that some of the GCs set up during PAGE-M continued to conduct activities in the gap between PAGE-M and STAR-G activities, suggesting that there are systems and resources in place to continue these activities, and motivation to do so. However, the evidence is mixed, as it is also reported that many clubs were dormant and had to be revitalised (Redesign Proposal, 2018).

When asked about what the project needs to do to improve sustainability of GCs, project staff pointed to the need to continue to increase the involvement of education stakeholders in the implementation and monitoring of activities to ensure GCs are embedded in school life. The need to develop a clear action plan and next steps in partnership with MINEDH was also stressed. This should include clear resourcing and planning around the training of GFPs, and the resources and capacity within the ministry to continue generating new materials and guidelines for Girls' Clubs.

As well as working to ensure sustainability at the system level, the project also aims to encourage buy-in and influence behaviour change at the school and community levels. The scope of this study did not allow us to explore community attitudes in detail. Future exploration of the attitudes and behaviour of school council members, community groups, parents and guardians, and girls' themselves will be necessary in order to provide a full assessment of sustainability.

Evidence gaps relating and areas of further exploration:

- Evidence of government, school, and community level buy-in to the GC approach.
- Generation of evidence, results, and concrete lessons around 'what works' in order to enable the STAR-G GC approach to be used as a 'demonstrator' of effectiveness.
- Assessment of the available resources, and a VFM analysis to guide decision making and identify priorities for the scale up the approach.
- Evidence of formal government commitments to continue with the GC approach, including plans to provide the necessary resources and funds.

4 Conclusions and Recommendations

4.1 Conclusions

4.1.1 Project design and relevance

While it was not possible within the scope of this study to conduct a thorough mixed methods assessment of the strength of causal links within the TOC, we were able to qualitatively review the relevance of the design vis-à-vis the national context and education plans, and the activities which address known barriers to education.

The project designed key interventions which are aligned with existing government education strategies

All three of the interventions studied were broadly aligned with the existing government education strategy. The interventions build on the foundations that exist within the system, with the aim of adding additional value to existing strategies by mainstreaming gender sensitive approaches, strengthening capacity and resources within the system, and acting as a 'demonstrator' for what works to improve girls' education.

By delivering interventions through government structures and resources, the project expects to enhance the knowledge, skills and capacities of those who will remain in place once the project ends. This is demonstrated in the cascaded training approach adopted for TPD, in which government supported institutions implement the training of government teachers, and the use of government schools and staff to operate DL centres and Girls' Clubs. This alignment within the national strategies and policies ensures that the interventions are relevant and appropriate to the local context, and encourages high level buy-in from key education stakeholders.

However, further validation and triangulation is required in order to clarify the strength of this finding. While the project expects to act as a demonstrator, and to encourage the scale up of activities, this requires evidence, lessons and stories of success around the implementation of the improved approaches to be generated and shared with government decision-makers.

Project interventions address most of the barriers to girls' education identified before the pandemic, although some gaps remain or require further exploration

The overall TOC and the design of the three interventions addressed most of the barriers to girls' education identified before the pandemic. The STAR-G redesign in 2018 further addressed some of gaps identified at baseline, in particular the inclusion of DL and CBE approaches to overcome access barriers to secondary education. The addition of these interventions aimed to provide alternative pathways to girls who are married and / or have children, and girls' engaged in child labour, who were previously not clearly targeted by the project. However, some challenges remain and may stand in the way of the project achieving its goals. For example, economic barriers remain only partially addressed by the project, but continue to be a significant barrier to girls' education.

While the design addressed many of the barriers to girls' education, further assessment is needed to explore whether the implementation of activities is sufficient to meet the aspired results. For example: whether TPD approaches are sufficient to improve the motivation and commitment of

teachers; whether DL is supported in the community; and the extent that GCs provide girls' with the relevant tools and strategies to influence gatekeepers such and parents, guardians and teachers.

Significant changes in the external environment have weakened causal links within the TOC, particularly those which are centred on school structures

Covid-19 has had a significant impact on the project design, and on the wider education landscape both in Mozambique and globally. The pandemic has affected every stakeholder and aspect of the project, including girls' vulnerabilities, the environment, the education process and system, and the project activities. While the project quickly adapted, implemented emergency responses, and leveraged community networks, the negative effects of the pandemic are severe and largely outside the control of the project.

Covid-19 may ultimately impact on the validity of the TOC, or parts of it, and negatively impact STAR-G's ability to achieve the intended results and outcomes. This is particularly true for aspects of the TOC which rely on schools remaining open. For example, GC activities were predominantly designed to take place within the school. While activities were adjusted to remote implementation methods, there is a risk of the most marginalised girls being left behind, and of participatory and empowering activities being lost. TPD activities have similarly been adapted, but with most school grades still unable to access school, teachers have limited opportunities to apply new skills in classroom settings, and students are unable to benefit from them. DL has the highest potential of remaining relevant during the pandemic, and presents an opportunity to address some of the challenges created by Covid-19. However, further research is needed to explore whether students are still able to receive the required support from tutors, and if they have continued to progress with studies during the pandemic.

These new challenges put the strength and validity of causal links within the TOC into question. For example, the identified barriers, activities and assumptions within the existing TOC may no longer reflect the current situation. Furthermore, links between the outputs and intermediate outcomes may also be disrupted and weakened, particularly due to the reliance of some interventions on school structures. The adapted project activities and intended results require further exploration and reconsideration to strengthen the relevance of the project during Covid-19.

While the project design targets different aspects of marginalisation, there is insufficient evidence to assess whether it reaches and benefits the most vulnerable girls

Project design documents and strategies outline numerous activities which intend to target different characteristics of marginalisation, including the addition of DL and CBE interventions to address the gaps uncovered at baseline. However, there is some inconsistency and lack of clarity around exactly which sub-groups are targeted, and how.

While there is some evidence to show the project design *targets* marginalised girls, there is currently no evidence to confirm if the project is *reaching* or *benefiting* them in practice. This is primarily due to the lack of data disaggregated by sub-group, which is not collected by the project, and was outside of the scope of this study. This means we cannot confirm whether the project implementation meets the needs of different sub-groups in reality. For example, while DL in theory provides an alternative pathway for girls who are married and / or have children, without details of

the characteristics of those enrolled, we cannot draw a conclusion around whether this provides a viable alternative for girls in reality.

4.1.2 Effectiveness

In order to explore effectiveness, our analysis considered the evidence of progress against project outputs, through a review on project monitoring data, project documents and interviews.

The cancellation of the originally planned, full and representative midline evaluation due to Covid-19 restrictions, combined with the reduced scope of the MPA, and the gaps in monitoring data limited the extent to which we could assess effectiveness of project interventions. However, our findings offer several important insights into the emerging picture of progress, the challenges and opportunities, and consideration of areas which require further exploration.

The achievement of output targets was limited, with the exception of TPD, however this may in part reflect limitations in the targets, measures, and monitoring data

Progress reporting and monitoring data available up until April 2020 shows that the project met **two of the seven output targets** examined in this study. There was no data available for two output indicators, no target was set for one output indicator, and two output targets were missed:

- **TPD** output targets were met. These measured teachers' progress in completing TPD cycles, observation feedback and performance provided by TPD coaches. However, there is no evidence to confirm changes in teacher performance, or the quality of training provided.
- **DL** output targets were missed, or unreported. The project did not meet its target relating to enrolment, although the measure used considers STAR-G cohort girls only, while wider enrolment exceeds this, which may indicate that targets set were not fit for purpose.
- **GC** output targets were missed, unreported, or no target was set. The data used to inform reporting against targets (where data was available) may not be useful or appropriate to track progress against the output.

These results imply that the project has either not implemented the interventions effectively, or that the indicators, targets and measures used to track progress are not fit for purpose.

There was insufficient available evidence to provide an in-depthmeasure of the effectiveness of STAR-G interventions at the mid-point phase

The data available to the evaluation team during the mid-point analysis was not sufficient to draw firm conclusions on the effectiveness of the programme in reaching and addressing barriers to education for marginalized subgroups, or to assess the quality of intervention delivery. There are several reasons for this. Namely, the MEAL plan and logframe relied on data to be collected through a robust and representative external evaluation to measure the achievement of intermediate outcome and outcome indicators, which was cancelled due to Covid-19 restrictions. Furthermore, data collected at output level was not designed to act as a robust measure of effectiveness, some data quality issues and gaps are present in the existing data, and adaptations to the monitoring approach as part of the MTRP had not been implemented fully at the time of analysis.

Available data on beneficiary reach provides information on the number of teachers trained, the approximate number of students enrolled at primary and secondary level and in DLCs, and number of girls enrolled in GCs. The data suggests that the programme successfully met targets associated with number of teachers trained, and number of GC members enrolled (see Annex 5 for more details). While the number of STAR-G cohort girls enrolled in DLCs did not meet the planned targets, wider enrolment (of non-cohort girls) exceeded the planned target. However, there is no data to confirm the subgroups reached by the project overall, beyond initial percentage estimates provided at baseline. According to the approved MEAL plan and logframe, data on reach and outcomes at the sub-group level would have been collected through a representative sample at midline and endline, and programme collected monitoring data was not designed to achieve this. According to programme sources, revised MEAL tools developed during the MTRP had intended to collect indicative data on subgroups, but this was hindered by school holidays and partial reopening, and did not form part of our analysis.

In terms of quality of implementation, data provides some insight into the activities delivered, but less about the quality of delivery, or whether these activities have addressed barriers to education. For example, TPD data confirms the number of teachers who have completed TPD cycles, and whether observations and feedback have been provided by coaches. However, while TPD registers include number of competencies covered and improved, this data is inconsistent, and there is limited evidence available to the evaluation team around the ability to teachers to apply techniques in the classroom, or assessing the quality of the training itself.

GC monitoring data confirms that the programme has met targets relating to the number of GC members enrolled, and although programme staff and partner interviews describe how GFPs were trained and supported by the programme to facilitate GCs, we were not able to confirm the frequency or quality of these trainings, or the extent to which the training was applied in practice within the reduced scope of the review. There is no concrete evidence to confirm the functioning and operation of activities, for example whether girls: attend clubs regularly; attend school council meetings and feed into school plans; co-develop and sign off community action plans; or if (and how) self-esteem and confidence is improved as a result of GC activities. Data on the functioning of clubs was not incorporated into the programme MEAL plan, and therefore it was not expected that this data would have been collected by the project, however this information would provide useful learning for the project.

DL monitoring data confirms the number of students enrolled into DLCs, and provides some information on student progression through modules. However, this data is not up to date, and may therefore underestimate the number of students who have completed modules. This data alone may not be sufficient to generate useful learning for a new and innovative interventions such as DL. As a pilot model, the project needs to quickly adapt to challenges in order to identify what works or does not work. Data does not currently assess the time taken to complete modules, the level of support received or required from tutors, and whether students attend meetings and study groups. These indicators were not planned or incorporated into the MEAL plan, but may have helped the project identify the elements of the intervention that are working and which are working less well.

Finally, while the project MEAL system is designed to collect several sources of data, it is often reliant on self-reported data. Before the pandemic, project staff collected data by visiting communities and schools to collect hard copy forms, which are then digitally inputted and centralized. This approach has created efficiency and quality challenges due to the reliance on forms being completed by tutors, teachers and school managers accurately and on time. The programme has reportedly taken steps to address many of these challenges during the MTRP phase, however timing did not allow for this to form part of the evaluation.

4.1.3 Learning

We explored the lessons learned by the project around the implementation of interventions, 'what works' and under what conditions by focusing on the successes and challenges identified by project documents and interviews. Based on these sources, our findings provide insight into the potential enabling and disabling factors across the interventions.

A *perceived* success factor for all three interventions was the projects ability to work with government frontline workers, albeit with some challenges – however, further triangulation of this hypothesis is needed

Across all three interventions, project documents and interviews outlined the strengths and drawbacks of delivering interventions with and through government staff, institutions and resources. This strategy is fundamental to the design of the STAR-G project.

The benefits of this approach include the potential to strengthen the education system by building local knowledge and skills which are centred around gender sensitive approaches and child protection issues. All three interventions work with, and are delivered by, government structures and resources, which aim to institutionalise tools and approaches, and build the capacity of the frontline staff, including teachers, headmasters and education district offices. Working through existing structures and providing cascaded training encourages a wider scale impact with reduced cost, and increased potential for sustainability.

However, this approach poses challenges, for example, the reliance on government decision making, and the motivation and commitment of government resources can lead to delays and uncertainty. A recurrent issue in all three interventions is the extent that teachers are motivated, committed, and willing / able to apply skills in new settings if redeployed. This, while largely outside the control of the project and within the remit of the Ministry, might affect the results of the project and prospects of sustainability.

It should be noted that this conclusion is drawn from the perceptions of programme staff members, and, to a limited extent, programme partners. Therefore, the data represents perceptions of these stakeholders only. Future research should focus on collecting further evidence of government level commitment across different levels (i.e. national, provincial and district level), and the extent to which this translates into improved practices on the ground, in order to triangulate this hypothesis and assess the strength of this finding.

STAR-G has adapted to challenges and leveraged opportunities, but there risks and limitations to these adaptations which are outside the control of the project

The project adapted activities to emergency situations and substantial contextual challenges, most recently the Covid-19 pandemic. The project updated content, training, outreach and communication tools and platforms, and monitoring tools in response to these challenges. However it is too soon to know if these will be sufficient to achieve results in the current conditions. Examples from the three interventions include:

- TPD: Activities were adapted to online training, to provide continued engagement with teachers during Covid-19, and aims to prepare them for the new and future challenges. However, teachers have limited opportunities to apply new skills in the classrooms, and online training is hindered by poor internet connections and reduced interactivity.
- DL: During Covid-19, a roving teacher strategy was identified and advocated with government, and is currently pending approval.
- GC: Activities were adapted to provide remote support and resources during the pandemic. Community networks established through CACs were leveraged in order to reach girls with no access to phones or radios. However, these adaptations are less interactive and participatory than the original design which may reduce the potential effect of the intervention. Reaching girls at household level is more inclusive, but this time consuming and costly, and may not be a sustainable solution.

The adaptations identified so far have prevented the project from stalling in the short term, but the continued challenges present a significant risk to the achievement of results, and may require longer term solutions.

4.1.4 Sustainability

The sustainability of project activities and outcomes were explored by seeking evidence of stakeholder buy-in, capacity, resources, and integration within the existing system. The analysis did not include VFM analysis so financial sustainability of the project was beyond scope, as was analysis of behaviour change. Instead, we consider the potential for intervention models, approaches, and activities to continue beyond the life of the project. We also reflect on the potential for knowledge and skills generated by the project within the system and school level to be sustained beyond the life of the project. Furthermore, we have highlighted challenges or gaps to be further explored and addressed in the remaining period.

STAR-G is designed to strengthen existing structures and build capacity of frontline workers to increase the *potential* for sustainability, however there are currently no formal government commitments to continue activities beyond the programme, and significant risks and challenges remain

The strategy and approach of the project is built on assumption that contributing to the existing government education strategy, and delivering through government departments, institutes, and frontline workers has the potential to be sustainable. This is in line with GEC guidance, which outlines how such approaches can increase the chances of sustainability (GEC, 2017).

Across the three interventions, high level buy-in within the government was demonstrated through willingness to dedicate the time and resources to implement and deliver the interventions. By building the capacity of school and system resources, including teachers and school managers, the effects of the project are expected to be sustained as these resources continue to work within the system after the project ends.

However at this time, there are several key risks to sustainability. There was no evidence of formal commitments or plans to continue activities beyond the project, and concerns were raised by some project staff about whether the necessary resources, commitment and funding would be in place to continue with STAR-G activities beyond the project. In order to advocate for the continuation and scale up of STAR-G activities, it is important to generate evidence and success stories to influence and inform policy-makers. As outlined in section 4.1.2, existing evidence may not be sufficient, and an additional VFM assessment may be required to identify which interventions should be prioritised and scaled up.

STAR-G is complex and multifaceted, and has faced multiple contextual challenges throughout its implementation which may have hindered the potential for sustainability

STAR-G is a large and complex project, with integrated interventions and areas of work which aspire to change systems, behaviors, knowledge, attitudes and practices of multiple stakeholders, including girls, the government and frontline staff, and the wider community. This requires sufficient time and resourcing for the aspired changes to take hold.

The project faced notable challenges over the course of its implementation, with an extensive redesign, impacts of the cyclones in 2019, and most notably the ongoing global pandemic. Many events occurred at the start of the school year, and disrupted back to school planning. The redesign of the project has only been operational for two years, starting in February 2019. All activities in the past year have stalled, been significantly delayed, or completely altered as a result of the pandemic. This implies the already short-life if the project will have even less real time to carry out necessary interventions and ensure the sustainability of results, and has reduced opportunities to ensure sufficient buy-in from the government decision-makers.

4.2 Recommendations

This section provides a set of recommendations and considerations for the project going forward, based on the findings set out in the main report. The recommendations are divided into the following categories:

- **Design**: considerations for the design going forward in the context of Covid-19, and the approach to targeting and monitoring of marginalised sub-groups.
- **Monitoring, evaluation, accountability and learning**: suggested improvements or refinements to internal MEAL strategies and activities, as well as consideration of external evaluation activities and requirements.
- **Sustainability**: considering the resources, planning, activities and evidence requirements to increase the likelihood of sustainability.

All recommendations should be considered in light of the ongoing global pandemic, the learning loss already caused and the potential for schools to remain closed for an extended period of time.

Design, including targeting and estimation of marginalised sub-groups

The MPA outlined findings relating to the design of the overall TOC, as well as consideration of the TPD, DL and GC interventions which were selected as a focus of this study. We have identified the following actions for the STAR-G project to consider in the final year of implementation:

- Conduct a rapid review and refinement of the TOC, taking into account the considerable changes in wider context, and the effect of school closures on project activities. This review should focus in particular on:
  - Changes to existing barriers or emergence of new barriers
  - Changes in the TOC assumptions (for example, assumptions which implicitly or explicitly rely on school structures remaining open)
  - Updating project activities to address new or changing barriers, or altered assumptions
  - Assessing whether outputs and intermediate outcomes remain relevant following changes to barriers, assumptions and activities.
- Ensure that there is clear and consistent list of sub-groups targeted by the project, that activities are in place to address their needs, and that monitoring activities are focused on generating evidence and learning around reach of target groups.

Monitoring, evaluation, accountability and learning of the project

The below outlines suggested improvements and considerations for both internal monitoring activities, and the information collection through the external evaluation at endline or through additional research. External evaluation recommendations include activities which will be the responsibility of the external evaluator, but which require collaboration with the STAR-G team.

Internal MEAL system

- Consider exploring MEAL capacity to more accurately estimate the projects reach of different dimensions of marginalisation found in beneficiary groups, and how those groups benefit from project activities.
- Review the internal MEAL system to identify where improvements can feasibly be made in the remaining duration of the project, based on the findings and evidence gaps presented in this report. The project should:
  - Identify the main learning priorities of the project going forward to identify the evidence required to inform the remainder of project implementation.
  - Assess whether existing monitoring activities are fit for purpose to meet the identified priorities, and whether additional monitoring would be beneficial to fill evidence gaps and generate learning to inform adaptations.

- Review the mode of data collection, who collects the data, how data is collected, and frequency of data collection to identify opportunities to streamline the process and improve accuracy and timeliness.
- Assess and anticipate the strength of evidence collected through each tool, and prioritise those that generate strong and diverse data. This may require balancing data collected by external stakeholders (i.e. teachers, school managers, and government staff), and that which is under the direct control of the STAR-G team to generate the minimum evidence and learning required.
- Ensure that all stakeholders involved in the process of collecting and analysing data are clear on what the data means, how is it defined, and what it entails, and that there is consistency in the use and application of MEAL tools and templates across provinces.
- Identify where there are challenges or additional capacity requirements to collect data on the Washington Group Questions in relevant data sets, and how this information can be more consistently and accurately collected.

- Consider reviewing the project MEAL strategy to ensure that lessons are systematically collected to improve the projects ability to identify and address implementation challenges, and to leverage on success.

External evaluation activities

- Consider the evidence gaps outlined in the report and identify the most urgent evaluation and learning priorities for the STAR-G project which would be most appropriately addressed by the endline evaluation. This should inform a focused Terms of Reference (ToR) for endline, approved by the Fund Manager, with a clear set of objectives.
- Design the endline evaluation approach to respond to the identified learning priorities, assess the feasibility of different methodologies and approaches, and explore options for reaching a broader range of stakeholders, where feasible within the available timeline and resourcing, in particular girl beneficiaries.
- Consider including purposively selected samples of marginalised subgroups within the methodological design, either qualitatively or quantitatively, depending on the feasibility of data collection during school closures.

Sustainability and scalability

The final set of recommendations considers the need to further explore project's planning and resourcing to maximise the sustainability in the final year:

- Consider the ways in which a VFM analysis can help to identify the elements of the project that are most scalable and cost effective, and target advocacy efforts around interventions which are identified to have strong VFM.
- Linked to MEAL recommendations, ensure that evidence and lessons around the effectiveness of interventions are generated and disseminated to relevant government partners and policy-makers to advocate for the wider uptake.

- Ensure that there are sufficient resources, planning, and advocacy activities in place to obtain concrete government commitments to sustain the STAR-G adopted approaches.
- Prepare a project closure strategy which outlines how the project will enhance the sustainability of achievements and activities beyond the life of the project. This might include working with partners to identify priority activities going forward, and to develop clear plans for the resources, materials and capacities that need to be in place in order for STAR-G approaches to be adopted in the future.

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Annex 3: Monitoring data log

The table below presents the monitoring datasets received, with a description of the data and the indicators contained within them. We also present the list of the indicators present in the monitoring tool on which data was not collected or only partially collected.

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
Teacher professional development					
1	TPD registry Gaza	2020	313 teachers, 149 coaches	TPD registry containing list of teachers enrolled in TPD, teacher competency profile, TPD Coach observation tool **<u>Indicators:</u>** **Teachers** Name, sex, province, district, zip, school type, school name, grade taught, position, number of years teaching, year enrolled in TPD, WG questions on disability, modules completed (yes/no), number of competencies covered and improved **TPD Coaches** Name, sex, district, zip, school type, school name, position, year first enrolled in TPD, observed number of teachers and number of feedback and comments provided to teachers across training cycles	• Number of years teaching (90% missing) • Module completion: cycle completed (yes/no), # of competencies covered & improved, module theme (~30% missing) • Disability: Washing Group Questions (WGQ) data (~45 to 55% missing for teachers and coaches) • TPD coaches: observed number of teachers and number of feedback and comments provided to teachers across training cycles (~40% missing)
2	TPD registry Manica	2020	226 teachers, 101 coaches		• Module completion: cycle completed (yes/no), # of competencies covered & improved, module theme (~35% missing) • TPD coaches: observed number of teachers and number of feedback and comments provided to teachers across training cycles (~40% missing)
3	TPD registry Tete	2020	123 teachers, 72 coaches		• Module completion: cycle completed (yes/no), # of competencies covered & improved, module theme (~ 56% missing)

[1] Where more than 20 per cent of values missing

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
Distance learning					
1	DL Centre Registry Gaza	2019	572 students	Enrolment in DL centres **Indicators:** Province, district, DL centre name, student's name, sex, age, name of former EP1, year of graduation from G7, WGQ on disability (2020 only), module exams completed (yes/no)	• Age (entirely missing) • Name of previous school (entirely missing) • Year of graduation from G7 (77% missing) • Disability WG questions (entirely missing) • Modules completed (over 90% missing)
2	DL Centre Registry Manica	2019	827 students		• Student unique id (entirely missing) • Year of graduation form G7 (67% missing) • Disability WG questions (entirely missing) • Modules completed (entirely missing)
3	DL Centre Registry Tete	2019	488 students		• Student unique ID (entirely missing) • Name of former EP1 (entirely missing) • Year of graduation from G7 (25%) • Year of enrolment in DL (entirely missing) • Disability WG questions (entirely missing) • Modules completed (entirely missing)
4	DL Centre Registry Gaza	2020	694 students		• Unique student ID (entirely missing) • Age (24%) • Year of graduation from G7 (12%) • Disability: WGQ (48%) • Modules completed (over 80%)
5	DL Centre registry Manica	2020	580 students		• Unique student ID (entirely missing) • Year of graduation from G7 (11.21%)

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
					• Modules (proportion of missing observation varies across modules – ranging from 45% to 100% missing)
6	DL centre registry Tete	2020	773 students		• Unique student ID (entirely missing) • Year of graduation from G7 (22%) • Modules (50 to 100% missing)
Girls' clubs					
1	Girls Club Registry Tete	2019	38 clubs	List of girls' clubs **<u>Indicators:</u>** Province, district, school name, number of members (girls and boys), number of girls who received menstrual hygiene kit	
3	Girls Club registry Gaza	2019	2450 girls		
4	Girls Clubs registry Manica	2020	1560 girls + 52 clubs	List of girls' clubs and girls' clubs members **<u>Indicators:</u>** **Girls' Club-level** Province, district, school, type of school, number of members (girls and boys), number of girls who received menstrual hygiene kit, number of girls with disability (WGQ) **GC Member-level (Gaza and Manica only)** Province, district, school, student's full name, sex, age, grade, year of joining, academic year, received menstrual hygiene kit (yes/no), received menstrual	• Received MHM training (entirely missing) • Participated in School Safety Audit (entirely missing) • Disability: WQG (67%) • Self-esteem ratings (entirely missing)
5	Girls Clubs registry Tete	2020	175 clubs		• No GC indicators at the member-level is available for Tete
6	Girls Club registry Gaza	2020	2473 girls + 83 clubs		• Received MHM training (entirely missing) • Participated in School Safety Audit (entirely missing) • Self-esteem ratings (entirely missing)

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
				hygiene management training (yes/no), participated in school safety audit (yes/no), participated in SRH sensitisation in school (yes/no), self-esteem ratings (yes/no)	
Enrolment					
1	Gaza Enrolment	2020	68 primary schools 15 secondary schools	Enrolment data for STAR-G supported schools in Gaza 2020 **Indicators:** District, administrative post, locality, community name, school name, level of education provided (EP1/EPS/ES), enrolment by grade (4 to 11) and gender	
2	Gaza Enrolment	2019	67 primary schools 19 secondary schools	Enrolment data for STAR-G supported schools in Gaza 2019 **Indicators:** District, administrative post, locality, community name, school name, level of education provided (EP1/EPS/ES), enrolment by grade (1 to 12) and gender	
3	Enrolment Manica	2020	40 primary schools 12 secondary schools	Enrolment data for STAR-G supported schools in Manica 2020 **Indicators:** District, district code, school name, school code, administrative post, locality, community name, school	• With CBE (entirely missing)

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
				name, school code, community name, with DL centre (yes/no), with CBE (yes/no), enrolment by grade (1 to 10) and gender	
4	Enrolment Manica	2019	52 schools	Enrolment data for STAR-G supported schools in Manica 2019 **Indicators:** District, ZIP, school name, school code, enrolment by grade (1 to 10) and gender	
5	General data Tete	2019	42 schools	Register of STAR-G intervention and comparison schools **Indicators:** District, ZIP, school name, school code, intervention school (yes/no), no. of DL managers, tutors, students, study groups (# study groups, # facilitators, # modules), no. of teachers in TPD, remedial class (Number of teachers, students), learning camps (Number of supervisors and promoters), school management (Number of school managers, administrative), enrolment by grade (5 to 10) and gender	• # DL managers, #DL tutors, # DL students (65%) • Study groups (86%) • #modules (69%) • Remedial class - # of students (entirely missing) • Learning camp # students (entirely missing) • # School council (entirely missing) • Number of girls and boys benefiting from the project (19% to 67% across grades)
6	Enrolment Tete	2018 - 2020	39 schools	Enrolment data for STAR-G schools in Tete, 2018 to 2020 **Indicators:**	

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
				District, school name, school level, school code, enrolment by grade (5 to 10) and gender	
Community based education (CBE)					
1	CBE Registry	2020	373 students	Enrolment in CBE for Manica, Gaza, Tete **Indicators:** Province, district, CBE centre name, student's name, sex, age, grade dropped out of, year of dropping out , Washington group disability questions, training completed (yes/no): literacy, numeracy, life skills, child protection training, SRH training, MHM training, gender training, next steps on transition	Next steps on transition (83%)
Community action cycle (CAC)					
1	CAC Registry Manica	2019	40 groups	Register of CACs **Indicators:** Province, district, community, no. of female and male members, whether they completed at least half of planned activities within the cycle (yes/no), whether they achieved at least one of their desired results as specified in their action plans (yes/no), has a Community Action Plan for girls' education(yes/no)n number of community activities,	
2	CAC Registry Gaza	2019	68 groups		No data on competencies met
3	CAC Registry Manica	2020	40 groups		

	File	Year	Coverage / sample	Description	Indicators containing missing values and % of observations missing[1]
4	CAC Registry Gaza	2020	68 groups	competence scores for the following: > communities organized for action > communities able to explore the issue of education > communities capable of joint planning > communities able to implement > monitor and evaluate > able to mobilize resources	• Number of community activities (entirely missing) • Competence: communities capable of joint planning (69%) • Competence: communities able to implement, monitor and evaluate their actions (69%) • Competence: communities able to mobilise resources (85%)

Annex 4: MEAL Data Map

The tables below map the planned STAR-G monitoring data collection and the status of the data sets at the time of analysis. Information provided in the tables below is organised as follows:

- **Monitoring data collection**: Summary of the planned data collection
- **Status at the time of the MPA**: Summary of updates monitoring data collection progress as provided by the project team
- **NFER analysis**: Outlines whether data was available, within scope, and analysed. Where analysed, we provide a summary of the re-analysis conducted as part of the MPA.

Further details on the datasets, and the variables contained within them is provided in Annex 3.

1.1 Outcome level

Outcomes	Monitoring data collection[1]	Status at the time of MPA	NFER analysis
Outcome 1 – Learning			
Number of marginalized girls supported by GEC with improved learning outcomes (Numeracy and Literacy)	Literacy and Numeracy Assessments. The available data relates to a sample of performance scores in Portuguese and Mathematics for some schools.	Sample data is available for Term 1 and Term 2 2019 across the schools.	**Not analysed** - out of MPA scope.
	For DL centres, the completion of modules indicate they have passed the modules.	Registers for module completion are available for all DL centres established in 2019. Data on modules completed by students available for a small portion of the students with continuous updates ongoing.	**Analysed**. We have presented an analysis of % of students that have passed modules, disaggregated by subject and sex. We also presented passing rates for Tete (where end of module scores were available, allowing the estimation of a passing rate)

[1] As per monitoring plan

Outcomes	Monitoring data collection[1]	Status at the time of MPA	NFER analysis
Outcome 2 - Transition			
Number of marginalized girls who have transitioned through key stages of education, training or employment	Not available (for primary and secondary schools)	The enrolment records for 2020 for primary and secondary schools have been collected.	**Partially analysed**. This analysis is out of scope, and data on transition is unavailable. However, an analysis of enrolment records has been carried out to provide total number of girls and boys in 2019 and 2020 (Annex 5).
	DL centres (sample of the data available)	For DL centres, completion of a combination of modules would indicate transition. The sample can provide indications of the available data for 2019. Data on modules completed by students available for a small portion of the students.	**Missing**. DL registers contain data on modules passed. No indicators of transitioning present.
	CBE data for girls who have enrolled back to formal school and other platforms.	Data collected by local partner (Progresso). A proportion (17%) of the students have taken up various alternatives in the pathways of the total CBE enrolment (373 students).	**Largely missing**. As mentioned, data on *'Next steps on transition'* available only for 17% (64 of 373 students) of the sample. This indicator has therefore not been included in the analysis.
Outcome 3 – Sustainability			
Positive Attitudes and Perceptions among Community Members.			
- **Communities (core groups) take action and apply strengthened capacity to address issues affecting**	Sample data available (Community Action Cycle and Community Score Card).	Community core groups are at the stage of developing action plans and priority actions. - Sample monitoring data for the key	**Partially analysed - out of scope**. However, CAC registers (2019 and 2020) have been analysed at a high level to present overall number of members,

Outcomes	Monitoring data collection[1]	Status at the time of MPA	NFER analysis
pregnant/married girls who want to get an education		steps in the community action available. - Community score card information available (CESC).	disaggregated by province and sex.
- **Change in parents' behaviour towards girls continuing to attend school and learn beyond the project intervention** - **Girls' and boys' perception of attitude or behaviour change from parents and community influencers towards enabling girls' education**	No data available	No data available.	**Data not available**.
- **% of schools that put in place mechanisms to monitor, improve and keep girls enrolled and attending schools.** - **School environment that enables girls' to be proactive and participate in school life (e.g. in the classrooms, girls' clubs, decision-making etc.)**	No data available	School Management Council Action plans could inform the milestones achieved.	**Data not available**.

Outcomes	Monitoring data collection[1]	Status at the time of MPA	NFER analysis
- **% of target schools adhering to the revocation of the Decree 39/GM/2003 by reinstating underage pregnant girls into day programs.**			
Improved classroom teaching practices			
- **# of district school supervisors, when surveyed, who adopted teachers' code of conduct as part of the inspection checklist for schools** - **Teacher Training Colleges in project areas who adopt and implement the TPD approach**	No data available	Could be derived from the KII with DEOs and Teachers Training Colleges principals.	**Data not available** as KIIs with non-project stakeholders were removed from MPA scope.

1.2 Intermediate Outcomes Level

Outcomes	Monitoring data collection[2]	Status at the time of MPA	NFER analysis
IO1: Improved Attendance in Schools (Primary, Secondary and CBE centres).			
Percentage improvement in marginalised girls' attendance rate in intervention schools (primary and secondary)	Spot check attendance registers (2019) Primary and secondary schools	Spot check attendance data for a sample of schools in 2019. Covering both primary and secondary schools.	**Not analysed – out of scope**.

[2] As per monitoring plan

Outcomes	Monitoring data collection[2]	Status at the time of MPA	NFER analysis
Average attendance rate of marginalised girls in DL centres/satellites and CBE	Average attendance in CBE		**Data not available**.
Students' views on the main barriers that may prevent girls' ability to attend school regularly.	FGDs with girls and boys; triangulated with KII with Teachers. {Undertaken in the menstrual hygiene management assessment}.	MHM Assessment report with summary of findings	**Report reviewed** and incorporated into qualitative analysis.
IO2: Improved Classroom Teaching Practices			
Proportion of teachers trained who demonstrate improvement against four or more competencies in the STAR-G competency framework (which relate to literacy, numeracy and general teaching competencies).	TPD profiles (Teacher Competency Profiles and Coach Observation tools).	The TPD registers provides information regarding the competencies covered by the teachers. The competencies captured in the TCP (Teacher Competency Profile) is a self-administered assessment by the teachers trained on TPD. A sample of the TPD registers are available and updated. The Coaches Observation Tool captures the information on observed competencies for the respective teachers. The observation register does not capture the qualitative information on observed competency level. A sample is available with number of observations provided (to assess the specific competencies)	**Analysed**, **partially missing**. TPD registers (updated in 2020) have been analysed, including Teacher Competency Profiles (competencies covered and improved) and coach observation tool. Note that data on competencies, and coach observation tools was missing in varying proportions across observations, which we have highlighted in the findings.

Outcomes	Monitoring data collection[2]	Status at the time of MPA	NFER analysis
Girls' perception on teachers' teaching approaches.	Not available	No assessment conducted on the perception of girls.	**Data not available.**
Proportion of teachers complying with the teacher's code of conduct.	Not available	Possibility of engaging the DEOs to derive from their reports whether they use the code of conduct while monitoring teachers.	**Data not available.**
IO3: Improved Self-esteem among Girls			
- **% of girls demonstrating high self-esteem and awareness of their rights.** - **Change in girls' ability to take action in their schools to influence decision-making.**	Girls' Self-Esteem survey	A girls' self-esteem and confidence assessment was undertaken. This is a self-administered assessment carried out by all members of the girls' clubs.	**Analysed**. Girls' self-esteem and confidence assessment report has been analysed as part of document review. No raw data received, and therefore we have relied on the project's analysis.
IO4: Positive attitudes and perception of girls' education among community members			
Positive attitudes and perception of the value of girls' education and girl rights among key community members (parents/caregivers; matron and patron groups, boys & men)	No data available	No information collected within the specific timelines to inform the intermediate outcome.	**Data not available**.

1.3 Output Level (Monitoring Data)

The project monitoring approach was guided by the Output Indicators.

Outcomes	Monitoring data collection[3]	Status at the time of MPA	NFER analysis
Output 1			
1.1 # of girls enrolled in project supported DL centres/satellites	DL registers.	DL centres registers available with data updated for 2019. The registers capture additional data on the modules completed among the students. 75 DL centres established (568 girls enrolled).	**Partially missing**. DL registers contained data on **57** DL centres. This has been analysed.
1.2 # of STAR-G drop-out (out-of-school) girls enrolled in CBE	CBE centre registers.	CBE centres registers available with data updated for 2019.	**Partially analysed - out of scope**. High level analysis has been conducted (Annex 5). Indicator related to STAR-G dropout available is *'grade in which student dropped out'*.
1.3 # of district, provincial and national level officials targeted with information on key issues around the lack of secondary schools and its quota system	Trainings Registers	Contact for the Education Officials available. This can be used to draw a sample for conducting the mid-point analysis.	**Not available / not provided**. Scope reduction did not allow for interviews with government officials.
Output 2			
2.1 # of Teachers recruited and trained on TPD (pedagogy and didactics that is inclusive of gender, protection and girls/women rights) for literacy and numeracy boost.			**Analysed**. TPD registers (updated in 2020) have been analysed, including number of competencies covered and improved across provinces, disaggregated by modules where possible.

[3] As per monitoring plan

Outcomes	Monitoring data collection[3]	Status at the time of MPA	NFER analysis
2.2 Proportion of teachers per annum who have completed four or more cycles of professional development [new competencies covered annually, hence targets are not cumulative].	TPD Tools (Teachers Competency Profile)	List of teachers supported through the TPD available. Sample data available and complete for a number of teachers who compiled their profiles correctly.	Note that this data was missing in varying proportions across observations, which has been highlighted in the findings and in Annex 3. Number of teachers observed/coached, and number of feedback provided by TPD coaches have also been analysed.
2.3 % of TPD coaches providing one observation feedback on the performance of teachers	TPD Tools (Coaches Observation Too)	List of coaches engaged through the project TPD for coaches' intervention. Sample data available and complete for a number of coaches who compile the observations for the teachers they support. Project team in progress of updating the observation profiles. 327 Coaches engaged on TPD	
2.4 % of girls attending study groups and/or remedial/tutoring classes with improved scores on their CATs	Study groups, remedial classes' registers. Designed to capture the scores in Portuguese and Mathematics.	Component was in progress of being established. This data is not available with the suspension of learning across the schools.	**Data not available.**
Output 3			
# of supervision visits to schools carried out by the district education officers, which include monitoring of child protection measures in place.	Child Protection strengthening and monitoring.	Key action plans developed on enhancement of the child protection across the schools and boarding houses. Training for school councils. Follow-up with the school managers and child protection focal point on the	**Out of scope.**
# of school councils that develop and			**Out of scope.**

Outcomes	Monitoring data collection[3]	Status at the time of MPA	NFER analysis
implement activities to improve school governance and management (incl. teacher attendance).		progress of the implementation of the action plans. Follow-up with the DEOs on the implementation and monitoring of CP aspects as part of the routine education monitoring.	
# of schools with functional child protection mechanisms and strategies (e.g. gender, school child protection policies, staff training and reporting mechanisms, protection measures in boarding houses).			**Out of scope.**
# Position papers produced that address specific needs of girls in schools.	Advocacy strategy monitoring.	Not conducted, will rely on the advocacy strategy.	**Not available**
Output 4			
# of community core groups created and functioning (i.e. ready and active in implementing community activities)	Community Action Cycle Monitoring Tools (Monitoring checklist)	Data on the established community core groups available. The composition and key steps that the various groups have undertaken in progress. 140 Core groups established.	**Partially analysed - out of MPA scope**. CAC registers have been analysed to present high-level findings of the number of CAC groups, and number of male and female members, disaggregated by province (Annex 5).
# of community activities promoting girls' rights & gender equality implemented through the Community Action Cycle.	Community Action Cycle Monitoring Tools (Specifically the Capacity Assessment Tool)	The capacity assessment of the groups have not been undertaken. This is done through the core groups' capacity assessment tool. - The process of assessing the groups ongoing	**Out of scope**
Communities (represented by Core Groups) which demonstrate core			**Out of scope**

Outcomes	Monitoring data collection[3]	Status at the time of MPA	NFER analysis
competencies to meeting the needs of girls around education and SRH.			
% of boarding houses in target secondary schools that develop action plans to meet the boarding houses minimum standards.	Boarding houses assessment. Action Plans developed by the boarding houses managers.	The Boarding Houses assessment will offer insight on the key aspects on the situation of the boarding houses.	**Out of scope**
Multi-stakeholders Plan developed to ensure dissemination, implementation and monitoring of the revocation of the Decree 39/GM/2003.	DEO reports.	No data is available, the implementation of the component linked to the advocacy strategy. No implementation on the component yet. DEOs can provide qualitative information on the progress of the implementation of the revocation of the decree.	**Out of scope / data unavailable.**
Output 5			
% of girls' club members who participated in girls-led school safety audit.	Girls club registers generated, updated lists for 2019 available. The registers for the 2020 girls clubs are being updated across all the Provinces (Districts).	Activity not conducted hence no monitoring data is available on the safety audit exercise.	**Data not available.**
% of girls' club members who feel more confident to influence adults and peers to champion girls' rights and secure their protection.		The Girls Self-esteem and Confidence Assessment will provide details regarding the level of the confidence and self-esteem. Sample data for further analysis is available in addition to the report.	**Analysed** - The Girls Self-esteem and Confidence Assessment Report was analysed as part of the desk review. Sample data was not provided, and therefore re-analysis has not been carried out.
% of girls who receive hygiene kits and MHM training reporting that menstruation is not a barrier anymore for		The MHM Assessment provides data on key aspects of MHM among the girls. The sample data is available to complement the	**Partially available**. Girls' clubs registers have been analysed, including % of girls who receive hygiene kits, and SRH sensitisation

Outcomes	Monitoring data collection[3]	Status at the time of MPA	NFER analysis
them to attend school during their menstruation periods.		assessment report findings and for further analysis.	training. Data on MHM training is unavailable.

Annex 5: Additional findings from MEAL data reanalysis

This section provides information on additional MEAL analysis, arranged by STAR-G interventions. Please refer to Annex 3 for information about the datasets used for the analyses and the details on the variables they contain as well as missing data.

1 Teacher professional development (TPD)

About the data:

The database contains information on the TPD implemented during 2019, although data collection went on until 2020. In 2020 the TPD was not implemented due to school closures.

All figures are based on TPD registries updated in 2020.

Key indicators:

Teachers database and TPD coaches database with name, sex, province, district, school type, school name, grade taught, position, number of years teaching, year enrolled in TPD, Washington Group questions (WGQ) on disability, modules completed, number of competencies covered, and number of competencies improved (at the end of the training cycle). Note that certain variables contain missing data and findings have been caveated where required.

1.1 Number and profile of teachers enrolled in TPD

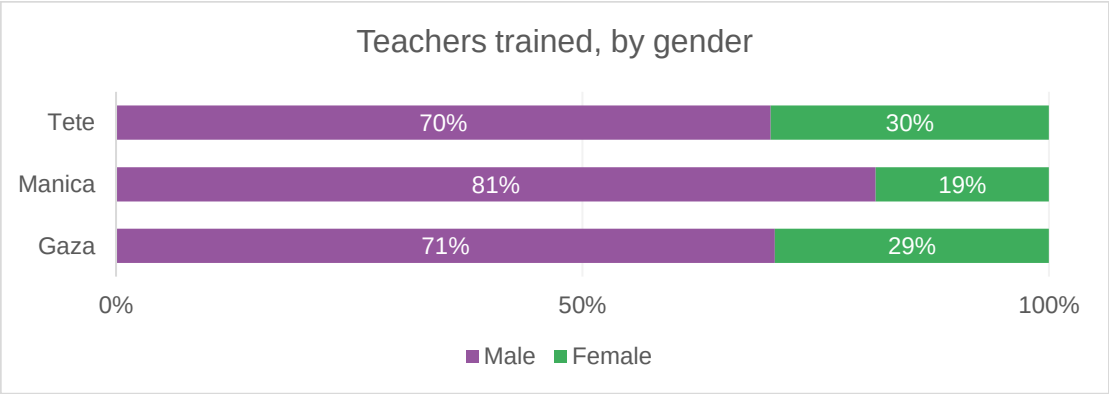
663 teachers were enrolled in TPD across provinces (as of 2020), of which 26 per cent were female.

Table 1: Number of teachers enrolled in TPD, by school type (2020)

	Primary	Secondary	Total
Gaza	226	168	**313**
Manica	168	58	**226**
Tete	83	41	**124**
Total	477	186	**663**

Source: STAR-G TPD registry, 2020

Figure 1: Proportion of male vs. female teachers enrolled in TPD



Source: STAR-G TPD registry, 2020

In Gaza, 90 per cent of teachers were enrolled in TPD in 2019, with the remaining 10 per cent enrolling in the years 2013 to 2019. In Tete, all teachers in the database started training in 2019. In Manica, the majority (64 per cent) started training in 2018 and 2019. There are potential quality issues with this indicator, as it contains years prior to the start of STAR-G, which may either be a result of entry error, or could represent data from PAGE-M.

The mean of teaching experience ('years spent teaching') across teachers enrolled in TPD is **11 years in Gaza, 6 years in Manica, and 10 years in Tete**.

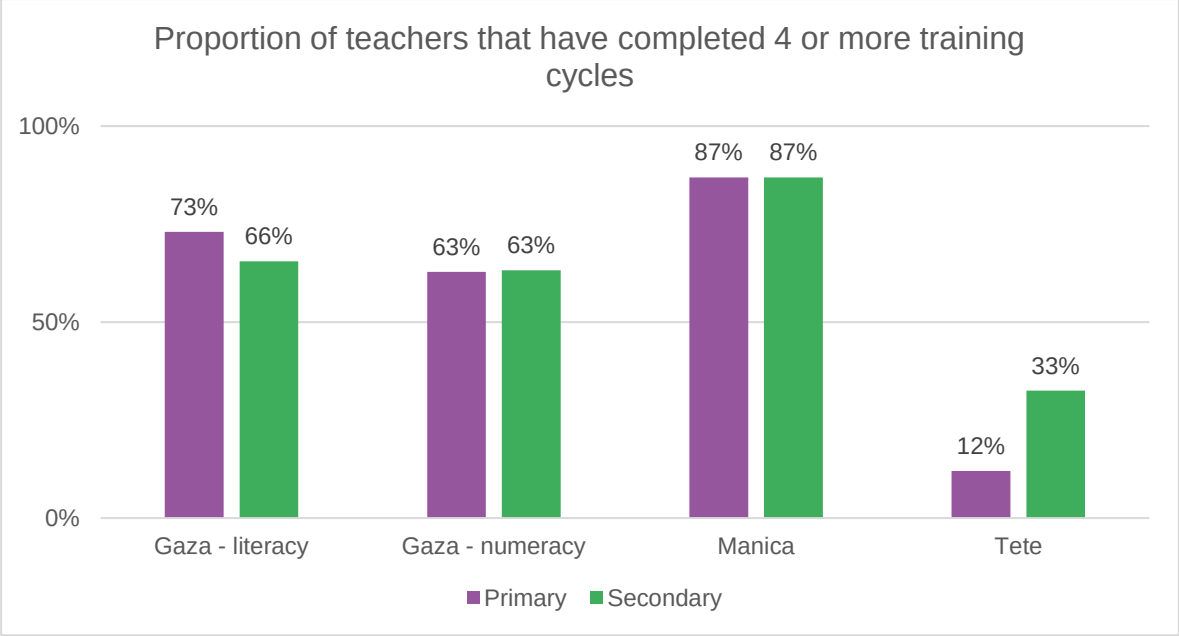
WGQ data shows that **no disabilities** were reported among teachers enrolled in Tete and Gaza, while in Manica, 3 out of 226 teachers reported a disability (difficulty seeing). It should be noted that a large proportion of this data was blank or missing (see Annex 3 for more detail on missing data), and therefore these numbers may not present a complete picture of disability amongst teachers.

1.2 Training completion rates

TPD registries capture data on training completed in 2019 across five module cycles. It should be noted that across all provinces, data on training completion and progress on competencies is missing for a substantial proportion of observations (shown in grey in **Error! Reference source not found.**). This limits our ability to conclusively draw inferences based on this data.

The proportion of teachers per annum who have completed four or more cycles of professional development (Logframe output indicator 2.1) varies across districts as shown in the figure below. A higher proportion of primary school teachers have completed four or more training cycles than secondary school teachers in Gaza, for literacy related training, while in Tete a higher proportion of secondary than primary teachers completed the training.

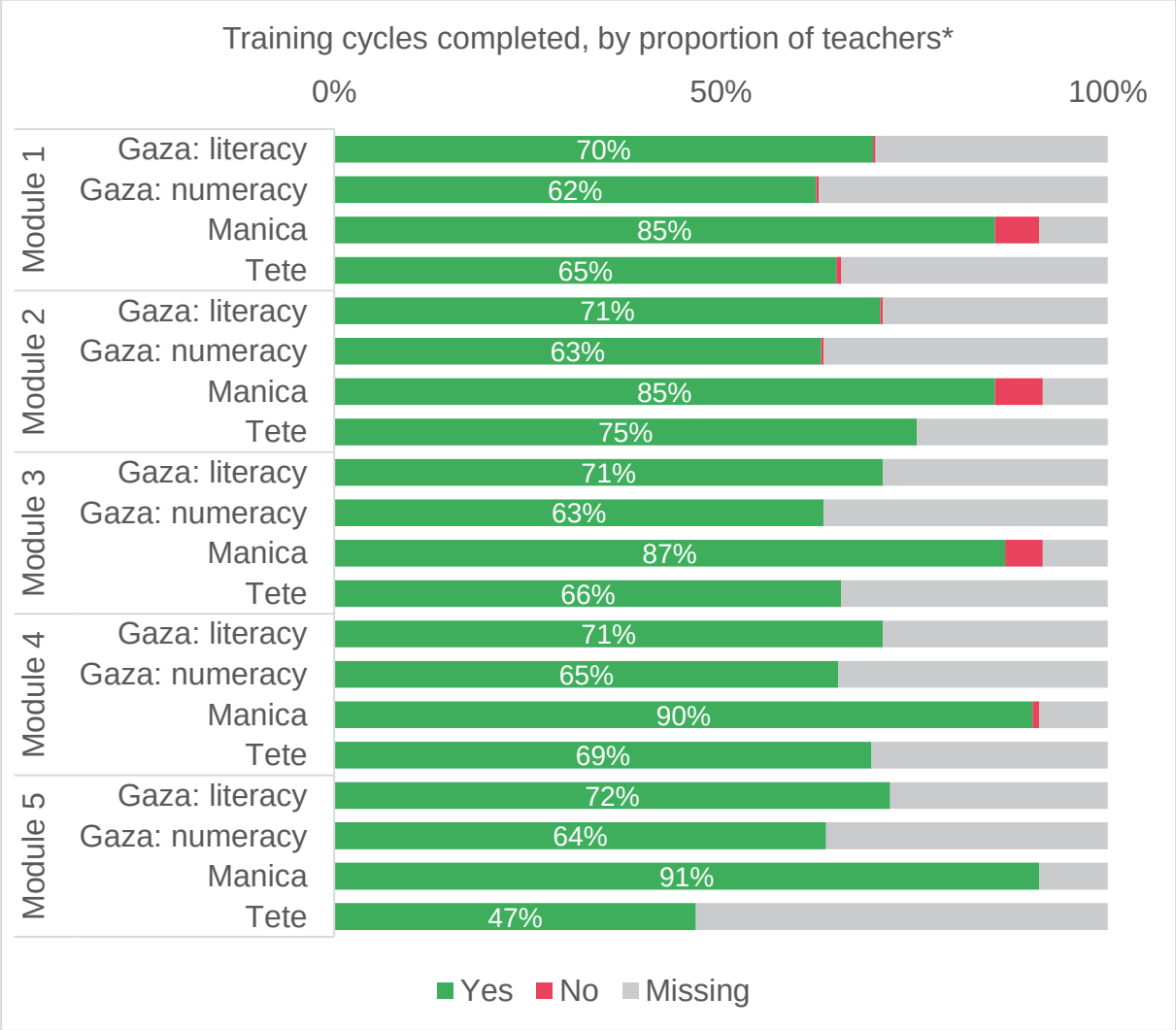
Figure 2: Proportion of all teachers enrolled in TPD that have completed 4 or more training cycles



Source: STAR-G TPD registry, 2020

In Gaza and Manica, each of the five training cycles have been completed by more than 60 per cent of teachers enrolled in those provinces. The data shows a relatively higher training completion rate of over 80 per cent in Manica. Training completion rates are slightly lower in numeracy modules in Gaza. Literacy and numeracy module themes are reported jointly in the Manica and Tete TPD registries, and therefore does not allow for a further disaggregation between numeracy and literacy. Data on training completion was missing (neither 'yes' nor 'no' response provided) for between 25 to 55 per cent of teachers, and therefore completion rates may be higher in practice.

Figure 3: Training completion, by proportion of teachers, primary and secondary

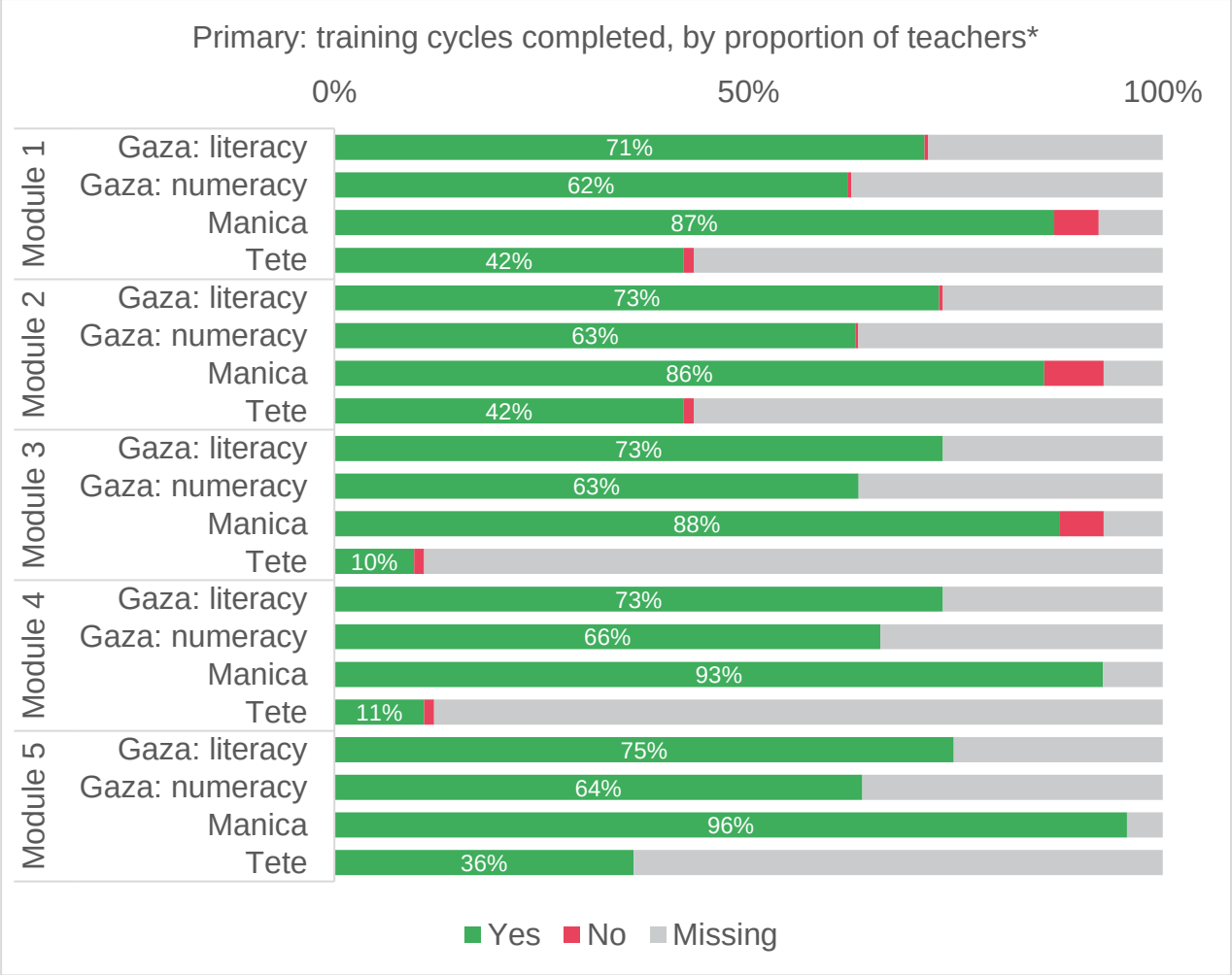


**as percentage of teachers enrolled in each province*

Source: STAR-G TPD registry, 2020

A disaggregation of primary versus secondary teachers shows a higher training completion rate among primary school teachers than secondary for literacy modules in Gaza (an average of 73 per cent for primary and 66 per cent for secondary across all modules). No clear patterns emerge across the other provinces in term of differences between primary and secondary teachers. A breakdown of training completion for primary versus secondary teachers is presented in Figure 4 and Figure 5 below.

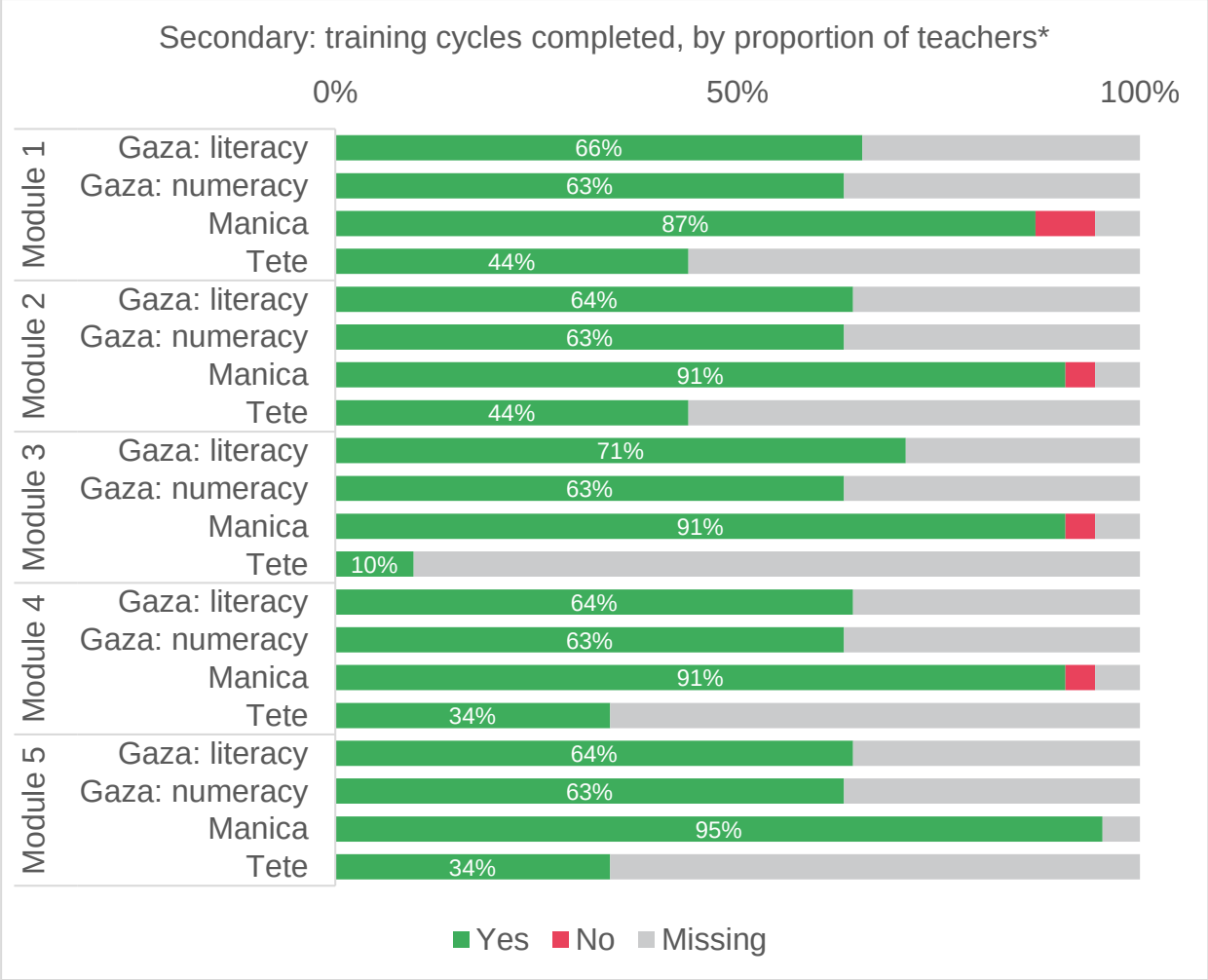
Figure 4: Training completion for primary school teachers, as proportion of primary school teachers



**as percentage of primary school teachers enrolled in each province*

Source: STAR-G TPD registry, 2020

Figure 5: Training completion for secondary school teachers, as proportion of secondary school teachers



**as percentage of secondary school teachers enrolled in each province*

Source: STAR-G TPD registry, 2020

1.3 Teacher competency profiles

The TPD registries contain data on the number of competencies covered, as chosen by the teacher pre-training, and the number of competencies improved at the end of the training cycle, based on a teacher self-assessment in consultation with the TPD coach. Note that the data does not provide information on the *type* of competency improved under each module, but only the overall number.

Province-level disaggregation of the extent to which competencies were covered and improved shows that although training completion rates were highest in Manica compared to the other provinces, the number of competencies covered and improved was, on average, lower in Manica than in Gaza and Tete. The mean of the number of competencies improved (averaged across the

5 modules) and mean of the number of competencies improved post-training (averaged[1] across the 5 modules) is summarised in Table 2 below.

Table 2: Mean of number of competencies covered and improved, across provinces

	Module 1	Module 2	Module 3	Module 4	Module 5	Average
Average number of competencies covered						
Gaza - Literacy	3.52	3.00	4.87	3.75	3.00	3.6
Gaza - Numeracy	3.41	2.00	4.87	4.00	2.00	3.3
Manica	3.05	2.49	2.25	2.61	2.83	2.6
Tete	3.59	3.08	3.67	3.51	2.90	3.4
Total						3.2
Average number of competencies improved						
Gaza - Literacy	2.57	2.99	4.60	3.31	2.63	3.2
Gaza - Numeracy	2.62	1.66	4.65	3.58	1.88	2.9
Manica	2.22	1.87	1.89	0.78	2.83	1.9
Tete	3.26	2.74	3.45	3.20	2.55	3.0
Total						2.8

Source: STAR-G TPD registry, 2020

Further province-level analysis shows the following:

- **Gaza**: On average, 3.6 competencies covered across literacy modules 1 to 5, and 3.3 competencies improved. Similarly, 3.3 competencies covered across numeracy modules 1 to 5, and 2.9 improved. A subject-wise disaggregation (Figure 2) shows that a higher proportion of teachers improved more than 4 competencies in *Gender and Positive discipline* in both numeracy and literacy, compared to any other module theme.

[1] Note that averages reported in this section excludes teachers with missing data

Figure 6: Gaza, numeracy: Number of competencies covered and improved, by proportion of teachers enrolled in TPD

	% of teachers*				
	Module 1 Introduction to numeracy	**Module 2** Place value charts	**Module 3** Gender and positive discipline	**Module 4** Assessment	**Module 5** Number lines and representations
Number of competencies covered					
1	0.5%	0.0%	0.0%	0.0%	0.0%
2	4.2%	100.0%	0.5%	0.0%	0.0%
3	85.9%	0.0%	0.0%	0.0%	100.0%
4+	9.4%	0.0%	99.5%	100.0%	0.0%
Number of competencies improved (end of cycle)					
0	3.2%	10.4%	0.0%	2.5%	2.8%
1	13.8%	13.2%	0.0%	2.5%	6.5%
2	11.6%	76.4%	5.2%	2.5%	90.7%
3	68.3%	0.0%	4.7%	39.7%	0.0%
4+	3.2%	0.0%	90.1%	52.5%	0.0%

**excludes missing observations from total*

Source: STAR-G TPD registry, 2020

Figure 7: Gaza, Literacy: Number of competencies covered and improved, by proportion of teachers enrolled in TPD

	% of teachers*				
	Module 1 Vocabulary	**Module 2** Fluency	**Module 3** Gender and positive	**Module 4** Assessment	**Module 5** Comprehension
Number of competencies covered					
1	0.5%	0.0%	0.5%	0.0%	0.0%
2	3.8%	0.5%	0.0%	0.0%	0.0%
3	84.0%	99.5%	0.0%	100.0%	100.0%
4+	11.8%	0.0%	99.5%	0.0%	0.0%
Number of competencies improved (end of cycle)					
0	3.8%	0.9%	0.0%	7.0%	7.0%
1	15.0%	2.8%	0.5%	3.5%	2.2%
2	12.7%	4.7%	2.7%	6.1%	11.0%
3	65.3%	86.3%	11.7%	83.3%	79.7%
4+	3.3%	5.2%	85.1%	0.0%	0.0%

**excludes missing observations from total*

Source: STAR-G TPD registry, 2020

- **Manica**: On average, 2.6 competencies covered across module cycles 1 to 5, and 1.9 competencies improved. Progress in terms of proportion of teachers is shown in the Figure 8 below.

Figure 8: Manica: Competencies covered and improved, by proportion of teachers enrolled in TPD

	% of teachers*				
	Module 1	Module 2	Module 3	Module 4	Module 5
Number of competencies covered					
0	1.9%	2.9%	1.9%	3.3%	5.6%
1	0.0%	0.0%	0.0%	0.0%	0.0%
2	8.5%	42.0%	69.2%	33.2%	0.0%
3	70.6%	55.1%	28.9%	59.7%	94.4%
4+	19.0%	0.0%	0.0%	3.8%	0.0%
Number of competencies improved (end of cycle)					
0	7.4%	6.6%	4.3%	55.6%	5.6%
1	12.2%	0.0%	5.7%	11.1%	0.0%
2	31.7%	92.9%	86.1%	33.3%	0.0%
3	48.7%	0.5%	3.8%	0.0%	94.4%
4+	0.0%	0.0%	0.0%	0.0%	0.0%

**excludes missing observations from total*

Source: STAR-G TPD registry, 2020

- **Tete**: On average 3.4 competencies covered across module cycles 1 to 5, and 3 competencies improved. Progress in terms of proportion of teachers is shown in the Figure 9 below.

Figure 9: Tete: Competencies covered and improved, by proportion of teachers enrolled in TPD**

	% of teachers*	
	Module 1	Module 2
Number of competencies covered		
1	0.0%	0.0%
2	0.0%	27.78%
3	77.78%	57.41%
4+	22.2%	14.8%
Number of competencies improved (end of cycle)		
0	5.56%	9.43%
1	11.11%	7.55%
2	5.56%	28.30%
3	61.11%	43.40%
4+	16.7%	11.3%

**excludes missing observations from total; **Not reporting for Module 3,4,5 because missing data is over 50% and total numbers are less than 60, resulting in small cell sizes.*

Source: STAR-G TPD registry, 2020

As noted previously, the TPD data for Manica and Tete does not allow us to analyse literacy and numeracy modules separately. Findings related to the number of competencies covered and improved for Manica and Tete therefore refer combined competencies for literacy and numeracy across the five training module cycles.

1.4 TPD Coaches

1.4.1 Number and profile of TPD coaches

322 TPD coaches are registered across the three provinces, 18 per cent of whom are female.

Table 3: Number of TPD coaches (2020)

	Primary	Secondary	Total
Gaza	120	29	149
Manica	78	23	101
Tete	60	12	72
Total	258	64	**322**

Source: STAR-G TPD registry, 2020

The WGQ on disability show that **no disabilities** were reported amongst TPD coaches in Tete and Manica. No data on WGQ was available for Gaza although the tool included the questions. It should be noted that across all regions, some proportion of this data was blank or missing, and therefore these numbers may not present a complete picture.

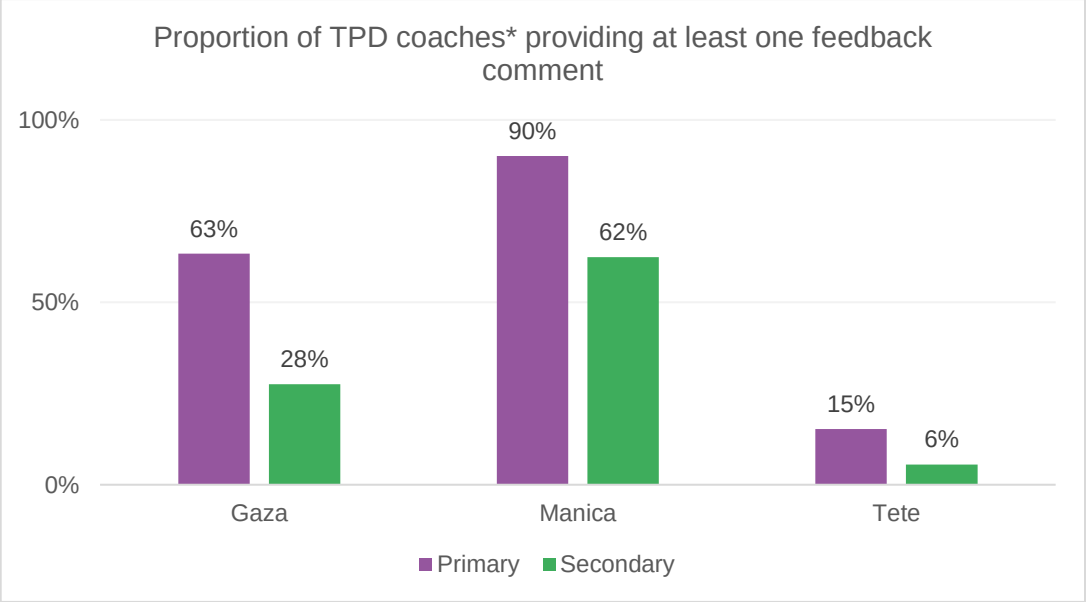
1.4.2 TPD Coach Observation tool

The TPD registry contained the following indicators - number of teachers coached or observed, and the number of observation feedback comments provided.

There were some differences across the regions, which might have been due to different data collection tools. In Gaza, across all cycles we see that most frequently (that is, the modal value), a TPD coach observed one teacher. For Manica, the modal value of the number of teachers coached is two. In Tete, for cycles for 1 and 2, TPD coaches most frequently coached two teachers (note that over 80 per cent of observations are missing). Data on the remaining three training cycles is unavailable for Tete. Note that the Gaza TPD registry contains the number of teachers **observed**, while in Manica and Tete, the TPD registries contain the number of teachers **coached**.

An analysis of the number of observation feedback comments provided shows that 60 per cent of all TPD coaches provided at least one feedback comment across the training cycles. A province level disaggregation, by primary and secondary school training, is provided in the figure below. Note that a proportion of observations were missing, and therefore these figures may not present a complete picture.

Figure 10: Proportion of TPD coaches providing one feedback comment on the performance of teachers



**as percentage of TPD coaches in each province*

Source: STAR-G TPD registry, 2020

Across all cycles, the average number of teachers (that is, the mean) observed for secondary training is higher than for the primary. No major differences are seen in Manica.

Table 4: Average number of feedback comments provided by TPD coaches, by province*

	Gaza	Manica
Primary		
Module 1	2.6	2.1
Module 2	2.5	2.1
Module 3	2.4	2.1
Module 4	2.3	1.8
Module 5	2.5	1.5
Secondary		
Module 1	4.1	1.7
Module 2	4.1	2
Module 3	4.2	2
Module 4	4.2	1.7
Module 5	4.1	1.3

**exclude missing observations from average*

Note: For Tete, over 80% observations are missing data, and for there is no data for cycles 3 to 5. Tete has therefore been omitted from the above table.

Source: STAR-G TPD registry, 2020

2 Distance learning (DL)

About the data:

DL centre registries from years 2019 and 2020.

Key indicators:

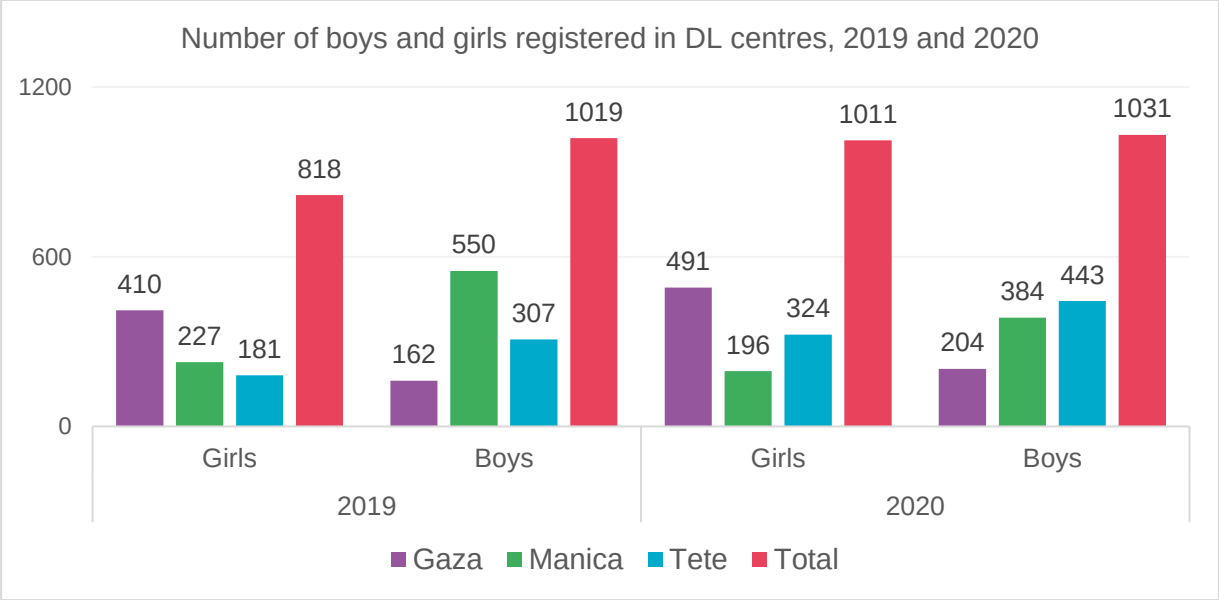
Enrolment in distance learning centres with province, district, DL centre name, student's name, sex, age, name of former EP1, year of graduation from G7, Washington group questions on disability (incomplete), modules completed.

2.1 Enrolment

Data in the DL registry collected by the STAR-G MEAL team shows a total of **2042 girls and boys enrolled** in DL centres as of 2020, an increase of 11 per cent from enrolment in 2019. Girls' enrolment in DL increased by 24 per cent from 2019 to 2020 (as seen in Figure 11). It should be noted that data was available only for only 57 of 75 operational DL centres for 2020, and therefore findings from this data do not present a complete picture of DL activities.

Some of the increase in the number of students registered in 2020, as compared to 2019, may be representative of an increase in the coverage of monitoring data collection. The indicator capturing *year of enrolment* shows that fewer students actually enrolled in 2020 compared to the previous year, despite the larger numbers registered. The inconsistency may also be a result of data quality issues. Among the three provinces, the largest increase in the number of students enrolling in DL in 2020 was seen in Tete.

Figure 11: Number of boys and girls registered in DL, 2019 and 2020



Source: STAR-G DL registry 2019; 2020

2.2 Number of DL centres established

The DL registries show that additional centres were established in 2020 in Gaza and Tete. In Manica, a number of DLCs were destroyed by the cyclone as noted in project documentation, which may be reflected in the fall in the number of DLCs in the data in 2020. However as noted before, this data is incomplete, as the project has provided confirmation that there are actually 75 DL centres operational as of 2020.

Table 10: Number of distance learning (DL) centres (2020)

	Number of DL centres	
	2019	**2020**
Gaza	29	30
Manica	22	15
Tete	7	12
Total	58	57

Source: STAR-G DL registry 2019; 2020

2.3 Progress on modules

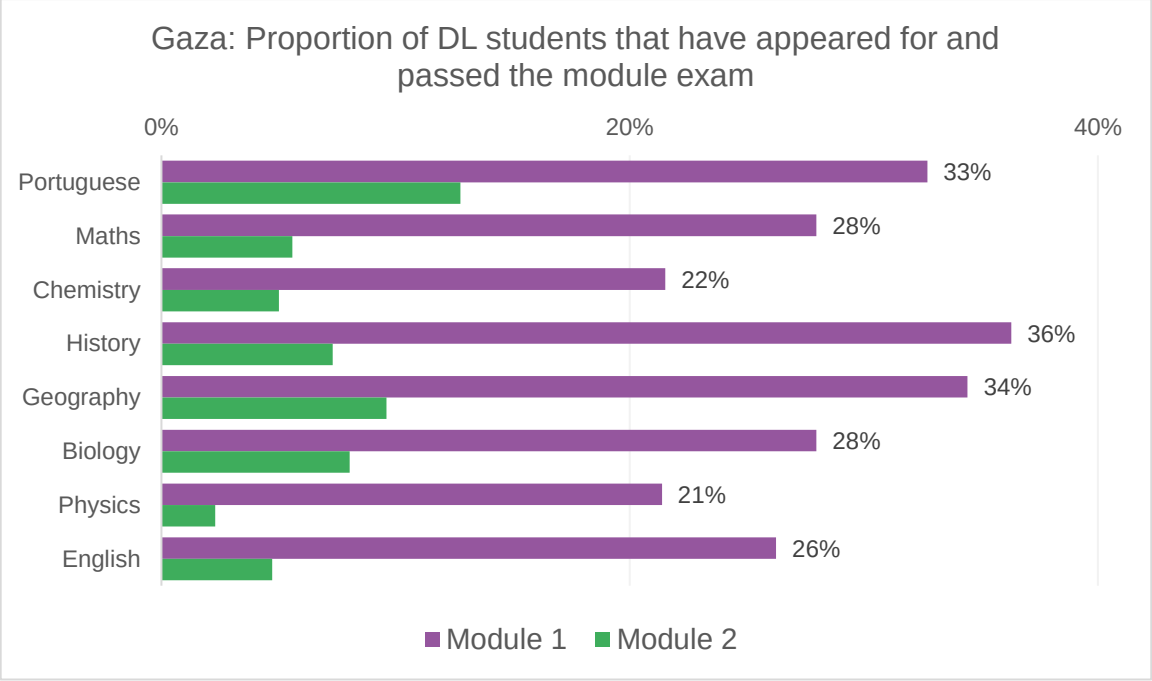
The proportion of students that have appeared for and passed the DLC module exam varies across provinces and module subjects. Figures 12 – 15 below present the proportion of enrolled DLC students in each province that passed the exam (with a pass score of 10 out of 20) for two modules across subjects, as of 2020. This data was recorded in the 2020 DL registry. However there is no clear indication of the year in which the exam was passed, and this may range from 2019 to 2020.

Less than 10 per cent of enrolled students have completed Modules 3 to 5 across all subjects, with the exception of Module 5 for English in Manica, where 20 per cent of students passed the module exam.

Other subjects in the DL data were agriculture, visual arts, entrepreneurship, French and ICT. There were fewer than 10 per cent of enrolled students that appeared and passed the exam for these subjects.

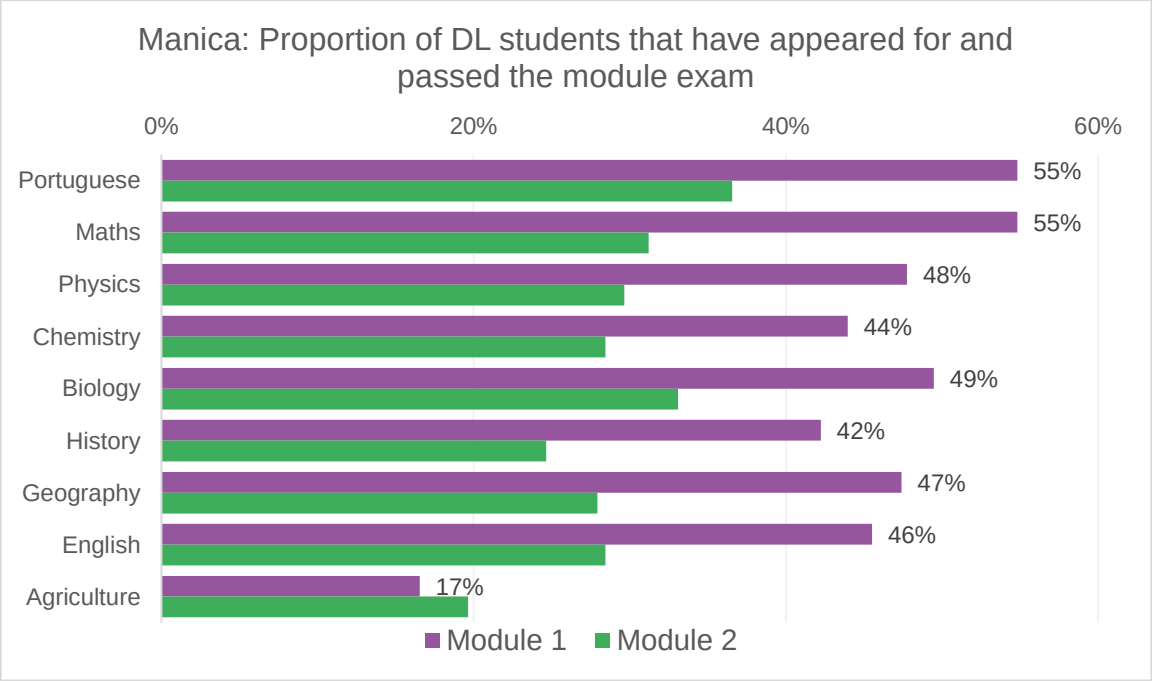
Amongst the students that have passed the modules in Gaza, 70 per cent were girls. This figure was lower in the other provinces – 31 and 23 per cent in Manica and Tete respectively.

Figure 12: DL centre module progression, Gaza



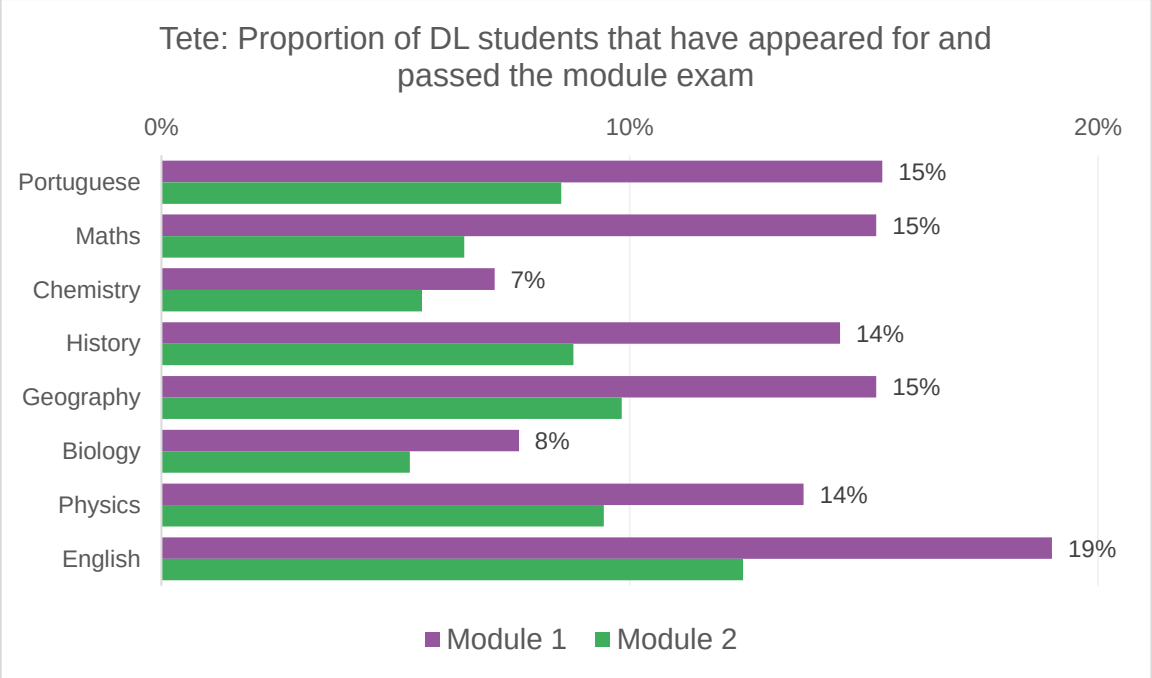
Source: STAR-G DLC registry 2020

Figure 13: DL centre module progression, Manica



Source: STAR-G DLC registry 2020

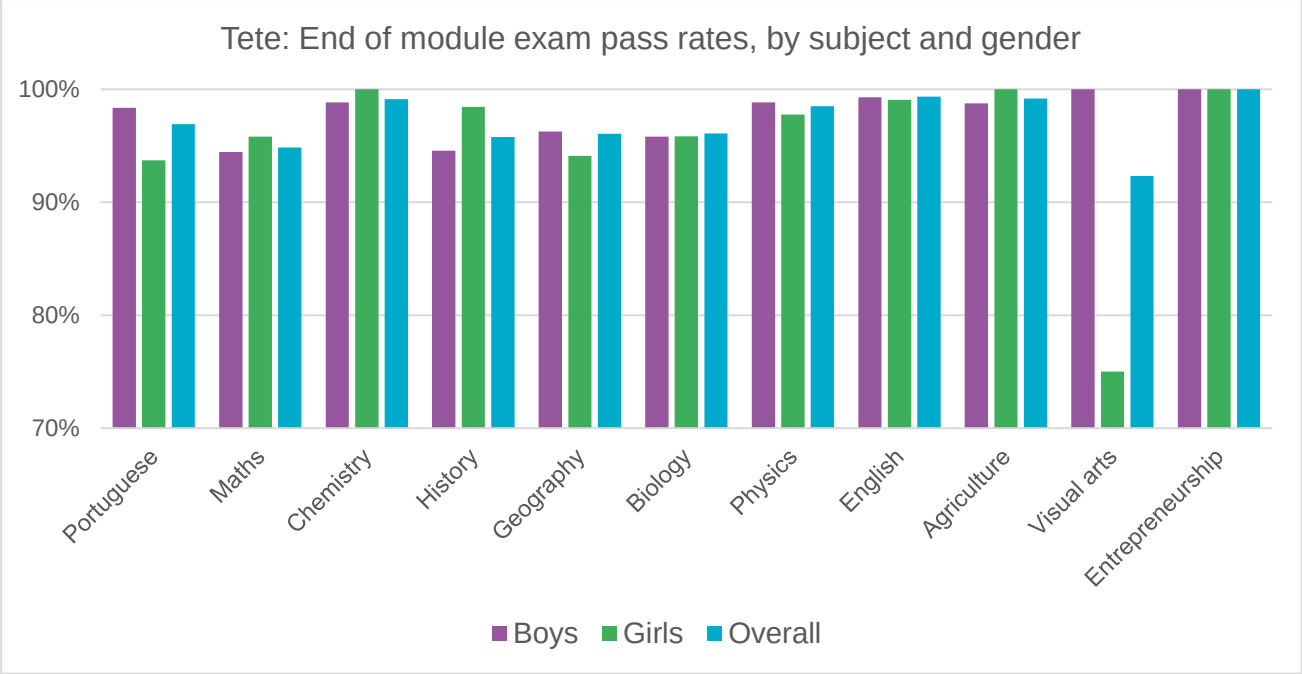
Figure 14: DL centre module progression, Tete



Source: STAR-G DLC registry 2020

The DL registry for Tete provided scores achieved by students that appeared for the module exam. The average score achieved by students that appeared for the exam across subjects was **13.9** (out of a total score of 20). Passing rates (estimated as the number of students who passed as a proportion of number of students who sat the examination) range from 92 percent to 100 percent, with variations across subjects and gender (Figure 15). On average across subjects, girls and boys passing rates are very similar (passing rate of 96 per cent for girls compared to 97 per cent for boys). In Gaza and Manica, the data provides only the number of students who passed the exam, and therefore we are unable to calculate passing rates.

Figure 15: Tete DL end of module passing rates, by subject and gender



Source: STAR-G DLC registry Tete 2020

2.4 Marginalisation in DL

We analysed the WGQs in the DL registries to understand the proportion of students reporting a disability, and their progress on the end of module exams where possible.

In Gaza, 57 students, representing 8 per cent of enrolled students, reported a disability. 68 per cent of those disabled are girls, and 32 per cent are boys. 3 of these students (2 girls and 1 boy) reported 'yes' to difficulty seeing, and difficulty walking and climbing steps. The remaining 54 students reported 'yes' to all WGQs, which raises a question around the quality of this data. This may be a result of either entry error or due to respondents misunderstanding the question. Further, the responses to WGQs are limited to 'yes' or 'no' responses, therefore not providing information on the severity of disability. It should also be noted that more than 45 per cent of observations are missing (no response to WGQ).

In Tete, 2 boys and 1 girls reported a disability (difficulty walking and climbing steps, difficulty communicating in usual language). Only 1 of these 3 students took the end of module exams, with a lower than average score of 6 across the 5 exams sat, and receiving a passing mark in only 1 out of the 5 exams. No disability was reported amongst DL students in Manica.

3 Girls Clubs (GC)

About the data:

All girls' clubs figure are from the STAR-G Girls' club registries for years 2019 and 2020.

Key indicators:

Province, district, school name, school type, academic year, number of club members (girls and boys), number of girl members who received menstrual hygiene kit, number of girls members involved in SRH sensitization in their schools, number of girls members with a disability (Manica only).

3.1 Membership

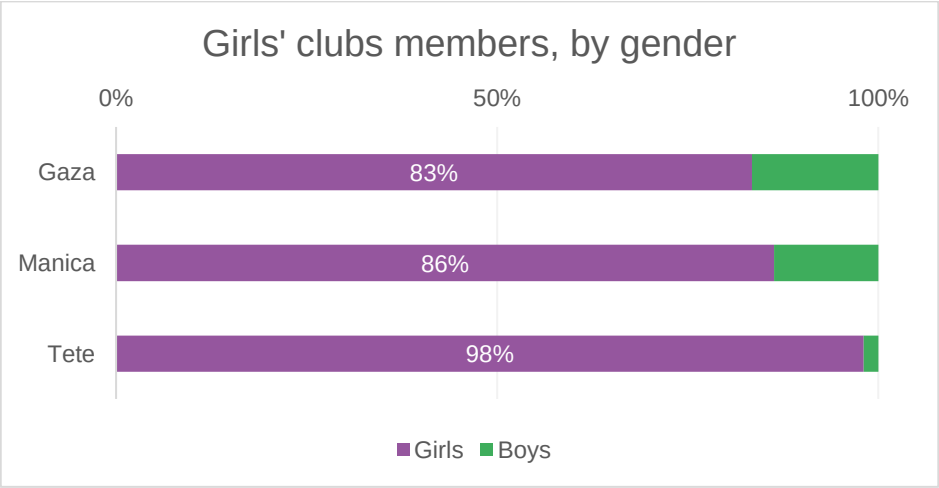
A total of 173 girls clubs in total are recorded in the girls clubs' registries across the three provinces, as of 2020. 140 of these are attached to primary schools, and 33 to secondary schools. In all, the girls' clubs have 4759 girls and 660 boys registered as members.

Table 5: Number of girls' clubs, by school type (2020)

	Number of Girls' Clubs: Primary	Number of Girls' Clubs: Secondary	Number of members
Gaza	68	15	2548
Manica	40	12	1559
Tete	32	6	1312

Source: STAR-G Girls' clubs registry 2020

Figure 16: Girls' clubs members: proportion of girls vs. boys

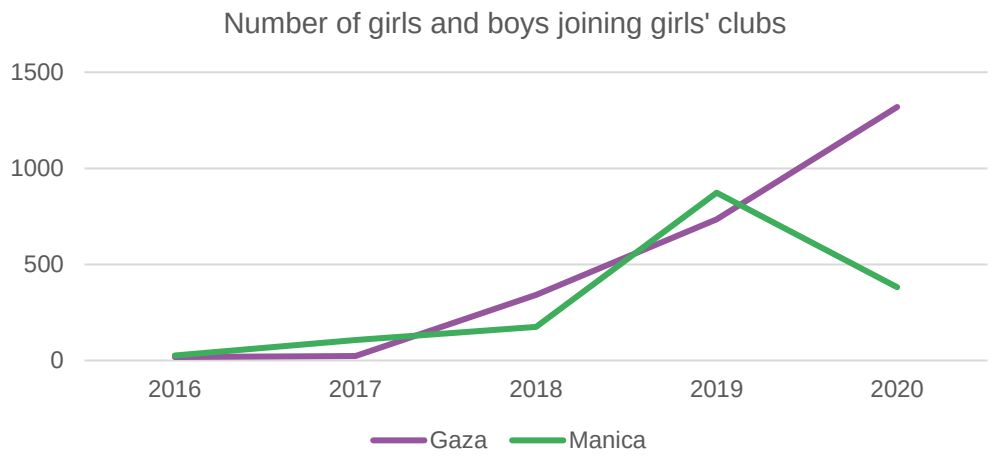


Source: STAR-G Girls' clubs registry 2020

In Gaza, the number of members has been increasing increased each year since 2016. Membership increased by 80 per cent from 2019 to 2020.

In Manica, the number of new members increased by nearly five times from 2018 to 2019, but then saw a sharp decline of over 50 per cent from 2019 to 2020. Some of this reduction seen in the monitoring data may have been driven by challenges faced by the monitoring team in Manica in 2020, where conflicts prevented data collection in some areas. Note that data on girls' clubs members and year of joining is not available for Tete.

Figure 17: Number of girls' clubs members



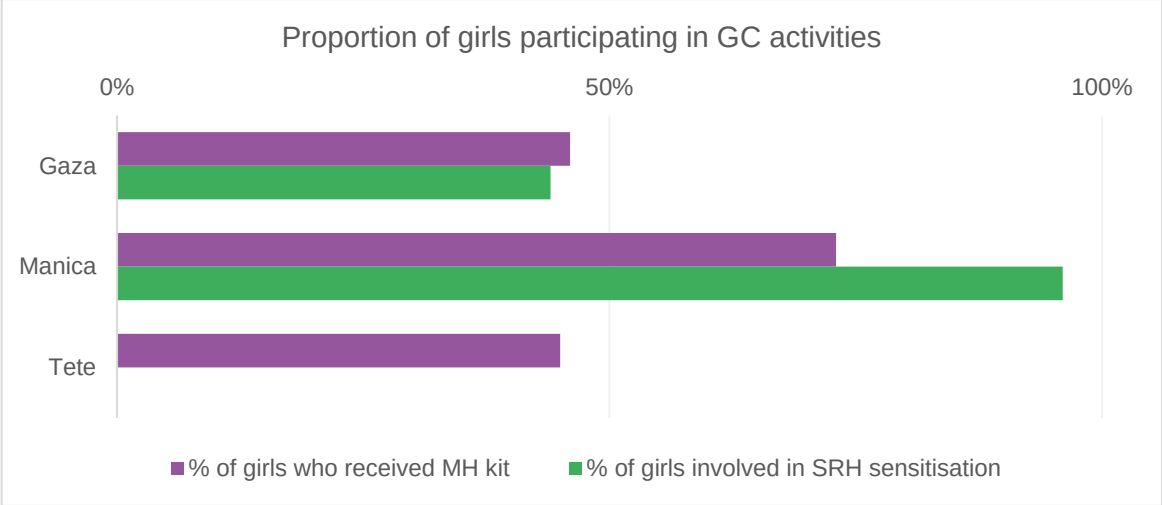
Source: STAR-G Girls' clubs registry 2019; 2020

3.2 Participation in GC activities

GC member participation in activities relating to MHM and SRH, varies across provinces. In Gaza and Tete, less than 50 per cent of girls were reported to have received MHM kits, while in Manica a relatively large proportion of girls have received a menstrual hygiene kit and been involved in SRH sensitisation. More than half of all GCs in Manica have reported that 80 per cent or more of their girl members received the MHM kit.

Involvement in SRH sensitisation is also relatively high in Manica, with 96 per cent of girls reported to have participated in this activity. There were challenges faced in monitoring MHM kit distribution during the pandemic, and therefore the figures reported may not accurately reflect the extent to which these activities have taken place. MEL data on SRH sensitisation was unavailable for Tete.

Figure 18: Proportion of girl members that have participated in GC activities, 2020



Source: STAR-G Girls' clubs registry 2019; 2020

3.3 Marginalisation in GC

The GC registries in Manica and Tete provided the aggregated number of girls for each type of disability (as defined by WGQs) in each girl club. The data does not provide information on the severity of disability. Since this data is not provided at a member level, it does not allow us to explore if there are differences in GC participation amongst girls with disability. It should also be noted that over 50 per cent of values are missing for WGQ indicators, and therefore these findings may not represent a complete picture.

In Manica, 112 girls are reported to have a disability, which represents 8 per cent of the total number of girl members in GCs in Manica. A disaggregation of the type of disability is shown in the table below.

Table 6: Manica: number of girls with disability, by type of disability

WGQ categories	Number of girls
Difficulty seeing, even if wearing glasses	2
Difficulty hearing, even if using a hearing aid	1
Difficulty walking or climbing steps	108

Source: STAR-G Girls' clubs registry 2019; 2020

In Tete, 24 girls are reported to have a disability, which represents 2 per cent of the total number of girl members in GCs in Tete. A disaggregation of the type of disability is shown in the table below.

Table 7: Tete: number of girls with disability, by type of disability

WGQ categories	Number of girls
Difficulty seeing, even if wearing glasses	10
Difficulty hearing, even if using a hearing aid	7
Difficulty walking or climbing steps	6
Difficulty communicating in usual (customary) language	1

Source: STAR-G Girls' clubs registry 2019; 2020

Disability data is unavailable in Gaza. The WGQs are present in the tool, but have not been populated.

4 Analyses of additional data

Given that the TPD, DL, and GC interventions formed the focus of the MPA, detailed re-analysis has been limited to monitoring data around these components. We have, however, conducted a high-level analysis of the data available on other components, which includes enrolment in schools, community based education (CBE), and community action cycles (CAC). Key findings from this analysis are presented below.

4.1 Enrolment in STAR-G schools

About the data:

STAR-G school enrolment registers for years 2019 and 2020.

Indicators:

District, administrative post, locality, community name, school name, level of education provided (EP1/EPS/ES), number of boys and girls for Grades 1 to 10 (Gaza and Manica), and Grades 5 to 10 (Tete).

Key findings:

According to the monitoring data, **66719** girls and boys were enrolled in STAR-G schools (including grades 4 to 10 in Gaza and Manica, and 5 to 10 in Tete), as of 2020. At the overall project level, the data shows that the number of boys and girls decreased by 12 per cent from 2019 to 2020. However, this change could be a result of shortfalls in data collection in 2020, rather than an accurate reflection of enrolment numbers. The table below shows the distribution of boys and girls enrolled in schools across the three provinces.

In Gaza, girls' and boys' enrolment both decreased from 2019 to 2020 by 12 per cent and 41 per cent, respectively. In Manica, girls enrolment increased by 23 per cent, while boys' enrolment fell by 12 per cent from 2019 to 2020. In Tete, girls' and boys' enrolment both increased by 18 per cent and 13 per cent respectively.

Table 8: Enrolment in STAR-G schools, primary and secondary (2019 and 2020)

	Primary (G4 to G7)		Secondary (G8 to G10)	
	Girls	Boys	Girls	Boys
Gaza				
2020	10400	8803	6830	5112
2019	9263	9341	10374	14295
Manica				
2020	3612	4205	6122	4803
2019	4203	4653	3701	5536
Tete*				
2020	3189	3559	4814	5270
2019	2760	2942	4007	4840

**Enrolment data only available G5 onwards*

Source: STAR-G school enrolment data 2019; 2020

Note that enrolment data in some provinces included data for grades out of the project's focus (Grades 1 to 3, and Grades 11 and 12). These have been excluded in the above analysis to allow for comparisons across provinces.

4.2 CBE

About the data

CBE registries from 2019. Data was collected by the implementing partner Progresso.

Indicators:

Enrolment in CBE for Manica, Gaza, Tete with province, district, CBE centre name, student's name, sex, age, grade dropped out of, year of dropping out , Washington Group disability questions, training completed (yes/no answers): literacy, numeracy, life skills, child protection training, SRH training, MHM training, gender training, next steps on transition. A number of these variables contain missing observations.

Key findings

There are 20 established CBE centres, as of 2019, and 373 students are registered in CBE centres, 83 per cent of whom are girls. Tete had a relatively higher number of registered CBE students compared to other provinces.

All registered CBE students have participated in literacy training, numeracy training, child protection training, SRH training, MHM training, and gender training. Only one 'no' response was reported under child protection training in Manica. On the other hand, no registered student has participated in life skills training.

Table 9: Number of STAR-G CBE centres (2019)

	Number of CBE centres
Gaza	6
Manica	7
Tete	7
Total	20

Source: STAR-G CBE registry 2019

Table 10: Number of students enrolled in CBE centres

	Girls	Boys	Total
Gaza	40	19	**59**
Manica	50	5	**55**
Tete	219	40	**259**

Source: STAR-G CBE registry 2019

Students enrolled in CBE comprise those that dropped out of formal schooling in grades 6 and 7. The majority of students in CBE enrolled between 2016 and 2018.

Table 11: Grade in which a student dropped out of formal school before enrolment in CBE

Grade dropped out	Proportion of student enrolled in CBE
6	43
7	57

Source: STAR-G CBE registry 2019

4.3 CAC

About the data:

CAC registries for years 2019 and 2020.

Indicators:

Province, district, community, number of female and male members, competence scores for CAC activities (incomplete).

Key findings:

As of 2020, there are **108 community core groups in Gaza and Manica**. There are 1647 total members, 54 per cent of which is female, in the CACs.

All core groups report 'yes' to having a Community Action Plan for girls' education.

Table 12: Number of community core groups and members, 2020

	Number of Community core groups	Number of female members	Number of male members
Gaza	68	595	328
Manica	40	301	423
Total	**108**	**896**	**751**

Source: STAR-G CAC registry 2020

5 Limitations of the monitoring data

The monitoring data presented some challenges for analysis, and limitations to the interpretations associated with the data.

Limited centralisation, and limited scope for longitudinal analysis: Data across provinces is not centralised, and is contained in separate files with varying formats and templates. Indicators collected are also not standardised across years and provinces. This limits the scope for making meaningful comparisons across provinces, as well as for mapping progress over time. A standardised format of data collection would overcome this limitation. Further, including unique IDs for respondents that are consistent over the project period would enable the project to analyse how outputs and outcomes have evolved longitudinally. This could be particularly insightful for understanding outcomes around girls' transition.

Quality and completeness: Data is often missing for significant proportions of respondents (that is, an indicator is present in the monitoring tool but data is incomplete). In some cases this was a result of shortfalls in data collection due to various contextual reasons. The data also contained quality issues in the form of missing observations and entry errors, requiring significant cleaning before analysis. This has limited the depth of analysis possible, and the extent to which we can conclusively draw inferences based on this data.

Adoption of templates that prevent entry errors (such as by putting in 'constraints' for categorical and numerical responses to limit responses to appropriate ranges could contribute to improving data quality. Further, this has the potential to make quality assurance of the data more efficient.

Limited indicators for sub-group level analysis: Datasets contains limited information on sub-groups other than gender and grade. Indicators on disability (WGQ) are present in most datasets, but with varying levels of completeness and quality. A full list of indicator availability is highlighted in the monitoring data log. The necessary caveats have been provided where required throughout the findings.

Insufficient metadata: The data we received did not contain information on sample coverage and how variables were coded and defined. We worked collaboratively with the project MEAL team and undertook several rounds of follow-up exchanges to overcome this challenge. However, changes in MEAL personnel and the absence of a MEAL coordinator in Tete has meant that some gaps in in information have remained.

Annex 8: Barriers, activities and intervention mapping

1.1 Identified barriers to education

In this section, we provide an analysis of project documents to map identified barriers to girls' education in Mozambique to the STAR-G design. This aims to outline if and how the project has addressed specific barriers, and where gaps remain. In order to meet the wider learning objectives of STAR-G, five 'outputs' are identified:

- **Output 1**: **Alternative pathways** for girls to learn through secondary level are piloted and implemented (DL and CBE)
- **Output 2**: **Teacher professional development** programme is strengthened and implemented to improve teachers' and tutors' competency in primary and secondary schools and DL and CBE centres, and remedial support is provided, to enhance girls' literacy and numeracy
- **Output 3**: **Management and supervision** of education system, schools and centres and school and community based child protection mechanisms are strengthened and promote a safe learning environment for girls
- **Output 4**: **Communities** have increased knowledge and changed perceptions towards girls' rights (incl. education, protection, SRH, and gender equality) and provide stronger support
- **Output 5**: **Girls' clubs'** members at primary and secondary levels are empowered and equipped to champion their rights and advocate for their own protection

In Table 1 below we provide a mapping of these output / intervention areas against the barriers, which have been identified by the project. The information provided in the table includes:

- **Identified barriers**: The barriers identified through research activities (Velthausz & Donco, 2017[1]), or through the baseline evaluation report
- **Relevant output**: The interventions / output areas designed to address barriers, as presented in the Narrative TOC and TOC diagram
- **Relevant activities**: The specific intervention activities which address those barriers, as outlined in the Narrative TOC and TOC diagram
- **Additional information / gaps**: Additional information or gaps identified during wider analysis, including project staff interviews

[1] Barriers identified are primarily drawn from the Velthausz and Donco (2017) study commissioned by Save the Children, hereby referred to as 'Research study'.

Table 1: Barriers address through STAR-G Interventions and activities

Identified barriers	Output	Activities	Additional information / gaps
Demand side barriers			
Child and forced marriage, and underage pregnancies Including • Girls who are married under the age of 18 • Girls who are pregnant or have children under the age of 18 Identified in: • Research study	**Output 1**: Alternative pathways	• Establish STAR G satellites for secondary DL including developing an open schooling programme and interactive resources and recruiting facilitators • Establish student study groups and recruit mentors for secondary DL • Develop and roll out post-primary CBE programme	Alternative pathways (DL and CBE) offer a flexible option for girls who have dropped out of school due to pregnancy or marriage. However, there is limited evidence to confirm the extent that married girls / young mothers enrol in DL and CBE.
	Output 4: Community mobilisation	• Sensitize Matronas /Patrons groups through pre and post initiation on girls' rights and SRH • Training on SRH sensitisation for adolescent boys and girls	More specifically, the project works with community members, including influential Matrona and Patron groups, to encourage a change in norms around the appropriate age for girls to marry and have children
	Output 5: Girls' clubs	• Capacity building of GCs in primary and secondary. • Support GCs to develop strategies to prevent and mitigate risks and violations of their rights	GCs should be integrally linked with Community CORE groups to co-develop action plans which are signed off by GC members, but exactly when, if and how this happens is not clear in documents reviewed
Low self-esteem Including: • Limited opportunities for girls' to lead	**Output 2**: Teacher professional development	• Cycle workshops on teacher competencies which includes gender sensitive pedagogies • Training of Trainers for primary and secondary level on gender sensitive pedagogy	The TOC does not identify TPD as an intervention to address this barrier, however project staff interviews suggest that better engagement of girls' in the classroom may indirectly contribute to improved self-esteem by encouraging girls to participate.

Identified barriers	Output	Activities	Additional information / gaps
• Exacerbated when not fluent in the language of instruction (LoI) • Challenges managing menstruation leading to discomfort or bullying Identified in: • Research study • MHM assessment • Some evidence at baseline	**Output 4**: Community mobilisation	• Develop and implement Community Mobilisation Action Plans • Girls' and boys' led advocacy on gender equality	Community action plans should be developed in collaboration with GC members, and signed off by them (Community mobilisation strategy, 2019). Specific details of when and how this happens is not clear in documents
	Output 5: Girls' clubs	• Capacity building of GCs in primary and secondary • Support GCs to develop strategies to prevent and mitigate risks and violations of their rights • Provide supplies to support GCs to work with School Councils on School Development Plans • MHM materials and training for GC members	Specific details of the strategies, supplies and support provided to girls' to champion rights and influence school councils not explicit in documents reviewed
Community attitudes and gender discrimination Including • Girls expected to perform caretaking roles and household chores • Communities prioritise boys' education Identified in: • Research study	**Output 4**: Community mobilisation	• Establish and build Community Mobilisation structure to support girls' transition to and learning through primary and secondary school or alternative pathways • Develop and implement Community Mobilisation Action Plans – which are developed in collaboration with GC members • Sensitize Matronas/Patrons groups through pre and post initiation on girls' rights and SRH	
	Output 5: Girls' Clubs	• Capacity building of GCs in primary and secondary. • Support GCs to develop strategies to prevent and mitigate risks and violations of their rights	

Identified barriers	Output	Activities	Additional information / gaps
Girls safety within and around school Including: • Lack of safety when travelling to school • Sexual harassment and abuse by teachers Identified in: • Research study	**Output 2**: Management and supervision	• Capacity building of secondary school governance • Support transport to secondary school • Advocate for rehabilitation of boarding houses and adoption of quality standards by MINEDH • Support to facilities and safety mechanisms in boarding houses in STAR G secondary school areas	
	Output 5: Girls' Clubs	• Support girls' clubs to develop strategies to prevent and mitigate risks and violations of their rights • Provide supplies to support girls' clubs to work with School Councils on School Development Plans • Workshops for school managers, girls' club leads, and members of the child protection referral systems to develop strategies to strengthen protection mechanisms	The GC intervention is not explicitly linked to this barrier in the TOC, but may indirectly support girls to understand their rights, and understand how to report instances of abuse
Economic barriers Identified in: • Research study • Baseline report	**Output 1**: Alternative pathways	• Establish STAR G satellites for secondary DL including developing an open schooling programme and interactive resources and recruiting facilitators	The TOC does not explicitly refer to economic barriers, but DL may indirectly reduce this barrier as centres are located within STAR-G communities and reduce costs associated with secondary education
	Output 3: Management and supervision	• Continue provision of bursaries to secondary level	Only provided to a small number of girls (170)

Identified barriers	Output	Activities	Additional information / gaps
Supply side barriers			
Access to secondary schools Including: • Distance to schools • Low numbers of secondary schools • Quota systems. Identified in: • Research study • Baseline report	**Output 1**: Alternative pathways)	• Establish STAR G satellites for secondary DL including developing an open schooling programme and interactive resources and recruiting facilitators • Establish student study groups and recruit mentors for secondary DL • Develop and roll out post-primary CBE programme	
Quality of teaching Including: • Underqualified teachers • Low teacher motivation • Teacher absenteeism • Lack of female teachers • Lack of teaching materials Identified in: • Research study • Baseline report	**Output 2**: Teacher professional development	• Development of primary and secondary TPD workbook, guide and tools • Training of Trainers for primary and secondary level on functional literacy and numeracy teaching, child protection and gender sensitive pedagogy • Assessment of competencies of teachers and teacher competency development support • Training of staff and DAPS for all target schools on teacher coaching and Literacy Boost • Cycle workshops on teacher competencies at school or cluster level and sharing of practices at teacher learning circles (ZIP level) • Monthly observations and coaching of primary and secondary teachers	Less direct or explicit information, which demonstrates whether TPD activities sufficiently address issues of low motivation and lack of female teachers. Both barriers are influenced by a multitude of personal, environmental and systematic factors, which are largely outside the direct control of the project.

Identified barriers	Output	Activities	Additional information / gaps
		• Provision of secondary teaching and learning materials • Establish and support study groups in secondary schools • Support supervision and monitoring for Secondary DL Tutors, including training programme, guidance materials and low-cost tablets • Train and support CBE facilitators • Remedial/tutoring classes at primary school level to support girls lagging behind in Grades 5 & 7 • Explore learning support options within communities for girls lagging behind in Grades 5 & 7 • Conduct Continuous Assessment Tests of girls in grades 5 and 7 • Support establishment of homework groups for girls for year 5 to 7 girls	
	Output 3: Management and supervision	• Capacity building of secondary school governance • Support to facilities and safety mechanisms in boarding houses in STAR G secondary school areas	Narrative TOC implies lack of female teachers and teacher absenteeism are address through this output. Teacher absenteeism is addressed through improved monitoring, although may not address the causes of absenteeism. It is not clear how the supply of female teachers is explicitly addressed. These aspects are less directly within the control of the project.

Identified barriers	Output	Activities	Additional information / gaps
Lack of water and health sanitation (WASH) facilities <u>Including:</u> • Lack of sanitary products • Access to water <u>Identified</u> • Research study • Baseline report	**Output 5**: Girls' Clubs	• Capacity building of girls' clubs in STAR G primary schools • Establish, train and support girls' clubs in secondary schools • Hygiene kits including sanitary products distributed	Training includes MHM support and information. Access to water is identified as a barrier in the Narrative TOC, but not explicitly addressed. Staff interviews explain this was deprioritized due to the wide scope of work of the project.

1.2 Dimensions of marginalisation, and activities to support sub-groups of girls

In this section, we further explore how the programme has targeted different aspects of girls' marginalisation. As highlighted in the main report, we found inconsistencies in the sub-groups listed across documents, likely reflecting the various adaptations to the project overtime.

Table 2 below lists the sub-groups identified across three core documents: The re-design narrative proposal (2018); The STAR-G Logframe (updated in 2019); and the Medium Term Response Plan (MTRP, 2020).

Table 2: Identified sub-groups

Sub-groups	Proposal	Logframe	MTRP
Adolescent girls who are of age to go through the initiation ceremony	✓	✓	
Girls in grades 3,4,5	✓		
Girls in grades 5 and 6	✓		
Girls in Secondary (grades 7-10)	✓		
Girls in remote locations	✓	✓	✓
Nomadic girls or girls working in the field	✓		
Girls under 18 who are married and/or have children	✓	✓	✓
Girls involved in child labour	✓		
Girls who do not understand the language of instruction (LOI) – Portuguese		✓	✓
Girls with a disability			✓
Low income families			✓

Project design documents were less explicit about exactly *how* sub-groups are targeted by project activities, or how activities indirectly address the needs of specific groups. In Table 3, we provide details extracted from two key documents, the narrative redesign proposal and the MTRP, to highlight explicit activities identified to address the needs of different subgroups both before and during Covid-19.

The information provided in the table includes:

- **Subgroups**: As identified in Table 2 above, extracted from various design documents
- **Activities pre Covid-19**: Activities as set out in the Narrative redesign proposal[2] to address the identified sub-groups before Covid-19
- **Activities during Covid-19**: Activities set out in the MTRP (2020) to address the needs of identified sub-groups during Covid-19

Table 3: Mapping of proposed activities to address the needs of marginalised sub-groups

Sub-groups	Activities pre covid-19	Activities during Covid-19
Adolescent girls who are of age to go through the initiation ceremony	To be enabled to remain safe from abusive or rights-denying practices, particularly from men, after initiation rites. Training before, during and after initiation, for the girls, and the mentors (women). Girls not attending the ceremonies but friends/siblings of the girls are also reached	Not explicitly addressed
Girls in grades 3,4,5[3]	Increased learning support and teacher improvement. Working with local tutors to support girls.	Not explicitly addressed
Girls in grades 5 and 6	Increased learning support and teacher improvement. Girls receiving effective and consistent messages about SRH choices and practices. Working with local tutors and in ARSH community promoters.	Not explicitly addressed
Girls in Secondary (grades 7-10)	Support of bursaries, or through sensitization to the benefits of continuing schooling. Also, girls	Not explicitly addressed

[2] Extracted from *"Description of group needs and proposed activities that cater specifically to these needs"*, Table 7, Page 60

[3] While the proposal refers to girls in grades 3, 4, and 5 – the redesign only targets girls at grade 5.

Sub-groups	Activities pre covid-19	Activities during Covid-19
	already in secondary school benefitting from pilot interventions.	
Girls in remote locations	The project is working in largely remote areas, and hence the figure is high.	**Distance Learning** • Promote DL type I and II • Promotion of home learning with support of caregivers • Support the production and distribution of MINEDH school materials and exercises • Sensitize caregivers to go to school pick up materials • Engage parents in the discussion, review daily routine and equitable distribution of household chores between boys and girls **Girls' Clubs** • Revise and adapt contents of girls' clubs to include contents about GBV, leadership and MHPSS (child friendly activities) • Work with girls remotely using radio programs, household (H/H) visits and peer support **Child protection** • Strengthen and disseminate local mechanisms to report GBV and connect girls from remote areas to continue receive adequate support. **MHM** • Capacity building about SRH and MHM within the community involving caregivers, matronas, patrons and local leaders to influence positive change around barriers and taboos girls face around the menarche

Sub-groups	Activities pre covid-19	Activities during Covid-19
		• Distribute disposal/reusable pad for girls from remote areas and strengthen local mechanisms for girls from remote areas provide feedback about the resources allocated by the project. **Health services** • Map and disseminate information on health services, and sharing the contacts and platforms to allow girls from remote areas to continue receive services and information about SRH and MHM at the community.
Nomadic girls or girls working in the field	Community groups support their reintegration in school and support classes (remedial) incorporate girls who may only be attending school part of the time.	Not explicitly addressed
Girls under 18 who are married and/or have children	Opportunities to girls to receive catch-up classes for reintegrating back into the education formal system, or integrating adult literacy/ education as per their preferred option	**Pregnant girls** • Alongside back to school campaign will disseminate the Government decree (435) on the access of pregnancy girls to day school in the communities using different platforms: Radio, H/H visits, Mobile and pamphlets. • Alternatives to continue learning will be promoted by the project in coordination with MINEDH, such as: CBE classes, DL type I and II and Support MINEDH in production and distribution of school materials and exercises. • CBE will include second shift and involve pregnant girls to discuss the schedule to accommodate their needs for learning in their communities.

Sub-groups	Activities pre covid-19	Activities during Covid-19
		• Local Heath Focal Points and local Health Centres will be mapped and disseminated their contacts among pregnant girls to liaise them with services to continue receive maternity care during COVID-19. • Pregnant girls are also at higher risk of GBV, so the project through H/H visits and radio programs will disseminate information and services available at local level to support victims. **Young mothers:** • Involvement of young mothers in setting the timetable • Sensitize parents / partners to take care of the children of the young mothers so that they can go to school (positive parenthood) • Provide two shifts in CBE's classes to accommodate needs for young mothers to take care of their children and continue learning • Promotion of different platforms and alternatives to learn such us: radio programs, distance learning, online learning. • Map and disseminate information of health services and sharing the contacts and platforms to allow young mothers to continue receive services and information about family planning at the community. • Map local services and specialized organizations, train young mothers on GBV and connect them to local response

Sub-groups	Activities pre covid-19	Activities during Covid-19
		services and strengthen local GBV reporting • Core groups to share information on access to GBV and reporting mechanisms during H/H visits. • Engage partners and caregivers in session about root causes of GBV. **Early marriage girls:** • Married girls' and partners will be involved in radio programs and door-to-door awareness sessions about family planning, GBV, children rights, right to education, SRH Rights, rights of girls • Promote CBE and distance learning
Girls involved in child labour	Girls involved in child labour are protected. The families concerned can be assessed, and in cases where they are well below poverty line and struggling for survival, these girls are supported through educational materials. Funded by the project, these will be administered at school level but under the project's monitoring	Not explicitly addressed
Girls who do not understand the language of instruction (LOI) – Portuguese	Not explicitly addressed	• Strengthen remedial and catch-up classes • Train teachers to produce and use illustrative supportive resources and strategies to enhance the learning as well as monitoring learning progress • Girls club's contents adapted to different messages to broadcasted in radio and local languages and used in H/H visits to ensure Girls struggling in

Sub-groups	Activities pre covid-19	Activities during Covid-19
		instruction language continue receive information
Girls with a disability	Not explicitly addressed	• Capacity building and sensitization sessions by H/H and small groups in community (involving caregivers and local leaders) • Advocacy work to influence MINEDH to include accessibility for girls with disability in process of rehabilitating schools, and allocate adapted learning materials including child friendly chart about rights of girls with disability in learning package. • Train teachers and GFP about Inclusive education. • Assist Parents to support girls with disability to learn from home, as well as mapping of girls with disability to support them with auxiliary material and refer to specialized entities. • Adapt girl's club's materials using different strategies (radio, SMS visual and graphic, short stories of role models and H/H visits) accessible to girls with disability, including contents about rights of girls with disability and GBV. • Disability screening and establish an individual plan to refer and follow-up the effective access of services to CREI, Health Centres, Vocational Training centre's or SIOA.

Sub-groups	Activities pre covid-19	Activities during Covid-19
Low income families	Not explicitly addressed	• H/H by CORE groups to distribute sanitary pads • Disseminate key messages about MHM/SRH and MHPSS to improve the self-esteem of girls from in low income families • Advocacy work to influence MINEDH to include WASH infrastructures as part of back to school campaign to ensure good practices of MHM managements. • Ensure technical support to Core groups members to provide information on access to services and reporting mechanisms for those experiencing GBV, including IEC material against early marriage during H/H visits, as well as to strengthen local GBV reporting and response mechanisms in communities.

Annex 2 List of documents reviewed

#	Month	Year	Author	Document name	English translation of document name	Language	Document type
1	Dec	2017	Velthausz, D. and Donco, R	Research: Girls' Education	-	English	Design document
2	Jan	2018	Save the Children	STAR-G Redesign Concept Note	-	English	Design document
3	Feb	2018	Save the Children	Redesign Proposal	-	English	Design document
4	Apr	2018	Save the Children	Narrative Theory of Change	-	English	Design document
5	Apr	2018	Save the Children	Pathway 2: Open and Distance Learning Secondary Education	-	English	Design document
6	Apr	2018	Save the Children	Theory of Change Diagram (excel)	-	English	Design document
7	June	2018	Save the Children	STARG Redesign Presentation (powerpoint)	-	English	Design document
8	Nov	2018	Save the Children	STAR-G TOC Presentation (powerpoint)	-	English	Design document
9	Sep	2020	Save the Children	MTRP Workplan	-	English	Design document
10	Sep	2020	Save the Children	MTRP Narrative Report	-	English	Design document
11	May	2019	Save the Children	Community Mobilisation Strategy	-	English	Strategy document
12	Jun	2019	Save the Children	STAR-G Child Protection Strategy	-	English	Strategy document
13	Jun	2019	Save the Children	STAR-G Disability Equality Strategy	-	English	Strategy document
14	Jun	2019	Save the Children	STAR G Gender Equality Strategy	-	English	Strategy document
15	Jun	2019	Save the Children	Sustainability Strategy	-	English	Strategy document
16	Jun	2019	Save the Children	STAR EiE Concept Note	-	English	Strategy document
17	Sep	2019	Save the Children	Distance Learning Centers Study Groups Strategy	-	English	Strategy document
18	Nov	2019	Save the Children	STARG Advocacy Strategy and Implementation Plan	-	English	Strategy document
19	Sep	2019	Save the Children	Guião da Dinamizadora	Facilitator Guide	Portuguese	Implementation manual / guide
20	Mar	2020	Save the Children	Guião de Actividades dos Clubes da Rapariga – Ensino Secundário	Girls' Clubs' Activities Guide – Secondary Education	Portuguese	Implementation manual / guide
21			Save the Children	TPD Methodology (early draft)	-	English	Implementation manual / guide

22			Save the Children	Agenda dos Ciclos TPD	Schedule of the TPD Cycles	Portuguese	Implementation manual / guide
23	Jun	2020	Save the Children	DPP, Módulo 3: Compreensão, Ensino Primário	TPD Module 3: Comprehension, Primary Education	Portuguese	Implementation manual / guide
24	Jun	2020	Save the Children	DPP, Língua Portuguesa, Módulo 4: Compreensão, Ensino Secundário	TPD Portuguese, Module 4: Comprehension, Secondary Education	Portuguese	Implementation manual / guide
25	Jun	2020	Save the Children	DPP, Módulo: Fluência, Ensino Primário	TPD Module: Fluency, Primary Education	Portuguese	Implementation manual / guide
26	Jun	2020	Save the Children	DPP, Módulo II: Fluência, Ensino Secundário	TPD Module II: Fluency, Secondary Education	Portuguese	Implementation manual / guide
27		2020	Save the Children	DPP, Módulo 01: Introdução à Numeracia	TPD Module 01: Introduction to Numeracy	Portuguese	Implementation manual / guide
28		2020	Save the Children	DPP, Módulo: Recta Graduada e Representações	TPD Module: Graduated Lines and Representations	Portuguese	Implementation manual / guide
29	Jun	2020	Save the Children	DPP, Módulo SN04: Multiplicação e Divisão	TPD Module SN04: Multiplication and Division	Portuguese	Implementation manual / guide
30		2020	Save the Children	DPP, Módulo: Tabela de Posição	TPD Module: Place Value Chart	Portuguese	Implementation manual / guide
31		2020	Save the Children	DPP, Módulo SN02: Adição e Subtracção	TPD Module SN02: Addition and Subtraction	Portuguese	Implementation manual / guide
32		2020	Save the Children	DPP, Módulo SN04: Geometria	TPD Module SN04: Geometry	Portuguese	Implementation manual / guide
33	Oct	2020	Save the Children	TPD Presentation to FM	-	English	Implementation manual / guide
34	Jun	2020	Save the Children	DPP, Módulo: Vocabulário, Ensino Primário	TPD Module: Vocabulary, Primary Education	Portuguese	Implementation manual / guide
35	Jun	2020	Save the Children	DPP, Módulo: Vocabulário, Ensino Secundário	TPD Module: Vocabulary, Secondary Education	Portuguese	Implementation manual / guide
36	Aug	2020	Save the Children	Guião de Actividades dos Clubes da Rapariga – Sessões Remotas	Girls' Clubs' Activities Guide – Remote Sessions	Portuguese	Implementation manual / guide
37	Aug	2020	Save the Children	Mensagens para os Core Groups	Messages to the Core Groups	Portuguese	Implementation manual / guide
38		2019	MINEDH, IEDA	Manual de Implementação – PESD	Implementation Manual – PESD	Portuguese	Government plans and guide
39		2011	Leadership Business Consulting	Programa de Ensino Secundário à Distância (PESD), Avaliação e Estratégia, Apresentação Global, Resultado 10	Distance Secondary Education Programme, Evaluation and Strategy, Global Presentation, Result 10	Portuguese	Government plans and guide
40			Organização Nacional dos Professor	Código de Conduta Profissional dos Professores Moçambicanos	Code of Professional Conduct for Mozambican Teachers	Portuguese	Government plans and guide
41	Sep	2019	Save the Children	STAR-G MEL Framework	-	English	MEAL planning document
42	Apr	2020	Save the Children	CFRM Guidance Framework Revised 29042020	-	English	MEAL planning document
43			Save the Children	Adapted Remote Monitoring Approach	-	English	MEAL planning document
44	Jul	2020	Save the Children	STAR-G MEAL Plan Revised	-	English	MEAL planning document

45			MINEDH, IEDA	Ficha de Monitoria do Funcionamento dos CAA's	DL Centres' Monitoring Sheet	Portuguese	MEAL planning document
46	Sep	2020	Save the Children	Ficha de Registo das Actividades Comunitárias Porta-a-Porta	Door-to-Door Community Activities Registration Form	Portuguese	MEAL planning document
47	Sep	2020	Save the Children	Ficha de Monitoria das Sessões Remotas com os Clubes da Rapariga	Monitoring Sheet for Girls' Clubs' Remote Sessions	Portuguese	MEAL planning document
48		2020	Save the Children	STAR-G Complaints and Feedback Database	-	English	MEAL planning document
49	Mar	2018	Save the Children	Distance Secondary Education - Grade 8 analysis	-	English	MEAL Assessment Reports
50	May	2019	Save the Children	Education in Emergency Assessment Report (Mozambique Cyclone Idai)	-	English	MEAL Assessment Report
51	Jul	2019	Save the Children	Attendance Monitoring Report - Manica	-	English	MEAL Assessment Report
52	Jul	2019	Save the Children	Attendance Monitoring Summary Report	-	English	MEAL Assessment Report
53	Oct	2019	Save the Children	Relatório de Monitoria aos Clubes da Rapariga	Girls' Clubs' Monitoring Report	Portuguese	MEAL Assessment Report
54	Jan	2020	Save the Children	Boarding Houses Assessment Report	-	English	MEAL Assessment Report
55	Apr	2020	Save the Children	Girls Self-Esteem and Confidence Assessment	-	English	MEAL Assessment Report
56	Apr	2020	Save the Children	MHM Assessment Report	-	English	MEAL Assessment Report
57	May	2020	Save the Children	STAR-G Accountability Assessment Report Draft	-	English	MEAL Assessment Report
58	Jun	2020	Save the Children	STAR-G Needs Assessment - Summary Findings (Preliminary Results)	-	English	MEAL Assessment Report
59	Aug	2020	Save the Children	COVID-19 Rapid Needs Assessment Report	-	English	MEAL Assessment Report
60	Dec	2018	Save the Children	GEC-T Q7 Quarterly Report	-	English	Progress report
61	Apr	2019	Save the Children	Annual Report 2019 (plus annexes)	-	English	Progress report
62	Jun	2019	Save the Children	June 2019 RAM Template	-	English	Progress report
63	Jun	2019	Save the Children	STAR-G TL Tool (excel)	-	English	Progress report
64	Jun	2019	Save the Children	STARG GESI Tool RAM (excel)	-	English	Progress report
65	Jun	2019	Save the Children	GEC-T Q9 Quarterly Report	-	English	Progress report
66	Jul	2019	GEC	Q8 Annual Review Feedback	-	English	Progress report
67	Aug	2019	GEC	Q9 RAAG and Risk Rating	-	English	Progress report

68	Oct	2019	Save the Children	GEC-T Q10 Quarter Reprot	-	English	Progress report
69	Nov	2019	Save the Children	STAR-G RAM 5 Template	-	English	Progress report
70	Nov	2019	Save the Children	STARG GESI Tool (excel)	-	English	Progress report
71	Nov	2019	Save the Children	STAR-G T&L Tool (excel)	-	English	Progress report
72	Dec	2019	Save the Children	GEC-T Q11 Quarterly Report final 290120	-	English	Progress report
73	Mar	2020	GEC	Q11 RAAG and Risk Rating	-	English	Progress report
74	Apr	2020	Save the Children	Annual Report 2020 (plus annexes)	-	English	Progress report
75	Jun	2020	GEC	Q12 RAAG and Risk Ratings		English	Progress report
76	Jun	2020	Save the Children	GEC-T Q13 Quarterly Report. STARG. Final	-	English	Progress report
77	Sep	2020	GEC	Q13 RAAG and Risk Rating	-	English	Progress report
78	Sep	2020	Save the Children	GEC-T Q14 Quarterly Report STAR-G Final Submitted	-	English	Progress report
79	Dec	2020	GEC	Q14 RAAG - Risk email	-	English	Progress report

Annex 7: List of persons interviewed

#	Role / Title	Location	Organisation	Interview language
1	Senior Project Manager	United Kingdom	Save the Children	English
	MEAL Advisor	United Kingdom	Save the Children	English
	Lead Technical Advisor	United Kingdom	Save the Children	English
	STAR-G Interim Project Director	Mozambique - Maputo	Save the Children	English
2	Provincial Project Manager	Mozambique - Manica	Save the Children	English
3	Teaching and Learning District Officer	Mozambique - Gaza	Save the Children	Portuguese
4	Teaching and Learning Specialist	Mozambique - Maputo	Save the Children	English
5	MEAL Specialist	Mozambique - Maputo	Save the Children	English
	Provincial MEAL Coordinator	Mozambique - Manica	Save the Children	English
	Provincial MEAL Coordinator	Mozambique - Gaza	Save the Children	English
6	Gender Specialist	Mozambique - Maputo	Save the Children	English
7	Provincial Teaching and Learning Coordinator	Mozambique - Gaza	Save the Children	Portuguese
8	Lecturer and Director of the Social Services Directorate	Mozambique - Manica	Universidade Púnguè	Portuguese
9	Provincial Safeguarding and Child Protection Coordinator	Mozambique - Manica	Save the Children	Portuguese
10	Provincial Project Manager	Mozambique - Tete	Save the Children	Portuguese
11	STAR-G Programme Manager	Mozambique - Maputo	Save the Children	English
12	Director-General	Mozambique - Maputo	Instituto de Educação Aberta e à Distância (IEDA)	Portuguese
13	Child Safeguarding and Child Protection Officer	Mozambique - Tete	Save the Children	Portuguese

Annex 9: STAR-G Beneficiaries 2020 & 2021 (Mid-Point Analysis)

Table A: Direct beneficiaries

Beneficiary type	Total number of girls reached for learning outcomes (2020)	Total number of girls reached for learning outcomes (2021)	Comments
Total direct Beneficiaries	**30,616**	**30,610**	Direct beneficiaries are those girls targeted by STARG and who have received improvement to educational opportunity from project implementation activities. This includes school-based as well as community-based activities. In-school direct beneficiaries are girls who are enrolled in the grades targeted by the project at Baseline. Out-of-school direct beneficiaries are those girls who receive interventions such as community learning center teaching, mentoring activities, girls' club activities etc., where a project's staff or volunteers interact with individuals directly. They can only be girls, but not their parents, siblings, or other community members or leaders. To avoid double counting, Girls club, learning camp and Bursary student girls are not included in the total direct beneficiaries as they are already counted in the enrolment numbers.
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.			
Primary School Students (girls)	**12,809**	**13,310**	Girls enrolled in 140 STARG-supported primary schools (Grades 5-7 in 2020) that are expected to achieve improved learning outcomes as a result of TPD and other school-based interventions 2021: Missing enrolment data for 1 primary school. Actual reach assumed to be higher.
Primary Students - Girls Clubs Members (girls)	3,742	3,307	Girls that are registered members of the STARG established girls' clubs in primary schools.
Primary/ Secondary Students - Learning Camps (girls)	331	6,259	Girls enrolled in learning camps. Mainly primary school level children, though including some secondary school level children.
Secondary School Students (girls)	**16,491**	**16,185**	Girls enrolled in 34 STARG-supported secondary schools (Grades 8-10) that are expected to achieve improved learning outcomes as a result of TPD and other school-based interventions. 2021: Missing enrolment data for 3 secondary schools. Actual reach assumed to be higher.
Secondary Students - Bursary Girls	134	0	Girls that are receiving bursaries from STARG to help with the costs of attending secondary schools. These are counted within the secondary school student beneficiaries above.
Secondary Students - Girls Clubs Members (girls)	934	764	Girls that are members of the STARG established girls' clubs in secondary schools.
DLC Students (girls)	**1,011**	**1,115**	Girls enrolled in the 75 STARG-supported Distance Learning Centres and that are expected to achieve improved learning outcomes.
CBE Students (girls)	**305**	**0**	Girls enrolled in 32 STARG-supported Community Based Education classes that are expected to achieve improved learning outcomes. 2021: CBEs were not able to function in 2021 due to government restrictions.

Table B: Other beneficiaries

Beneficiary type	Number (2020)		Number (2021)		Comments
Total other beneficiaries	**Male**	**Female**	**Male**	**Female**	The other beneficiaries are those boys, caregivers, community members, teachers, ministry of education officials exposed to STARG activities in all intervention areas. To eliminate double counting, parents are not included in the calculations as they are included in community members number
	72,154	**41,914**	**75,787**	**45,615**	
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	**32,615**	**0**	**31,226**	**0**	
Primary School Students (Boys)	13,980	N/a	13,227	N/a	Boys enrolled in 140 STARG-supported primary schools (Grades 5-7) that are expected to achieve improved learning outcomes as a result of TPD
Primary /Secondary Students - Girls Clubs Members (Boys)	688	N/a	No data	N/a	Boys that are members of the STARG established girls' clubs in primary schools.
Primary/ Secondary Students - Learning Camps (Boys)	177	N/a	4,879	N/a	Boys enrolled in learning camps. Mainly primary school level children, though including some secondary school level children.
Secondary Students (Boys)	17,536	N/a	16,796	N/a	Boys enrolled in 34 STARG-supported primary schools (Grades 8-10) that are expected to achieve improved learning outcomes as a result of TPD
DLC Students (Boys)	1,031	N/a	1,203	N/a	Boys enrolled in the 75 STARG-supported Distance Learning Centres and that are expected to achieve improved learning outcomes
CBE Students (Boys)	68	N/a	0	N/a	Boys enrolled in 31 STARG-supported Community Based Education classes that are expected to achieve improved learning outcomes.
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	**17,300**	**0**	**22,322**	**0**	
Primary School Boys (G1-4)	10,580	0	17,059	0	Boys enrolled in 140 STARG-supported primary schools in non-targeted grades (Grades 1-4) that are expected to benefit from school level improvements resulting from project support, e.g., support to child protection mechanisms, school management and leadership, community support and engagement. Project has only incomplete enrolment data for non-targeted grades and therefore reach figures have been extrapolated from data.
Secondary School Boys (G11-12)	6,720	0	5,263	0	Boys enrolled in 34 STARG-supported secondary schools in non-targeted grades (Grades 11-12) that are expected to benefit from school level improvements resulting from project support, e.g., support to child protection mechanisms, school management and leadership, community support and engagement. Project has only incomplete enrolment data for non-targeted grades and therefore reach figures have been extrapolated from data.
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and	**0**	**17,468**	**0**	**21,169**	

Beneficiary type	Number (2020)		Number (2021)		Comments
therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.					
Primary School Girls (G1-4)	0	10,252	0	16,353	Girls enrolled in 140 STARG-supported primary schools in non-targeted grades (Grades 1-4) that are expected to benefit from school level improvements resulting from project support, e.g., support to child protection mechanisms, school management and leadership, community support and engagement. Project has only incomplete enrolment data for non-targeted grades and therefore reach figures have been extrapolated from data.
Secondary School Girls (G11-12)	0	7,216	0	4,816	Girls enrolled in 34 STARG-supported secondary schools in non-targeted grades (Grades 11-12) that are expected to benefit from school level improvements resulting from project support, e.g., support to child protection mechanisms, school management and leadership, community support and engagement. Project has only incomplete enrolment data for non-targeted grades and therefore reach figures have been extrapolated from data.
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	**1,095**	**305**	**1,095**	**305**	
TPD Teachers	492	171	492	171	Teachers that have been involved in Teach Professional Development (cumulative) 2021: Data is not comparable to 2020. Data from 2020 has been used as a proxy.
TPD Coaches	265	57	265	57	Head Teachers / Deputies that have been trained on coaching teachers and facilitating follow-on TPD (cumulative, no new data in 2021) 2021: Data is not comparable to 2020. Data from 2020 has been used as a proxy.
DLC Tutors	278	62	278	62	Distance learning tutors trained in tutoring DLC learners 2021: Data is not comparable to 2020. Data from 2020 has been used as a proxy.
DLC Managers	60	15	60	15	Distance learning managers trained in management of DLC, supervising lessons and supporting tutors (cumulative, no new complete data in 2021) 2021: Data is not comparable to 2020. Data from 2020 has been used as a proxy.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	**21,144**	**24,141**	**21,144**	**24,141**	

Beneficiary type	Number (2020)		Number (2021)		Comments
Core Group members	751	896	751	896	Representatives from STARG school communities. These representatives include: religious leaders, women's groups, youth, etc. who were exposed to STARG activities 2021: No 2021 data due to restricted access to communities. Data from 2020 has been used as a proxy.
MoE/ District/ Government staff	156	144	156	144	Ministry of education officials from district, provincial and national level participated in STARG- Activities in all project intervention areas. 2021: No 2021 data. Data from 2020 has been used as a proxy.
Community matrons/patrons	140	140	140	140	Matrons and Patrons trained in all 140 STARG intervention communities to support girls. 2021: No 2021 data due to restricted access to communities. Data from 2020 has been used as a proxy.
Parents/Caregivers	9,220	11,153	9,220	11,153	Parents/caregivers of the STARG girls in the STARG intervention communities involved in STARG activities such as community awareness campaigns and training activities 2021: No 2021 data due to restricted access to communities. Data from 2020 has been used as a proxy.
Community members	10,877	11,808	10,877	11,808	Community members in the STARG intervention communities involved in STARG activities such as community awareness campaigns and training activities. 2021: No 2021 data due to restricted access to communities. Data from 2020 has been used as a proxy.

Key informant interview guide

Save the Children Project staff / Partners

Successful Transition and Advancement of Rights for Girls (STAR-G) project Mid-Point Analysis

Standard interview structure (approximate duration: 90 minutes)

Introduction (5 minutes)

1. Interviewee background (5 minutes)
2. Context (senior staff and partners only) (10 minutes)
3. Teacher Professional Development (TPD) (20 minutes)
4. Distance Learning (DL) (20 minutes)
5. Girls' Clubs (GC) (20 minutes)
6. Closing (10 minutes)

Information for the interviewer: using the interview guide.

This guide sets out the key topic areas and questions for inquiry to guide the interview. Interviews will be semi-structured and therefore it is not strictly necessary to follow the exact wording and question order. It is expected that the interviewer will use their best judgement to adjust the questions as required depending on the type of respondent and time available.

Suggested probes

Each question includes suggested probes. The interviewer does not need to address each individual probe; these are provided to facilitate wider discussion and to touch on potentially interesting themes. The interviewer should use their best judgement when probing for additional information.

Time keeping

It may not be possible to cover all questions within the time available. If overrunning in one section, please move on to the next section when possible to ensure all areas intended to be covered by the respondent are explored. Try to note down any areas of follow up and, if there is time, revisit those points towards the end of the interview.

NFER International

Introduction (5 minutes)

Many thanks for agreeing to take part in this interview, which will help to inform the mid-point review of the STAR-G project conducted by the National Foundation for Educational Research (NFER)—a UK based charity specialised in education research and evaluation. This research is intended to explore the progress made by the STAR-G project, and to generate learning and reflections to help inform future activities and programming.

You were selected to participate in this interview as a key team member/partner involved in delivering STAR-G. We are very keen to hear about your experiences and reflections of working in the project, which will help us to gain a better understanding of project interventions, successes, challenges, and lessons learned.

All responses will be completely confidential and will not be shared with anyone other than members of the research team from NFER, and you will remain anonymous in any analysis that is presented. If you wish to stop the interview at any time, please let me know. If at any time in the future you want to withdraw your response, you can contact us using the contact details provided, and we will remove your data.

Structure of the interview

1. We will start the interview with some brief background questions about your role and involvement in STAR-G.
2. Next, we will ask some questions about the pandemic's effect on the project from your own point of view.
3. We will then ask separate, detailed questions about each of the components we are focusing on in this research (Teacher Professional Development, Distance Learning, and Girls' Clubs), depending on your level of involvement in each.
4. Finally, we will invite you to make any final comments or reflections that you would like to share.

Consent

If you have any questions before we start, please feel free to ask.

*****Please record the oral consent provided in the boxes below.*

Do you give your consent to take part in this interview?	
☐ Yes	☐ No
	Suspend interview here if response is 'No'.

Would you be comfortable with me recording this interview to ensure I have an accurate account of our discussion? This recording will be stored securely and deleted upon completion of the evaluation	
☐ Yes	☐ No
	If "No", be prepared to take detailed notes.

SECTION 1: Interviewee background (5 minutes)

Before we begin the discussion, it would be great to spend 5 minutes hearing about you and your role on STAR-G.

Name:

Position / role:

Location (province):

1. **Can you begin by kindly describing your role in the STAR-G project?**

Optional probing questions
• How long have you worked in the project? • What are your main responsibilities? • Are you involved in the delivery of any of the following interventions: Teacher Professional Development, Distance Learning, and/or Girls' Clubs?

SECTION 2: Context (10 minutes)

Context: Since the redesigned project began in 2019, we are aware that various external and contextual factors have occurred which impact on education across the country (such as cyclones, conflict, and COVID-19). We would like to briefly ask about your views on how these external contextual factors have affected the project since baseline, in particular in the context of the global pandemic.

2. **Can you think of two positive effects that the context changes (especially the pandemic) have had on STAR-G?**

3. **Can you think of two negative effects that the context changes (especially the pandemic) have had on STAR-G?**

SECTION 3: Teacher Professional Development – TPD (20 minutes)

TPD: We would now like to focus specifically on the TPD interventions delivered by STAR-G. We will ask about the relevance of the TDP design; the impact of COVID-19 on TPD activities and how the project adapted to this; the key successes and challenges of implementing TPD; and the likely sustainability of TPD activities.

4. **TPD Design: Do you feel that the design of the TPD intervention is fit for purpose in terms of the structure, partnerships, and content? Why/why not?**

Probing areas
• Cascaded Model of delivery • Quality of training delivery • Appropriateness of delivery (length, frequency, schedule) • Appropriateness of TPD content, training and support (alignment with teacher objectives and needs)

5. **During COVID-19: Do you feel that adaptations to TPD activities were able to address the changing needs of girls, teachers and managers during COVID-19? Why/why not?**

Probing areas
• Description of changes to TPD design • Changing needs of key stakeholders (i.e. teachers, school managers, coaches) • Level of activities conducted during the pandemic

6. **TPD Learning: What, in your opinion, have been two of the main successes of TDP interventions? What were the key success factors?**

Probing areas
• Collaboration with different stakeholders/partners (e.g., Pedagogical University (UP) and MINEDH)

7. **TPD Learning: What, in your opinion, have been the 2 main challenges to TPD interventions? What has been/could be done to overcome those challenges? Is this sufficient?**

Probing areas
• Wider challenges, i.e. teacher turnover, motivation and absenteeism • Challenges with implementation, i.e. challenges with coach capacity • Areas of further improvement

8. **TPD Sustainability: What is the prospect of sustainability of TPD, or elements of it?**

Probing areas
• Commitments and plans with Government • Examples of TPD materials being incorporates into teacher training curriculum • Sustainability of partnerships • Sustainability of teachers implementing TPD model beyond the project

9. **TPD Sustainability: What can be done in the coming few months to increase likelihood of sustainability of activities (capacity, systems, resources, structures)?**

10. **TPD Effectiveness: To what extent and how is the TPD improving coaches' and teachers' abilities and skills?**

Probing areas
• Evidence of teaching using TPD strategies in practice • Process of assessing TPD uptake • Awareness of teacher code of conduct • Observed effects of TPD

SECTION 4: Distance learning (DL) (20+ minutes)

DL: Next, we would like to talk about the project involvement in setting up distance learning centres. We will ask some questions about the relevance of the Distance Learning design and the impact of COVID-19; the key successes and challenges of delivering activities involving DL; and the likely sustainability and effect of Distance Learning activities provided by STAR-G.

11. **DL Design: To what extent do you feel DL centres' model, structure and content are fit for purpose?**

Probing areas
• Community selection process • Suitability of support to tutors and facilitators • Level of material provided / distributed by STAR-G • Suitability of tutor training content (content, structure, length, frequency) • Added value of study groups • Extent of support provided by tutors

12. **During COVID-19: Do you feel that adaptations to DL activities as a result of the pandemic are able to address the emerging needs of girls, teachers and managers?**

Probing areas
• Changing needs of DL girls, tutors and facilitators • Level of activities conducted during the pandemic • Activities not conducted • Communication with girls during the pandemic

13. **DL Learning: What do you feel have been the 2 main successes of the DL interventions? What was the key reasons for this success?**

14. **DL Learning: What in your opinion have been the 2 main challenges to the DL interventions? What has/could be done to overcome those challenges? Is this sufficient?**

Probing areas
• Implementation challenges • Uptake or buy-in from community • Costs and accessibility • Student completion of modules • Areas for improvement

15. **DL Sustainability: What is the prospect of sustainability of DL, or elements of it?**

Probing areas
• Commitment from district officers and government employees • Evidence of concrete government commitments to scale up • Community trust and buy-in

16. **DL Sustainability: What can be done in the coming few months to increase likelihood of sustainability of activities (capacity, systems, resources, structures)?**

17. **DL Effectiveness: Is there evidence that DL is a viable alternative for girls who cannot access secondary education? Why/why not?**

Probing areas
• Appropriateness of fees, tutor training, tutor support, materials • Extend of girls' engagement with DL modules • Support provided by tutors • Level of tutor experience with secondary subjects and subject specialisms

SECTION 5: Girls' Clubs (20+ minutes)

GC: Finally, we would like to talk about the importance of Girls' Clubs (GCs) and STAR-G's role in their design and delivery. We will ask some questions about the design, implementation and quality of GCs; the key successes and challenges of this interventions; and the likely sustainability and effect of GCs' activities provided by STAR-G.

18. **GC Design: Do you feel that the GC model, structure and content are fit for purpose? Why/why not?**

Probing areas
• Model of delivery (i.e. Gender Focal Points) • Level of participation / attendance in GCs? • Suitability of training provided to GFPs • Relevance of focus areas: MHM, SRH, life skills • Involvement of boys in GCs • Coordination with MINEDH

19. **During COVID-19: Do you feel that adaptations to GC's activities during the pandemic are able to address the emerging needs of girls and GFPs during COVID-19?**

Probing areas
• Changing needs of girls • Support for GFPs • Activities conducted during the pandemic

20. **GC Learning: What do you feel have been the 2 main successes of the GC interventions? What were key reasons for this success?**

21. **GC Learning: What, in your opinion, have been the 2 main challenges to GC interventions? What has been happening/could be done to overcome those challenges? Is this sufficient?**

22. **GC Effectiveness: To what extent and how are interventions related to Girls' Clubs changing girls' lives and self-esteem?**

Probing Areas
• Operation and functioning of GCs • Extent to which girls attend • Extent to which girls interact with school councils and influence schools • Extent to which girls interact with and influence community structures • Examples of other effects of GC • Monitoring activities to measure the effect of GC activities

23. **GC Sustainability: What is the prospect of sustainability of GC, or elements of it?**

Optional probing questions
• Examples of MINEDH or community buy-in • Evidence of commitments and plans to continue GC activities • Progress with the production and usage of reusable pads

24. **GC Sustainability: What can be done in the coming few months to increase likelihood of sustainability of activities (capacity, systems, resources, structures)?**

SECTION 6: Closing (5 minutes)

25. **Would you like to share any further experiences or opinions with us? Is there anything you would like to add?**

Thank you for your participation. We may need to contact you again for any clarifications or queries: would you authorize us to do so?

Key informant interview guide

Save the Children MEAL staff

Successful Transition and Advancement of Rights for Girls (STAR-G) project Mid-Point Analysis

Standard interview structure (approximate duration: 90 minutes)

Introduction (5 minutes)
7. Interviewee background (5 minutes)
8. Subgroups (10 minutes)
9. Teacher Professional Development (TPD) (20 minutes)
10. Distance Learning (DL) (20 minutes)
11. Girls' Clubs (GC) (20 minutes)
12. Closing (10 minutes)

Information for the interviewer: using the interview guide.

This guide sets out the key topic areas and questions for inquiry to guide the interview. Interviews will be semi-structured and therefore it is not strictly necessary to follow the exact wording and question order. It is expected that the interviewer will use their best judgement to adjust the questions as required depending on the type of respondent and time available.

Suggested probes

Each question includes suggested probes. The interviewer does not need to address each individual probe; these are provided to facilitate wider discussion and to touch on potentially interesting themes. The interviewer should use their best judgement when probing for additional information.

Time keeping

It may not be possible to cover all questions within the time available. If overrunning in one section, please move on to the next section when possible to ensure all areas intended to be covered by the respondent are explored. Try to note down any areas of follow up and, if there is time, revisit those points towards the end of the interview.

Introduction (5 minutes)

Many thanks for agreeing to take part in this interview, which will help to inform the mid-point review of the STAR-G project conducted by the National Foundation for Educational Research (NFER)—a UK based charity specialised in education research and evaluation. This research is intended to explore the progress made by the STAR-G project, and to generate learning and reflections to help inform future activities and programming.

You were selected to participate in this interview as a key team member/partner involved in delivering STAR-G. We are very keen to hear about your experiences and reflections of working in the project, which will help us to gain a better understanding of project interventions, successes, challenges, and lessons learned.

All responses will be completely confidential and will not be shared with anyone other than members of the research team from NFER, and you will remain anonymous in any analysis that is presented. If you wish to stop the interview at any time, please let me know. If at any time in the future you want to withdraw your response, you can contact us using the contact details provided, and we will remove your data.

Structure of the interview

5. We will start the interview with some brief background questions about your role and involvement in STAR-G.
6. Next, we will ask some questions about subgroups and data disaggregation.
7. We will then ask separate, detailed questions about each of the components we are focusing on in this research (Teacher Professional Development, Distance Learning, and Girls' Clubs), depending on your level of involvement in each.
8. Finally, we will invite you to make any final comments or reflections that you would like to share.

Consent

If you have any questions before we start, please feel free to ask.

*****Please record the oral consent provided in the boxes below.*

Do you give your consent to take part in this interview?	
☐ Yes	☐ No
	Suspend interview here if response is 'No'.

Would you be comfortable with me recording this interview to ensure I have an accurate account of our discussion? This recording will be stored securely and deleted upon completion of the evaluation	
☐ Yes	☐ No
	If "No", be prepared to take detailed notes.

SECTION 1: Interviewee background (5 minutes)

Before we begin the discussion, it would be great to spend 5 minutes hearing about you and your role on STAR-G.

Name:

Position / role:

Location (province):

26. Can you begin by kindly describing your role in the STAR-G project?

Optional probing questions
• For how long have you worked in the project? • What are your main responsibilities?

SECTION 2: Subgroups (10+ minutes)

Before we dive into the three project components, we have a question about subgroups and disaggregated data that you collect.

27. Do you collect disaggregated data besides age, gender, disability and location?

Optional probing questions
• What are some challenges faced in collecting data on subgroup variables?

SECTION 3: Teacher Professional Development – TPD (20+ minutes)

TPD: We will ask you mainly questions about the MEAL system: reflections on the design, what works well, changes due to pandemic, and its sustainability. Furthermore, we will ask some questions about your views on the TPD component if time.

TPD M&E system

1. **How the TPD component is monitored?**

2. **What changes to the system have been introduces since the pandemic?**
   - Are the changes appropriate/sufficient?
   - What else could be changed in the remaining few months?

3. **Are there any limitations or challenges that the system is facing?**

4. **Do you collect qualitative data and information?**

5. **Do you work with partners (e.g., the government) to collect monitoring data? How is coordination with the external stakeholders working?**

6. **Can you think of areas for improving the MEAL system in the remaining few months?**

7. **What aspects of the MEAL system that you think will be sustained?**

8. **Can you think of areas for improvement of the MEAL system to increase prospects for sustainability?**

SECTION 4: Distance learning (DL) (20+ minutes)

DL: We will ask you mainly questions about the MEAL system: reflections on the design, what works well, changes due to pandemic, and its sustainability. Furthermore, we will ask some questions about your views on the DL component if time.

DL monitoring system

9. **How the DL component is monitored?**

10. **What changes to the system have been introduces since the pandemic?**

    - Are the changes appropriate/sufficient?
    - What else could be changed in the remaining few months?

11. **Are there any limitations or challenges that the system is facing?**

12. **Do you collect qualitative data and information?**

13. **Do you work with partners (e.g., the government) to collect monitoring data? How is coordination with the external stakeholders working?**

14. **Can you think of areas for improving the MEAL system in the remaining few months?**

15. **What aspects of the MEAL system that you think will be sustained?**

16. **Can you think of areas for improvement of the MEAL system to increase prospects for sustainability?**

17. **The documents mention a database that enables the project to have accurate information about girls attending the DL centres.**

    - Can we have access to the database? What kind of data is in there? What are the subgroups? What are the identified needs?

SECTION 5: Girls' Clubs (20+ minutes)

GC: We will ask you mainly questions about the MEAL system: reflections on the design, what works well, changes due to pandemic, and its sustainability. Furthermore, we will ask some questions about your views on the GC component if time.

28. GC M&E system

29. **How exactly are Girls' Clubs monitored?**
    - Do you have any information, examples or evidence to support the reported improved self-esteem and awareness of rights?
    - Do you have any information, examples or evidence to support reports of barriers that girls suffer at home and how they are dealing with them?
    - To what extent are GCs operational? Are GCs operational during the pandemic? Are there any data on trainings on making of reusable pads?
    - Are there any data on attendance of GCs?

30. **What changes to the system have been introduces since the pandemic?**
    - Are the changes appropriate/sufficient?
    - What else could be changed in the remaining few months?

31. **Are there any limitations or challenges that the system is facing?**

32. **Do you collect qualitative data and information?**

33. **Do you work with partners (e.g., the government) to collect monitoring data? How is coordination with the external stakeholders working?**

34. **Can you think of areas for improving the MEAL system in the remaining few months?**

35. **What aspects of the MEAL system that you think will be sustained?**

36. **Can you think of areas for improvement of the MEAL system to increase prospects for sustainability?**

REMINDER Check whether the below has been discussed

General MEAL questions [not in framework]

I. **Remote data collection update**
   - We understand that there are new developments/apps in terms of remote data collection. Could you provide any details on that?
   - What has worked in terms of remote data collection from the project for each of the three components? What has not worked? What can be improved?

II. **How is the coordination with the external stakeholders going in terms of monitoring and data collection?**
   - We understand the District Education Officers are supposed to collect data. How is that happening?

III. **Going forward, what can be improved in terms of monitoring processes?**
   - What are the gaps that you need to fill?
   - Do you need support in that?

IV. **[If not asked] Does the project collect qualitative data periodically and in learning sessions?**

SECTION 6: Closing (5 minutes)

37. **Would you like to share any further experiences or opinions with us? Is there anything you would like to add?**

Thank you for your participation. We may need to contact you again for any clarifications or queries: would you authorize us to do so?

NFER International

Mid-Point Analysis: Inception Report

Evaluation of the Successful Transition and Advancement of Rights for Girls

Revised November 2020

National Foundation for Educational Research (NFER)

This document is a confidential draft

This document is a confidential draft

Evaluation of the Successful Transition and Advancement of Rights for Girls (STAR-G) in Mozambique

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1 Introduction

NFER was commissioned by Save the Children International (SCI) in 2017 to conduct the external evaluation of the Successful Transition and Advancement of Rights of Girls in Mozambique (STAR-G) programme at baseline (2018), midline (2020 and endline (2021).

The overall evaluation aims to answer five overarching evaluation questions, which include:

1. **Impact:** What impact did STAR-G have on the learning outcomes and transition of marginalised[1] girls in Mozambique?
2. **Effectiveness:** What worked (and did not work) to increase the learning outcomes and transition of marginalised girls?
3. **Process:** Was STAR-G soundly designed and implemented?
4. **Value for Money (VFM)**: Did STAR-G demonstrate a good VfM approach?
5. **Sustainability:** How sustainable are STAR-G's activities and was the project successful in leveraging additional interest and investment?

The baseline evaluation was completed by August 2018, and used a mixed method, quasi-experimental design to interrogate the performance of the STAR-G programme and address these five evaluation questions and their related sub-questions. The overall design of the evaluation employed a longitudinal, Difference-in-Differences strategy, following a joint learning and transition cohort of up to 2400 girls in Gaza, Manica, and Tete overtime to identify changes in outcomes between the treatment group and a plausible comparison group. Table 1 illustrates the grade-wise split of the sample girls, representative of the original STAR-G beneficiary grade-wise split.

Table 1: Evaluation sample breakdown (by grade at baseline)

	Intervention (Baseline)	Comparison (Baseline)
4	32%	32%
5	32%	32%
6	18%	18%
7	18%	18%
Total	100%	100%
Girls sample size	1184	1193

[1] Note that SCI defines marginalised girls as those living in remote or rural locations, those married under the age of 18, those who are extremely poor 20%, those who are engaged in child labour, those who are disabled or are caregivers, those who are young mothers under the age of 18, and those who do not speak the language of instruction when entering school.

During the planning phase of the midline evaluation, which was expected to take place between March and August 2020, the outbreak of COVID-19 was declared a global health pandemic by the World Health Organization (WHO), leading to widespread school closures globally. In Mozambique, movement restrictions were put in place to reduce the spread of the virus, leading to substantial disruption to student learning across the country. In October, the Ministy of Education and Human Development annouced a partial and phased reopening of secondary grades 7, 10 and 12.

The challenges and uncertainties caused by COVID-19 mean it is no longer feasible to continue with the planned midline evaluation approach, which involved large scale in-school data collection. It was agreed with the STAR-G team and GEC Fund Manager (FM) that this would be replaced with a lighter touch 'mid-point analysis', with an adapted, primarily qualitative approach to rapidly generate lessons and recommendations to inform the remainder of the programme, which is scheduled to finish in 2021.

This inception report sets out the revised approach for the mid-point analysis which accounts for both the current challenges associated with conducting in-person research, as well as the compressed timeline available to deliver useful findings which can inform the remainder of the STAR-G programme. The feasibility of conducting the full planned endline approach will be assessed later in the year and will not be covered by this report.

1.1 Purpose of the evaluation

STAR-G requires an approach which is able to deliver insights and lessons in a short space of time. The midline evaluation, originally scheduled to take place in 2019, was delayed by one year to allow the programme to finalise the redesign of the programme approach. Recent disruption and school closures mean that it has now been over two years since the baseline evaluation was conducted, and only a short window of time remains for the programme to generate lessons ahead of programme closure in 2021.

Within the above-mentioned limitations, the focus of the mid-point analysis will include elements of accountability but will focus particularly on learning:

- **Accountability aims**: Looking back at progress achieved to date, reflecting on *what* the programme has delivered and *how*, and whether it is being implemented effectively.
- **Learning aims**: Looking forward, considering what the project can learn from the delivery of key project components, to understand 'what works' (including during COVID-19), and under which conditions, to inform future adaptations.

In order to meet these objectives, we will conduct a review of existing programme data and reporting, combined with insights from qualitative primary data collection. This will provide a light touch overview of progress, to map and collate lessons from across the programme, and to identify where significant gaps in evidence remain.

In order to ensure we can deliver useful and insightful research within the limited time available, and accounting for restrictions in movement and school closures, it will not be possible to interrogate progress against all Outcome and Intermediate Outcome indicators as originally

planned. We have therefore agreed with the STAR-G team to prioritise three intervention areas, which will provide the basis for deep dive reviews exploring the following key questions[2]:

- **Teacher Professional Development (TPD)**: Are there signs that this approach had achieved positive results and emerging evidence that teaching quality is improving? Have any potentially promising teaching practices emerged and could be replicated/scaled up?[3]
- **Girls' clubs**: Are there indications that girls' clubs have an effect on girls' self-esteem and self-confidence, especially around decision-making at school, community and household level?
- **Distance Learning**: Are there indications that the project distance learning approach has been able to address barriers that render girls out of school, before and during the COVID-19 outbreak?

These deep dive questions will explore both accountability and learning aims of the research to differing degrees. TPD and Girls' Clubs components are well established outputs of the programme, and it is therefore anticipated that there will be more opportunities to explore the accountability aims and progress against targets. The Distance Learning component is a smaller component which has only recently been incorporated as part of the programme redesign, and therefore there is less data available to respond to accountability aims. However there is potential to generate learning around how this approach addresses barriers to learning, and how it can be improved, particularly in the context of COVID-19.

Table 1 below provides a summary of the questions the mid-point analysis will aim to respond to the Accountability and Learning aims of the research. These questions have been adapted the mid-point to ensure that the questions can be answered effectively within the current research constraints. Following discussion with the STAR-G team and the Fund Manager, some questions set out in the Terms of Reference have been refined or removed. In Section 4 we provide a detailed overview of how we will respond to each question, while a detailed Evaluation Framework is provided in Annex A.

Table 1: Evaluation questions

Research Questions[4]	Focused sub-questions
Relevance (Process): Was STAR-G soundly designed and implemented?	
1.1. To what extent is the project's Theory of Change still valid in the current context?	• 1.1.1. To what extent was the redesigned TOC valid before Covid-19? • 1.1.2. Have changes in contextual assumptions affected the project design and activities?

[2] The wording of these questions have been adapted slightly from the version in the Terms of Reference
[3] Where possible, we aim to apply a gender lens to our analysis, by seeking the views of male and female teachers, and disaggregating data by gender where it is feasible to do so.
[4] Some questions have been adapted from the version provided in the TOR – see Annex A for details

1.2. To what extent do linkages between TPD, Girls' clubs, and Distance Learning activities and intended results at outcome and intermediate outcome level remain valid?	• 1.2.1. To what extent do linkages between TPD design activities and intended results remain valid? • 1.2.2. To what extent do linkages between DL design activities and intended results remain valid? • 1.2.3 To what extent do linkages between GC design activities and intended results remain valid?
Effectiveness: What worked (and did not work) to increase the learning and transition of marginalised girls?	
2.2. How is STAR-G addressing the needs of marginalised sub-groups of girls?	• 2.2.1. To what extent and how did project activities address the needs of marginalised sub-groups of girls prior to Covid-19? • 2.2.2. To what extent and how do project activities address the needs of marginalised girls during Covid-19?
2.3. How effective have project interventions been in addressing key barriers to education, before and during Covid-19?	• 2.3.1. To what extent have TPD interventions addressed barriers to quality of education, before and during Covid-19? • 2.3.2. To what extent have Distance Learning approaches addressed barriers to attendance in schools, before and during Covid-19? • 2.3.3. To what extent have Girls' clubs interventions addressed barriers related to girls' self-esteem and confidence, before and during Covid-19?
Learning: What lessons can be learnt from the implementation of activities before and during the state of emergency?	
3.1 What can we learn about implementing elements of TPD and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?	• 3.1.1. Which elements of the TPD approach were most effecitve before and during Covid-19 and under what conditions and why? • 3.1.2. Which elements of the TPD approach were most challenging to conduct during the state of emergency and why?
3.2 What can we learn about implementing elements of DL and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?	• 3.2.1. Which elements of the DL approach were most effecitve before and during Covid-19 and under what conditions and why? • 3.2.2. Which elements of the DL approach were most challenging to conduct during the state of emergency and why?

3.3. What can we learn about implementing elements of GC and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?	• 3.3.1.Which elements of the GC approach were most effecitve before and during Covid-19 and under what conditions and why? • 3.3.2 Which elements of the GC approach were most challenging to conduct during the state of emergency and why?
Sustainability: How sustainable are STAR-G's activities and was the project successful in leveraging additional interest and investment?	
4.1. How sustainable are STAR-G activities? What interventions have the highest potential and likelihood of continuation and scale up after the project ends?	• 4.1.1. Are there structures, systems, or resources in place to sustain or scale up elements of the DL, TPD, and Girls Club activities? • 4.1.2. Is there buy in from the relevant stakeholders to sustain DL, TPD, and GC elements?
4.2. Which areas require more attention from the project to increase prospects of sustainability at intermediate outcomes and outcomes level, particularly around TPD, Girls' clubs and distance learning?	• 4.2.1. What more can the project do to increase the sustainability of results from TPD? • 4.2.2. What can the project do to increase the sustainability of results from DL? • 4.2.3. What can the project do to increase the sustainability of results of Girls' Clubs?

We have proposed a qualitative, **process and learning focused approach**, which draws on programme monitoring data and reporting combined with perceptions and insights from a sample sample of key stakeholders gathered through qualitative interviews. Given the timing and scope limitations, we will not be able to deliver a statistically powered sample which compares results across treatment and comparison groups, and therefore we are not able to provide conclusive findings related to impact at the midline stage. Instead, this research will focus more closely on mapping the processes, delivery and lessons generated by the project, considering whether it is doing the right things in the right ways. This research will also provide an opportunity to identify gaps in evidence which need to be addressed through the endline evaluation, or through additional programme monitoring and evaluation activities. It can also provide insights into gaps in project reporting of its operations, which can help the STAR-G team in mapping activities and learning across the three components.

Our research design is guided by three core principles. First, all analysis will continue to be grounded in the context-driven Theory of Change (ToC) of the STAR-G programme. Second, we will prioritise activities which can most feasibly meet the urgent needs of the programme within the current constraints. Finally, we will be transparent about what we can and cannot measure, and only propose evaluation activities which have the potential to provide meaningful insights and add value to the programme.

The report proceeds as follows: Chapter 2 and 3 build on the detailed background and programme descriptions provided within the STAR-G baseline report, highlighting changes to the Mozambique

context since baseline, and flagging key changes to the programme ToC. Chapter 4 describes the proposed methodology, and our planned approach to respond to the specific research questions noted above. Chapter 5 focuses on fieldwork and provides details on how we will operationalise this research strategy, while Chapter 6 notes how we will manage the risk associated with operationalising this research. Chapter 7 concludes with our project plan.

2 Context

The STAR-G Baseline Report, finalised in August 2018, provided an extensive review of the political, economic and social factors impacting on education in Mozambique, and highlighted barriers to learning, particularly for girls.

While much of this analysis holds true in 2020 and does not require repetition here, a number of events, which affect the education system and wider learning, have occurred in the past two years. This includes changes to the education system structure, and consideration of the new Education Sector Strategic Plan for 2020-2029. Other contextual factors are also likely to have a major impact on learning and education across the country and will be factored into our analysis going forward. These include, most notably, the devastating impact of Cylone Idai and Cyclone Kenneth in 2019, and the ongoing challenges associated with COVID-19 from early 2020.

2.1 Recent environmental and health challenges

2.1.1 Cyclones and drought

Mozambique is ranked 54th on the Global Climate Risk Index for 2018 and 14th for the period 1999-2018 (Global Climate Risk Index 2020, Germanwatch). In 2019, it experienced two major cyclones - Cyclone Idai on 14 March, which made landfall near Beira city as a Category 2 storm, and Cyclone Kenneth on 25 April, affecting northern Mozambique.

The cyclones caused widespread damage, with flooding from the storms affecting nearly 2.2 million people in Mozambique, Zimbabwe, and Malawi. Food prices increased and many families continue to be food insecure (World Vision, 2019). Manica, one of the STAR-G provinces, was impacted directly by the cyclones, with the STAR-G 2019 Annual Report stating that 8 project DL centers were either damaged, partially destroyed or totally destroyed, and 14 schools affected. Gaza is expected to experience significant droughts that are likely to adversely affect livelihoods in the province (Save the Children, 2020).

2.1.2 COVID-19 and school closures

Mozambique had not yet recovered from the cyclones when the COVID-19 pandemic struck. The President of Mozambique announced a Level 3 (out of 4) state of emergency on the 1 April, which at the time of writing is expected to remain in place until at least the 6th September. Schools throughout the country were closed in late March, just weeks after the start of the first school term, and plans to begin a phased re-opening of schools have been delayed until October 2020.

The situation in Mozambique is exacerbated by overcrowding and poor sanitation. While schools are expected to begin a phased reopening, they will need to comply with government guidelines which include ensuring and appropriate and consistent supply of water is available. According to the national director of school infrastructure, 154 schools have sanitation and water supply problems and a further 513 schools with minimum problems still need interventions (AllAfrica, July 2020). Given the majority of STAR-G schools are located in rural locations, it is likely that further delays to reopening will be experienced as schools adapt to comply with government regulations.

2.2 Education reform and strategic planning: 2018-2020

Since the implementation of the baseline analysis in 2018, education law and strategies have been updated and adapted. In December 2018, under Law No. 18/2018, compulsory education was extended to nine grades:

- Primary, 1st cycle: grades 1-3
- Primary, 2nd cycle: grades 4-6
- Secondary, 1st cycle: grades 7-9 (end of compulsory education)
- Secondary, 2nd cycle: grades 10-12.

The changes will be phased in overtime, with full implementation planned by 2023. According to the Education Strategic Plan

> ...in the first two years of the Strategic Plan (2020 and 2021) Primary Education will consist of the current seven classes, i.e. EP1 (from 1st to 5th class) and EP2 (6th and 7th class); and from 2022, there will be EP and ES and which will have six classes each, from the 1st to the 6th class for the EP and from the 7th to the 12th class for ES, divided into two cycles of three years for each teaching program. (Education Strategic Plan, 2020, p.155).

In May 2020, the Ministry issued an Education Strategic Plan for the period 2020-2029. It has three overall objectives:

Objective 1 - Inclusion and equity in access, participation and retention. This objective specifically aims to:

- reduce the rate of student absenteeism
- reduce student-teacher ratios
- reduce repetition and dropout
- equal opportunities in access and retention (in terms of gender, socioeconomic status, geographic location and special educational needs)
- provide infrastructure and inclusive school equipment for all students which is resilient to the effects of natural disasters
- implement the School Meals Programme
- expand distance learning.

Objective 2 - Quality of learning. This objective focuses on improving the relevance of teaching content, methodologies and practices, and includes aims to ensure:

- initial and continuing teacher education and training
- curriculum development and implementation (including the use of ICT as a complement to other teaching methods)
- the expansion of bilingual education
- monitoring the continuity of the teaching-learning process
- the evaluation of students' learning.

Objective 3 - Transparent, participatory, efficient and effective governance. This is mainly concerned with responding to the process of decentralisation of public services and includes:

- school management, including reducing absenteeism among school principals and teachers

- the selection, training, management and performance evaluation of human resources
- education monitoring, supervision and inspection mechanisms.

2.3 Barriers to learning: progress and challenges

We reflected on some of the barriers to learning faced by girls in the 2018 STAR-G Baseline Report. Several of these barriers are likely to have been exacerbated by the above contextual changes. The potential impact of these contextual factors are summarised below.

2.3.1 Enrolment and attendance

As highlighted in the STAR-G baseline evaluation report, a major barrier to attendance in Mozambique is the lack of available secondary schools and places. In recognition of this, Law No. 18/2018 of 28 December 2018, set out that distance education requires particular attention in the implementation of all parts of the National Education System. Furthermore, the extension of compulsory education to Grade 9 is expected to increase demand in the first cycle of secondary education and implies a need to expand distance learning.

However, Distance Learning programmes in Mozambique face challenges associated with the lack of access to the basic information channels which impact on the effectiveness of these programmes. UNICEF estimate that 74 per cent of children in Mozambique live without electricity, and only 2 per cent have access to the Internet, 35 per cent to radio and 22 per cent to television (UNICEF, 2020). Given STAR-G predominantly operates in rural populations, barriers to access are likely to remain a challenge.

Access barriers highlighted in the Baseline Report are further exacerbated by the impact of COVID-19. Rural areas where the STAR-G programme operates are facing delayed reopening of schools due to the lack of infrastructure to comply with government regulations around social distancing and sanitation. The school year has been extended to February 2021 in an attempt to reduce the loss of learning in the country, although this only appears to be the case for secondary school students (MINEHD Press Release, 2020). STAR-G have flagged that the extention of the school year is likely to clash with family activities which are ususally conducted during the November to February school break, such as farming and income generating activities, may lead to high levels of absenteeism for older children and teachers (STAR-G MTRP, 2020). Furthermore, as flagged in a recent report by UNICEF, the longer schools remain closed, the greater the loss of learning time, and higher chances that children will not return when schools reopen, especially marginalised girls and children with disabilities (UNICEF, 2020).

2.3.2 Quality of teaching and learning

The Ministry of Education and Human Development, with the support of UNICEF and Global Partnership for Education (GPE), is providing distance learning programmes through radio and television, and setting up online education programmes to enable learning to continue during school closures (GPE, 2020). However, limited access to radio, television, and internet is a barrier to the extent these programmes can reach children, particularly in rural areas. The STAR-G rapid needs assessment[5] found that a significant proportion of children (22.3 per cent) surveyed in their

[5] Due to the rapid nature of the study the research achieved a modest sample of 298 informants, as such the findings are indicative only and not necessarily representative of the wider population.

beneficiary communities were not undertaking any learning while at home (Save the Children, 2020).

School closures have exacerbated issues around teaching quality that existed in Mozambique even before the pandemic. These include high teacher absenteeism, limited teaching skills and effective days of teaching (OCHA, 2020). Teacher absenteeism in remote teaching is likely to be further exacerbated as the mode of learning shifts from the classroom to distance education. As highlighted in the STAR-G baseline report, the education system did not encourage teachers to recognise and identify their weaknesses in order to engage in targeted professional development. Moreover, home learning methodologies have not yet been adapted for a context where many children and teachers do not have adequate ICT-facilities. Teachers do not have the resources to effectively manage teaching from home, and schools have limited capacity and tools to monitor remote teaching and learning (OCHA, June 2020). Nearly 81 per cent of children in STAR-G beneficiary communities who responded to the rapid needs assessment reported that they had not received any form of learning support from teachers since schools closed (Save the Children, 2020). While guidelines were issued by the Ministry of Education relating to preparation of exercises and distribution of books and learning materials to children for home learning, aspects relating to the feasibility of learning at home, monitoring how children are learning, and how to incorporate topics on SRH and gender were less clear (Save the Children, 2020).

An additional barrier to effective home learning is the lack of a conducive learning environment for children at home. Over 85 per cent of the STAR-G rapid needs assessment survey respondents felt that there was no safe learning space in their community, and only 12 per cent said that there was some form of alternative learning established in their communities where they could attend classes (Save the Children, 2020). As highlighted above, transitioning to distance learning is challenging due to the lack of infrastructure and connectivity in rural areas, and the changes in school conditions mean girls are exposed to greater risks of early pregnancy, and children's time is more likely to be diverted to other activities to support the family (UNICEF, 2020).

2.3.3 Gender and social norms

The new Education Section Plan recognises the challenge of increasing the participation of girls and women at all levels of education and highlights discriminatory sociocultural beliefs and practices in certain regions and a particular barrier. The plan stresses a need to sensitise the population to reduce the effects of these beliefs and practices, which prevent girls from attending school or attending school normally, including Gender Based Violence.

Harmful gender and social norms and practices are likely to be exacerbated by the pandemic. Evidence from previous large-scale pandemics has shown an increased pregnancy risk for girls, which in turn increases the likelihood of girls dropping out of school. In Mozambique, 33.2 per cent of girls in urban areas and 44.4 per cent in rural areas get pregnant before the age of 18. School closures and reduced access to SRH services expose more girls to the risks of pregnancy. Economic insecurity and the prolonged school closures are also likely to worsen trends of early child marriage and transactional sex as a coping mechanism (UNICEF, 2020). The STAR-G rapid needs assessment found that girls in their beneficiary communities face an increased risk of early marriage, teenage pregnancy, risk of abuse and increased engagement in domestic labour and household chores due to COVID-19 school closures (Save the children, 2020).

2.3.4 Economic barriers

COVID-19 is likely to worsen the economic conditions of children in Mozambique, many of whom are already living in some form of poverty (UNICEF, 2020). Shutdowns are likely to disrupt livelihoods and have a negative impact on the economic welfare of families and communities (Plan International, 2020). The pandemic also means that many children will struggle to have adequate access to basic needs, especially the most disadvantaged and children with disabilities. For children that were benefiting from meals offered at schools, school closures could represent an additional economic burden for their families (OCHA, June 2020).

Our baseline findings confirmed that economic barriers are foremost for access to schooling in Mozambique. Over 77 per cent of household in the baseline sample reported that it was difficult for them to afford to send girls to school. For at least 46 per cent of the sample, basic household needs could not be met without reliance on charity. Qualitative discussions confirmed these findings with parents indicating that although primary schools are free, uniforms, exercise books, stationery, and transport costs can be prohibitive. Mass loss of livelihoods leading to worsened economic conditions in the wake of the pandemic are likely to exacerbate these barriers for households in Mozambique.

3 Program summary and redesign

3.1 Key findings from baseline

NFER conducted the baseline phase of the STAR-G evaluation between November 2017 and August 2018, with fieldwork conducted between February 2018 and May 2018. The Baseline evaluation culminated in a Baseline Evaluation Report which presented findings with the aim of:

- Setting a baseline for the measurement of the projects outcomes of Learning, Transition, Sustainability, and the projects Intermediate Outcomes (IOs) of Attendance, Teaching Quality, Girls' Self Esteem, and Community Attitudes
- Providing a nuanced, evidence-base picture of the context in which the project operates and the barriers to education that girls face
- Reflecting on and assessing the validity and relevance of the projects Theory of Change, and in particular considering the projects approach to gender equality.

The key findings from the evaluation are summarise in Table 2 below.

Table 2: Summary of baseline findings

Main finding	Description
Project beneficiaries were found to be marginalised based on a variety of dimensions and face several barriers to learning and transition	At baseline, STAR-G beneficiaries in our sample were based entirely in rural areas, were largely from poor households, and comprised mostly girls who do not speak the Language of Instruction (LoI). Barriers to learning and transition included economic barriers, access barriers, teaching quality and gender and social norms.
Learning levels at baseline were low, and girls were performing below curricular expectations	Learning levels at baseline were low for both intervention and comparison groups, and most girls had not yet mastered foundational skills.
Transition rates for benchmark girls and cohort girls were surprisingly high, and contrasted with qualitative findings around barriers to transition	In the benchmark sample, successful transition rates stood at 75 per cent. In our main cohort sample of 2377 girls, successful transition rates were higher at 86 per cent for the intervention group, and 85 per cent for the comparison group. However, our high transition figures appeared to contrast with our qualitative findings, with evidence that support for girls' education is high, but reduces as girls progress through school due to social pressure for girls to marry and the reality of ongoing financial support for education becoming more apparent (particularly at secondary level).
Sustainability was not conclusively assessed at baseline due to a lack of	Due to an imminent redesign, STAR-G did not prepare a comprehensive sustainability scorecard at baseline. As our

data. Sustainability may be adversely affected by project redesign	strategy for evaluating several sustainability indicators relied heavily on project sourced data, we were only able to provide a limited amount of evidence on sustainability. Some positive signs of sustainability were observed at school, and community levels. However, a key risk to sustainability of programme impact is the programme redesign itself, due to the limited time available for sustainable changes to take effect. Changes in activities may not have had a noticeable impact on sustainability indicators between baseline, midline and endline.
STAR-G's design was found to be gender-sensitive, but programming that is likely to be gender-transformative was not yet effective at baseline. In addition, programming for and penetration into marginalised subgroups such as girls who are married or young mothers, disabled, or engaged in child labour is limited	STAR-G interventions that are likely to be gender transformative include girls' clubs with curricula and activities that enable girls to openly discuss gender norms and feel empowered enough to challenge the status quo, work with matron and patron groups to engage parents and communities in discussions around alternatives to early marriage and early pregnancy, and training for teachers on gender responsive pedagogy and more inclusive approaches to education to support embedding of these approaches in schools. At baseline, evidence indicated that these aspects of the project were not fully adopted and effective. In addition, only a limited number of girls who are married or young mothers, disabled, or engaged in child labour were found in the beneficiary pool, and STAR-G programming for these subgroups was found to be fairly limited.

3.2 Revisions to the Programme Theory of Change since baseline

The STAR-G intervention began implementation in April 2017, and continues to support the learning of the existing cohort of girls from PAGE-M. The main objective of project is to continue working towards and supporting the learning of the existing cohort of girls from PAGE-M to progress in literacy and numeracy skills, and successfully navigate to their next key transition point at school. The project is planned to run for four years under the GEC umbrella, and the re-designed project budget is GBP 11 million.

The project works in three provinces, and in a total of 10 districts: Gaza (Guija, Chicualacuala, Mabanane, Chongoene and Manjacaza), Manica (Macata, Guro and Gondola), and Tete (Angonia and Macanga). In these three provinces, STAR-G works with 175 schools (140 primary and 35 secondary), an increase of 35 since baseline (Gaza-82, Manica-52, and Tete-42), and 67 DL centres and 20 CBE centres.

The STAR-G programme underwent a significant redesign during 2018 which was informed by a SCI commissioned in-depth piece of research which explored the barriers preventing transition from primary to secondary education in the three STAR-G provinces.

The original programme which received approval for implementation for the first year (until the in-depth research was carried out), entailed the components which were limited to primary level education of girls, these were:

- Teacher professional development at primary level
- Academic support for primary school girls
- Empowerment through girls' clubs at primary level

Based on the in-depth research, SCI redesigned its programme[6] to include additional activities to the existing components to target secondary level education, as well as additional new components, which are mainly the provision of education support to secondary level, and through Distance Learning (DL) and informal Community Based Education (CBE). The main interventions in the redesign include[7]:

- **Teacher professional development** at primary and secondary levels
- **Academic support** for primary and secondary school girls, including provision of materials and establishment of study groups
- Empowerment through **girls' clubs** at primary and secondary levels
- **Distance learning** education provision including supervision and monitoring of secondary DL tutors.
- **Community Based Education** provision including through training and support for CBE facilitators
- Capacity building of primary and secondary **school governance**.
- Provision of **transport** to secondary schools.
- Support to facilities and safety mechanisms in **boarding houses**.
- Provision of **bursaries** to identified marginalised girls.
- **Community based activities** to raise awareness and support girls' education including community mobilisation action plans, sensitisation of matrons/ patrons, training on SRH and sensitization on gender equality for adolescents, and girls' and boys' led advocacy on gender equality

These additional interventions work towards empowering marginalised girls and allowing them to transition to formal and informal post primary education. More specifically, these interventions work towards achieving four intermediate outcomes, as in the programme ToC:

- Improvement in marginalised girls' **attendance** in primary and formal and non-formal secondary education through the life of the project
- **Teaching quality** and practices of primary and secondary teachers and non-formal education facilitators are enhanced and more gender sensitive

[6] SCI works with PAGEM, Progresso and Humanity and Inclusion (HI), previously it worked with Centro de Aprendizagem e Capacitação da Sociedade Civil (CESC).
[7] Information sourced from the STARG Redesign Theory of Change Presentation – 14 November 2018

- Improved **community attitudes**, perceptions, and behaviours towards girls' rights including the right to education
- Girls at primary and secondary level have enhanced self-esteem and are **empowered** to take action in solving problems and ensuring their own protection

COVID-19 and the government's policies which aimed at containing the spread of the virus had severe implications on the project activities. Based on the new operating environment, STAR-G has carried out a rapid needs assessment, finalised in August 2020, and developed an MTR plan (most recent version submitted on 14 September 2020) which outlines the project's response plan given the new operating environment. The identified areas it will focus its work on in response to the new environment and the new identified needs. The project developed a number of strategies, all within the areas of work of the programme:

The Strategy for safe back to school;

- Support MINEDH on the school reopening process, including a back to school campaign
- Community engagement through community leaders, core groups and parents and children
- Promotion of distance learning centers

Strategy and Approach for Out of School Learners:

- Continued development and distribution of learning materials
- Blended Learning Approach
- Revitalise the DL Study Groups

Strategy for TPD, catch up and remedial classes

- Carry out a teacher well-being assessment and follow up with capacity building and catch up programmes to make up for the halted skills development process.
- Training on implementation of the newly revised condensed curriculum developed by MINEDH
- Carry out a wellbeing assessment for girls and follow up with girl focus and other parents and community focused activities to support girls on their back to school process;
- Provide remedial classes
- Address most vulnerable girls' resilience and wellbeing (after carrying out vulnerability and disability assessments) through community engagement and setting up of a special fund.

Strategy for expansion of CBE

- Build capacity of CBE teachers, including on managing learning in the new context
- Maximising enrolment of girls that are not able to access formal learning channels
- Enhance girls' learning on life skills.
- Identify dropouts and return them to school through the CBE Pathway

4 Methodology

4.1 Overall approach

The current contextual limitations as set out in previous sections mean it is not possible for the midline approach to continue with the planned mixed methods, quasi-experimental design which tracks the baseline cohort of 2,377 female students. The Difference-in-Difference strategy originally proposed, which would allow us to compare the changes in outcomes with a plausible comparison group over time, is not achievable at the current time. Furthermore, there are important ethical issues to consider. For instance, conducting Learning Assessments with students after such a significant gap in schooling poses a considerable risk of placing undue stress on students who have missed out on a large proportion of their education. The feasibility to continue the full scope endline in 2021 will be assessed separately, and will not be covered by the approach set out in this report.

This section sets out a revised approach to midline, using a **process and learning focused approach**, which places a greater emphasis on exploring the ways that STAR-G processes and implementation activities lead to results, and gathering lessons relating to TPD, Distance Learning and Girls Clubs leading up to and during the state of emergency.

During the inception phase, it became apparent that there is limited project MEL data available, and limited time and budget available to collect further primary data. Furthermore, the delayed timing of the midpoint research means there will be limited opportunities for the project to significantly alter activities before project closure in 2021. As such, it was agreed that the research questions would be amended, and the research delivered in a two stage process. This provides an opportunity to review the extent to which existing data and documentation addresses the research questions, to identify the key gaps, and if necessary adapt the research questions and approach ahead of data collection.

The two phases of analysis include:

- In **Phase one (desk review)**: The desk review aims to interrogate existing design documents, MEL data and reporting. It helps us assess the strength of existing evidence available, and identify the gaps in evidence and information required to respond to the research questions. This stage will conclude with a presentation and collaborative discussion with the STAR-G team and Fund Manager in order to agree any adaptations to the phase two approach.
- In **Phase two (primary data collection)**: we will conduct remote and in-person qualitative interviews with a range of programme stakeholders. The primary research will further explore and build on findings from the secondary data analysis, it will also will help us collect in-depth experiences and perceptions from programme stakeholders to address our research questions.

With data availability limitations in mind, this study provides an opportunity to examine effectiveness of projects implementation of three components in greater detail – TPD, Distance Learning, and Girls Clubs - and to collect lessons pre and during the emergency situation with the aim of providing practical recommendations to the project staff and stakeholders for the remainder of the project, and for other similar projects in the future.

Guiding Principles of the research

In order to address the research questions, we propose a variety of analyses, which follow three guiding principles. First, all analysis will remain grounded in the context-driven Theory of Change of the STAR-G programme. As per the original design, we will continue to interrogate the casual mechanisms and assumptions within the TOC to identify the extent to which they continue to hold true, particularly in the context of COVID-19.

Second, we will prioritise the most urgent needs of the programme in order to maximise the value of the research within current constraints. This recognises that we will not be able to respond robustly to all of the original evaluation aims, and therefore will focus on generating evidence in areas which require the greatest attention, and those which can feasibly be addressed given the remaining duration of the programme. As such, we have agreed with STAR-G that the research will focus on three key programme interventions:

- **Teacher Professional Development (TPD)**: This intervention is the largest component of STAR-G, and according to our baseline evaluation, is expected to have the most direct impact on student learning. It is therefore a high priority to understand the effectiveness of the component, and to generate lessons for future replication and scale up, to the extent possible given the current limitations.
- **Girls' Clubs**: At baseline, we concluded that Girls' Clubs were one element of STAR-G programming that is likely to be gender transformative, but there were some concerns over the effectiveness and operation of the component. The mid-point analysis presents an opportunity to further explore these activities and whether progress has been achieved since baseline.
- **Distance Learning**: This intervention was introduced as part of the STAR-G redesign and not assessed at baseline, and therefore is an important learning focus for the mid-point analysis. The introduction of this intervention addresses the concern raised at baseline of insufficient support to improve access to secondary schooling, particularly for marginalised sub-groups. It is therefore valuable to generate lessons around the ability of the component to address barriers to girls' education, both before and during the current state of emergency, and to explore whether the Distance Learning design and implementation are effective.

Finally, in our reporting, we will be transparent when it is *not* possible to draw firm or useful conclusions, for instance whenresearch questions are not compatible with the data collection approaches available to us. This ensures that we are able to offer the best value for money possible to the STAR-G team, and allows savings to be reallocated by the programme to a more rigorous endline evaluation when there is a higher possibility that current restrictions will be reduced.

As such, we have proposed removing the 'impact' questions from the midpoint analysis, since we are not able to achieve a statistically powered sample comparing results of treatment and comparison groups. In addition, we do not intend to focus strongly on community attitudes and related interventions. While this is an integral aspect of the programme, in discussion with STAR-G, we agreed it is less feasible to collect meaningful data in this area in the current context. Finally, during the inception phase review process we reached agreement with STAR-G and the

FM to remove the Value for Money analaysis, and one effectiveness question, due to concerns over their answerability with limited MEL data and outcome level data. The desk review will further explore the availability of existing data and opportunities to fill evidence gaps through primary data collection. We will use this process to highlight any further issues with the answerability of research questions, and agree an appropriate and cost effective way forward with the STAR-G team and Fund Manager.

The final evaluation report will highlight the strength of evidence which informs our findings, and where key gaps remain which may require further exploration in future MEL activities.

Research and Evaluation Questions

The terms of reference for the assignment outlined a set of evaluation questions that the mid-point analysis should aim to address where possible. Below we summarise the questions that we believe the mid-point analysis can address. These include some proposed refinements to the wording of original questions. These refinements are aimed at better aligning the questions with the proposed research approach, or to simplify or clarify the wording where necessary.

Table 3 below summarises the sets of analyses we recommend to answer each of the evaluation questions.

Table 3: Analysis to answer the Research and Evaluation questions

Research Questions	NFER's approach
Relevance: Was STAR-G soundly designed and implemented?	
Q1.1. To what extent is the project's Theory of Change valid in the current context?	Review of barriers identified at baseline and scoping research Review of programme design and redesign documents Thematic analysis of stakeholder views gathered through qualitative methods.
Q1.2. To what extent do linkages between TPD, Girls' clubs, and Distance Learning activities and intended results at outcome and intermediate outcome level remain valid?	
Effectiveness: What worked (and did not work) to increase the learning and transition of marginalised girls?	
Q2.1. How is STAR-G addressing the needs of marginalized sub-groups of girls?	Secondary analysis and assessment of project-generated data and project reporting. Thematic analysis of stakeholder views gathered through qualitative methods.
Q 2.2. How effective have project interventions been in addressing key barriers to education, before and during Covid-19?	
Learning: What lessons can be learnt from the implementation of activities before and during the state of emergency?	
Q3.1. What can we learn about implementing elements of TPD and the ability to address barriers to	

girls' education (related to being in school) before and after the COVID-19 outbreak?	Review of programme documents and progress reports. Thematic analysis of stakeholder views gathered through qualitative methods.
Q3.2. What can we learn about implementing elements of DL and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?	
Q3.3. What can we learn about implementing elements of GC and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?	
Sustainability: How sustainable are STAR-G's activities and was the project successful in leveraging additional interest and investment?	
Q4.1. How sustainable are STAR-G activities? What interventions have the highest potential and likelihood of continuation and scale up after the project ends?	Review of programme documents and progress reports. Thematic analysis of stakeholder views gathered through qualitative methods.
Q4.2. Which areas require more attention from the project to increase prospects of sustainability at intermediate outcomes and outcomes level, particularly around TPD, Girls' clubs and distance learning?	

These sets of analysis will rely more heavily on project-generated and secondary sources than the previous evaluation phase, with additional insights drawn from qualitative primary data gathered remotely and in-person with programme stakeholders. In order to ensure we can include voices of girls as part of the study, while recognising movement restrictions and time and budget limitations, we will also conduct a 'community case study'. This study will be carried out in Gaza province only, due to the proximity to Maputo.

In line with the GEC's Minimum Standards, wherever possible, we will collect and analyse gender, age and disability disaggregated data at each evaluation point. However, it should be noted that our ability to provide meaningful analysis of existing data against relevant subgroups is reliant on receiving appropriately disaggregated data from STAR-G. Data collection from the relevant subgroups in the mid-point analysis would also be dependent on the extent to which we can purposely sample these individuals based on the information provided by STAR-G.

Table 4 outlines the main data collection methods NFER is proposing for each evaluation point.

Table 4: Data collection Methods

Data Collection Method	Stakeholders	Proposed sample size
Remote KIIs	School Council Members, inc. head teachers and DL directors	6
	Teachers / DL facilitators	9
	Government officials	5
	Programme staff	8-10
In-Person KIIs (Gaza only)	Girl club members	9
	Parents / Caregivers	9

This methodology section proceeds as follows:

- Section 4.2 sets out how we will respond to the evaluation questions, and the recommended sets of analysis to address each question. This section summarises our approaches to reporting against **intermediate outcomes where feasible** and notes how all our analysis will be tightly centred on STAR-G's Theory of Change (ToC).
- Section 4.3 describes our methodological approach, outlining the proposed secondary and primary data collection methods and sampling.
- Section 4.4 describes our approach to being gender and disability sensitive, as well as child-friendly.

4.2 Addressing the research questions

This section outlines our proposal for addressing the four main evaluation question areas outlined in the Terms of Reference (ToR), which covers: Relevance, Effectiveness, Learning, and Sustainability. Due to the limitations of assessing impact in the current context, and the limited MEL data available to respond at this level, it was agreed to remove the 'impact' and 'Value for Money question from the mid-point analysis. Effectiveness questions were also adapted.

Our approach to responding to the questions remains tightly centred on SCI's underlying Theory of Change. We will build on the findings from the baseline evaluation to assess if and how the programme inputs led to outputs, intermediate outcomes, and outcomes and impacts, and the extent to which TOC assumptions hold true in the current context.

4.2.1 Relevance

Relevance questions explore whether the project is soundly designed and relevant to the targeted beneficiaries.

We will respond to two key sub-questions during the mid-point analysis:

- To what extent is the project's theory of change still valid in relation to the current context?

- To what extent do linkages between TPD, Girls' clubs, and Distance Learning activities and intended results at outcome and intermediate outcome level remain valid?

In responding to the above questions, we will consider the evidence that exists to indicate that the project was effectively designed to address identified characteristics and barriers which can lead to educational marginalisation. During the baseline we conducted an extensive **barrier analysis** in order to understand the relative importance of various barriers, and to correlate components of programming to perceived changes in the relative prominence of barriers. This data was gathered through household surveys and qualitative work undertaken with key stakeholders such as parents, and government officials.

At the mid-point, we will further explore how these barriers were incorporated into the redesigned ToC, the rationale and logic behind activities aimed at addressing those barriers, and evidence (if any) of changes to known barriers and contextual assumptions, particularly in light of the environmental factors set out in Section 2 and changes to the TOC set out in Section 3. This will be lighter touch review than baseline, building on existing evidence and identifying any signs of change overtime.

To explore the linkages between programme activities and intermediate outcomes, we will specifically examine TPD, Distance Learning and Girls Clubs to explore emerging evidence of the link between activities and the intended project results at intermediate outcome level, both before and during COVID-19. This will be explored through a desk review of project reporting and redesign documents, to assess the extent programme activities remain relevant, and further explored through remote interviews with key stakeholders.

As per the design set out at baseline, we will continue to interrogate 'how' SCI implemented and managed the STAR-G programme by exploring project processes. This considers how the programme effectively designed and implemented the intended activities of the project, and adapted to changes in context. While it is not possible to assess project impact using this approach, it can generate valueable and tangible lessons and recommendation for the future. The underlying data for this analysis will be gathered through interviews with programme staff and project documents, and will be linked with the views of key stakeholders and beneficiaries such as teachers and girls where feasible.

4.2.2 Effectiveness

Effectiveness questions explore what worked (and did not work) to increase the learning and transition of marginalised girls as defined by the project

In order to explore the effectiveness of the programme at the mid-point, we will address the following sub-questions:

- How is STAR-G addressing the needs of marginalised sub-groups of girls?
- How effective have project interventions been in addressing key barriers to education, before and during Covid-19?

While the relevance questions consider the extent to which the project design targets marginalised sub-groups of girls, the first effectiveness question will explore the evidence that the programme is *delivering* activities which target marginalised sub-groups of girls, and whether there is any

emerging evidence that girls' needs are being met by the project. This will be explored by a desk review of monitoring data, project documents, and interviews with key stakeholders. As it will not be possible to deliver a representative sample at midline, and due to insufficient MEL data disaggregated by sub-groups, it will not be possible to provide a robust estimation of reach at the mid-point. Instead the mid-point analysis will aim to gather information about project delivery and stakeholder perceptions to understand how needs and barriers faced by girls are understood and addressed by the project, both before and during COVID-19. It should be noted that the limitations in terms of the availability of existing disaggregated data and the scope of our data collection, mean that we cannot provide details about the profiles of the different groups of beneficiary girls and the distinct barriers that each groups face. However, the mid-point analysis will aim to explore, on a general level, how the project identifies, understands, and addresses the needs of, and barriers facing, beneficiary girls.

The second effectiveness question engages with the STAR-G intermediate outcomes (IOs), using the TOC as the basis of analysis. It aims to explore the emerging evidence that the project is progressing towards achieving outcome indicators through the TPD, distance learning, and girls' club activities, and how this is affected by COVID-19. While the mid-point analysis will aim to provide insights to indicate progress against Outcome Indicator targets, in some cases it will be necessary to use proxy indicators where data to inform the original indicators is not available. Due to the limited timescale and scope of the research, we will not be able to explore each IO in detail, however, we expect to explore three of the intermediate outcomes through deep-dive reviews of the following components:

- We will explore progress in **improved attendance in schools (IO 1)** through the review of activities relating to **Distance Learning approaches**.
- We will explore progress in **improved teaching practices (IO 2)**, through the review of activities relating to **Teacher Professional Development activities**.
- We explore progress in **improved self-esteem among girls (IO 3)** through the review of **Girls Club activities.**

Table 5 below summarises the logframe indicators we aim to report against, with suggested proxy measures where reporting against the current logframe indicator is not possible.

Table 5: Outcomes and Intermediate Outcomes we aim to explore

Intermediate outcome	Logframe indicator	Suggested proxy measures	Data collection method
Intermediate outcome 1: Attendance	% improvement in marginalised girls' attendance rate in intervention schools	Average attendance rates for a sample of schools in Tete, Manica and Gaza	Project provided attendance monitoring data from a sample of schools.

	(primary and secondary)[8]		Attendence monitoring summary report.
	Average attendance rate of marginalised girls in DL centres/satellites and CBE	Number of girls enrolled in DL centres/satellites	Project provided DL registries and Project progress reporting Triangulation with remote KIIs with DL facilitators, School managers. In-person KIIs with girls and caregivers
	Students' views on the main barriers that may prevent girls' ability to attend school regularly	Stakeholder views on the main barriers that may prevent girls' ability to attend school regularly	Remote KIIs with DL facilitators, School managers, and caregivers In person KIIs with girls and caregivers
Intermediate outcome 2: Teaching practices	Proportion of teachers trained who demonstrate improvement against four or more competencies in the STAR-G competency framework[9]	Average number of competencies improved at the end of the training cycle per province.	Project data and reporting on teacher training and competencies Remote KIIs with teachers, programme staff, and government officials.
	Girls' perception towards their teacher's teaching methods and ability.	Stakeholder views of teacher's teaching quality and ability	Remote KIIs with school managers, government officials, and programme staff In person KIIs with girls

[8] Disaggregated by age, geography, disability, and sub-groups
[9] Relating to literacy, numeracy and general teaching competencies. New competencies covered annually, hence targets are not cumulative. General competencies focusing on learner-focused, gender-sensitive and inclusive teaching pedagogies

	Proportion of primary and secondary school teachers who comply with the teachers' code of conduct.	Awareness of, and reported compliance with, the teachers code of conduct	Remote KIIs with teachers, school managers, and government officials
Intermediate outcome 3: Self-esteem	% of girls demonstrating high self-esteem and awareness of their rights	Stakeholder perceptions around girls self-esteem and awareness of their rights	Remote KIIs with teachers In person KIIs with girls
	Change in girls' ability to take action in their schools to influence decision-making	Examples of girls' ability to take action in their schools to influence decision-making	In person KIIs with girls and caregivers Remote KIIs with School Council Members / School Managers / Teachers

4.2.3 Learning

Learning: What lessons can be learnt from the implementation of activities so far, both before and during the state of emergency?

As part of the mid-point analysis, an additional set of questions responding to the 'learning' aims of the programme were included within the TOR by SCI. These questions aim to capture lessons around the conditions under which project activities are more, or less, effective and why.

The TOR question in this area focuses on the Distance Learning component. We have proposed expanding this question to also consider the TPD and Girls Club approaches, although in less detail. In light of this, we have suggested the related evaluation question is refined as follows:

- What can we learn about implementing elements of **TPD** and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?
- What can we learn about implementing elements of **Distance Learning** and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?
- What can we learn about implementing elements of **Girls Clubs** and the ability to address barriers to girls' education (related to being in school) before and after the COVID-19 outbreak?

These questions will explore which elements of the three approaches were most effective before and during COVID-19, their delivery and the conditions which impact on their effectiveness, and the challenges and opportunities associated with conducting these approaches in the context of

the state of emergency. Within the limitations of the current analysis, the findings will offer learning highlights on what worked and did not work, across the different inputs. We have suggested the TOR question "To what extent has the project distance learning approach been able to address barriers that render girls out of school before COVID?" is incorporated under 'effectiveness'.

The Learning question will be explored by compiling examples from project reporting and documentation, and by exploring the experience of key stakeholders through remote KIIs with a range of stakeholders, including: programme staff, teachers, government officials, and in-person KIIs with girls and caregivers.

4.2.4 Sustainability

Questions around sustainability aim to address the long-term viability of activities funded by the GEC, and whether the project was successful in leveraging additional interest and investment?

We explore two key sub-questions around sustainability:

- How sustainable are the STAR-G activities? What interventions have the highest potential and likelihood of continuation after the project ends, and for scale-up?
- Which areas require more attention from the project to increase prospects of sustainability at intermediate outcomes and outcomes level, particularly around TPD, Girls' clubs and distance learning?

We will primarily engage with questions around sustainability in relation to the components of TPD, Distance Learning and Girls' Clubs in addressing questions of sustainability.

The first question considers whether the right systems, structures and resources are in place (or will be in place) to ensure that activities continue to run beyond the life of STAR-G. We will explore the existence of, and progress in the delivery of, sustainability strategies and plans to secure the necessary structures, systems and resources to sustain project activities. We will further explore the existence of evidence that relevant stakeholders value and demonstrate willingness to sustain project activities, and whether there is evidence that the results of project components are likely to be sustainable.

To answer these questions, we will firstly review project documents and sources to understand the strategies that are in place to increase the likelihood of activities and results being sustained once the project ends, and will triangulate this with perceptions from stakeholders including government officials and programme staff. Where feasible, we aim to engage with the Outcome 3 sustainability indicators in our analysis, drawing on the GEC guidance for measuring sustainability.

4.3 Methodological approach

As mentioned previously, the mid-point analysis will utilise primary data and secondary data analyses for the proposed process and learning approach. This section first outlines the secondary data analysis that will be conducted during Phase 1. We then describe the primary data collection methods and sampling approach which will be utilised during Phase 2. It concludes by briefly discussing our sequencing and translation strategies.

4.3.1 Secondary data analysis

We will rely more heavily on secondary data sources and documentation during the mid-point analysis in the absence of large scale primary data collection. We have begun to collate relevant documents and project data with the support of the STAR-G team, and will utilise the following broad sources:

- Project monitoring data
- STAR-G progress reporting, workplan updates, and COVID-19 response planning
- Programme strategies, guidelines and protocols
- Evaluation reports and analysis

The first step of our research will be to conduct a thorough review of sources outlined above to map existing evidence against the evaluation questions. This process will enable the research team to interrogate and highlight evidence gaps, and assess the strength of existing evidence, which will inform the remainder of the research. As previously noted, an early review of the available data indicates that there are several gaps in evidence. With this in mind, it the FM advised a clear division between Phase 1 and Phase 2 activities, to provide an opportunity to take stock and review the research questions and approach, and to ensure the mid-point analysis approach is feasible and achieveable and offers sufficient value for money.

The secondary data analysis will map contextual factors which may have helped or hindered programme activities. As highlighted in Section 2, the programme has experienced significant events since 2017 (including a redesign, cyclones, and COVID-19) which should be accounted for in our analysis. Reviewing programme documents and progress reports will enable us to identify the extent of interruptions in activities, and the strategies used to overcome challenges. Components which have remained constant since the programme began should have a greater effect than those which have been delayed or disrupted, or which have only recently been introduced. These factors will be considered in our analysis and recommendations.

Finally, having a strong understanding of programme changes to activities will inform the extent to which we probe and follow up on key issues. This means we can prioritise the most relevant issues during the qualitative data collection activities and avoid redundancies. This is particularly crucial given the short timeframes for the research, the small sample size, and the limited length of phone interviews with school level stakeholders (see section 4.3.2 below for more details).

4.3.2 Primary data collection methods and sampling

The proposed data collection methods are summarised in the table below.

Table 7: Summary of data collection methods

Data Collection Method	Stakeholders	Proposed sample size
Remote KIIs[10]	School Council Members, inc. head teachers and DL directors	6
	Teachers / DL facilitators	9
	Government officials (e.g. MINEHD departmental staff involved in STAR-G activities)	5
	Programme staff	8-10
Optional: In-Person KIIs (Gaza only)	Girl club members	9
	Caregivers	9

Notes on sampling: Sampling strategies (described below) will combine purposive and snowball techniques. Samples for remote data collection will cover three provinces including Gaza, Manica, and Tete. In-person data collection will cover Gaza only due to time and budget constraints.

4.3.3 Qualitative approaches

Qualitative Data Analysis

We will follow the same approach to qualitative data analysis as at baseline. All qualitative analysis will employ the use of "thematic analysis", which is the most common form of analysis used in qualitative research. Thematic analysis will involve three steps in particular:

- Generating theme codes based on the evaluation criteria and questions
- Labelling transcribed qualitative data with generated thematic codes
- Analysing, compiling, and writing up analysis based on generated themes

Qualitative methods

We propose to use remote Key Informant Interviews (KIIs) with stakeholders at the system, school, and programme level. This ensures that we can limit the amount of physical interaction with stakeholders and therefore reducing risks associated with the COVID-19 pandemic. It is also a more cost effective solution which can be conducted in a shorter space of time, while still providing in-depth insights into the programme.

We will also conduct a small amount of in-person data collection with girls and their caregivers in the Gaza region with additional risk mitigation measures in place to reduce safety risks. This ensures we have an opportunity to safely capture girls voices and experiences. In-person data

[10] Where feasible we aim to achieve a good mix of male and female respondents. Given the reliance on remote interviews, it may not be possible to control the response rate, and there is a risk female respondents are less accessible, particularly at the household level,

collection is limited to one community (in Gaza) in order to avoid further increasing costs and timeframes. The limitations of this approach are outlined below.

Tables 7 and 8 below summarise the qualitative methods being used in this study, alongside the relevant sampling approach, and the key topics covered in the relevant tool[11].

Remote Key informant interviews

We are proposing a total of 34 remote KIIs at mid-point: six with school council members (including head teachers and Distance Learning Directors), eight to ten with programme staff, five with government officials, nine with teachers (including Distance Learning Facilitators), nine with heads of households / caregivers, and nine with girls. We aim to achieve a good mix of both male and female respondents at school level, however we anticipate that interviews with caregivers will be necessarily with heads of household, who are more likely to be male.

Interviews at the school level and community level will generally be conducted in case study communities identified at baseline in order to build on the qualitative analysis conducted at that time. Where we are not able to achieve the required sample within the selected community, we will randomly select teachers from comparable communities using a convenience sampling approach. All interviews will be conducted remotely over the phone.

KII topic guides will be informed by the desk review, and will all be built around the ToC related outcomes they are meant to help address. School level interviews will be developed to be approximately 30 minutes long, which is considered a reasonable amount of time for respondents to remain engaged in discussion, without becoming too burdensome. It is anticipated that programme staff and government official interviews have greater scope to be longer in length, and will designed to be approximately 60-90 minutes long. In-person interviews with girls and caregivers will be no longer than 60 minutes.

Table 7 summarises the target groups for set of KIIs, along with key topics that will be covered.

Table 7: Target groups for set of KIIs

Target group	#	Sampling approach	Indicative Topics
School council members, including head teachers and DL directors	6	Purposive techniques Mix of male and female members	Girls' engagement in school decision-making Percieved change in the quality of teaching practices Functioning and effectiveness of Distance Learning approach Functioning / effectiveness of Girls' Clubs

[11] This may be revised during the course of the tools design, taking into account findings from the desk review.

Teachers, including Distance Learning Faciliators[12]	9	Purposive techniques Mix of male and female members	Awareness, relevance and effectiveness of TPD activities and effect of quality of teaching practices Perceptions of girls' self-esteem and participation in class Relevance and effectiveness of Distance Learning approaches
Programme staff / SCI implementing partners	8-10	Purposive and snowball techniques Representative of different provinces	Relevance and sustainability Information relating to programme delivery and lessons learned
Government officials	5	Purposive and snowball techniques Representative of different provinces	Barriers and Sustainability Effectiveness and relevance of TPD, DL centers, Girls' Clubs interventions in addressing barriers

Table 8: Possible distribution of the KIIs by province

Key informant interviews					
	Total	**Maputo/Central**	**Gaza**	**Manica**	**Tete**
School council members, including head teachers and DL directors	6	-	2	2	2
Teachers / DL facilitators	9	-	3	3	3
Programme staff	8-10	2-3	2-3	2-3	2-3
Government officials	5	2	1	1	1

[12] Teachers will be selected from a list (provided by STAR-G) of teachers who have participated in TPD activities

4.3.4 Case Study in Gaza

The remote phone interview approach proposed above is not well suited to conducting interviews with girl beneficiaries for several reasons. For example, girls' may not have ownership and control over their own telephones, making it difficult to reach them in this way. A lack of confidence or limited Portuguese language skills may make it difficult to collect meaningful opinions from girls over the phone. The researchers have little to no control over the environment of a telephone interview, meaning that we cannot ensure girls are sufficiently safe and that they are in a private environment where they cannot be overheard. We therefore concluded that any benefits of collecting girls' views in this way are outweighed by the potential risks of causing harm.

However, as the main beneficiaries of the programme, it is essential to ensure the voices and experiences of girls are collected as part of the analysis. We have therefore proposed a small number of in-person interviews with girls and their caregivers. This small scale data collection enables us to carefully manage the COVID-19 risks associated with travel or large-group meetings, while also keeping within the tight timeline and budget ceiling.

In-person KIIs will be conducted with nine girls club members and nine parents/ guardians, which will be delivered in an appropriately socially distanced manner, and with clear risk management processes in place to ensure the safety of research participants.

Marginalised and vulnerable sub-groups

The STAR-G team has flagged a preference that the research team attempt to collect the views of certain marginalised and vulnerable sub-groups. We will therefore aim to purposively select a small sample of girls to ensure there are participants who represent the target group of the most vulnerable girls, in particular, girls with reported disabilities, and girls who are married or have a child under the age of 18. If this option is to be considered, we will require support from the STAR-G team to identify this sample.

4.3.5 Sequencing of research activities

The removal of quantitative approaches, and the limited time available, implies that formal sequencing will not be possible during the mid-point analysis. However, we will conduct the research in two phases, in which an initial analysis of existing data is conducted in order to highlight critical gaps in evidence, and inform the design of the final data collection tools.

Ideally, interviews with programme staff will be conducted early on and ahead of community and school level interviews, to ensure that the research team can benefit from any insights generated about the programme which have not been captured during the desk review.

Finally, community and school level data collection will be conducted last. This not only ensures that we have tailored our approach according to any new information gleaned through document reviews and programme staff interviews, but also ensure there is sufficient time to prepare for data collection activities with our local partner, Forcier (described in Section 5 below).

4.3.6 Translation

The approach to translating tools will match that of baseline. Tools will be signed off in English by STAR-G and the GEC FM prior to implementation. NFER will employ the use of our sub-contractor, Forcier (see next section), to translate tools into Portuguese. While tools will not be translated into other dialects, fieldwork supervisors and enumerators will be proficient in these languages and thus will be able to provide spontaneous translations for respondents if needed.

A check and balance will be used for translation. One Forcier translator will translate all tools into Portuguese. A separate Forcier translator will back-translate the translated survey back into English in order to reconcile the two. Each translator will be separated for the duration of the translation activity and overseen at all times by the senior staff to ensure that translation integrity is maintained. After the back translation, Forcier will reconcile discrepancies to produce a final translation. NFER will conduct random checks on translated materials to ensure they are of adequate quality.

4.4 Methodological limitations

The approach proposed for the midpoint analysis addresses specific research questions which are most relevant to the project at this particular point in time, but has also several limitations and risks challenging the robustness and strength of the evidence supporting its findings. The midpoint analysis approach is shaped by the limitations posed by the context of the pandemic and its disruption on learning. As a result, the analysis differs in scope from the typical midline evaluation and is not necessarily comparable with the baseline or intended endline evaluation. Below is a summary of the anticipated limitations and challenges related to the methodology approach, research and analysis.

Design limitations:

- **Attribution**: We are unable to conduct a quasi-experimental evaluation (comparing treatment and control groups), as per the original design of the project evaluation, and the baseline. This means that attributing impact to the project is not possible in statistical terms. Instead, our design aims to explore project processes and implementation to understand what happened, and what lessons can be learned in order to improve future implementation at the output level.
- **Representativeness**: We are unable to provide a powered sample of intervention versus treatment for both qualitative and quantitative research. This means that findings from the research will not be representative, and cannot be generalised. Rather, findings will be indicative of the situation, and will provide process level conclusions and lessons, particularly at the output level.
- **Quantitative data**: We are unable to conduct meaningful quantitative research (for a representative sample). Quantitative data usually gives a clear picture of ‘what has happened’, and the qualitative complements the quantitative by addressing the ‘why’ and ‘how’. Not being able to carry out quantitative survey for such a project limits our ability to assess its effect. For this project, we are therefore not able to collect learning or transition data, which are the planned outcomes of the project.

Secondary data limitations:

- **Project learning, transition and attendance data is limited**: since MEL data has generally not been collected with the intention of responding in IO and O indicators, which would have been collected by the original midline design. We are therefore relying on data which is not comparable with baseline. We have revised the research questions to reflect this limitation where possible.
- **Project MEL data is primarily at output level**: it is not always complete, nor disaggregated, and we cannot verify its accuracy. This will also limit our ability to generate findings around the results of the project activities to the intended beneficiary groups and resources inputted.

Primary (qualitative) data collection limitations:

- **Limited number and type of stakeholders**: Due to the limited scope and budget of this research, and following COVID- related protocols and policies (including movement restrictions, social distancing and closure of schools), the ability to conduct full field research is highly limited. Therefore, we conducted a prioritisation exercise during the inception phase, which will be build upon during implementation, in which we went through all the possible data sources for each research sub-question, and identified the primary and secondary sources of data for each. After the prioritisation exercise we reconciled the final list with what is feasible and most useful (see Annex A for a more detailed mapping of data sources by evaluation question). Having a limited list of stakeholders (in number and type) means we may not be able to triangulate all sources. The strength of evidence against our findings will be highlighted throughout the final mid-point analysis report.
- **In-person data limited to one community**: The in-person data collection provides an opportunity to explore the voices and experiences of girls' themselves. However it should be noted that the limited sample it is possible to achieve within budget means we are only able to draw indicative conclusions on programme effectiveness.
- **Remote data collection**: Collecting data remotely and the reliance on telephone interviews means we will lose out on visual cues such as body language, and ice-breaker activities are less feasible, especially with stakeholders who are not used to working or conducting interviews over phone. This may generate discussions that are less personal, less in-depth and less extensive than desired. There is also higher risk of low response rates from certain stakeholders, meaning more time will be required to meet the sample size. Additionally, remote data collection also risks posing some limitations to representativesness. For instance, phone interviews exclude those who do not have access to the devices.
- **Reliance on self-reported data**: The research relies on self-reported data which has higher risk of bias. This risk is usually mitigated through a triangulation of data, but this again is limited as previously noted. Thus it is important to note that the biased inputs from interviewees can impact the validity of the evidence and findings generated from our analysis.

We will attempt to limit the negative impact of above-mentioned challenges and limitations through a number of mechanisms embedded in our approach to fieldwork and quality assurance throughout our project (see Section 5). We also include the consideration on the mitigation of some of the risks in our risk log (see Section 6).

4.5 Approach to gender, disability, and children

As outlined in our baseline report, we are committed to a gender and disability-sensitive, and child-friendly approach to our evaluation. This is particularly important in light of the impact of COVID-19, where across the world the impact of the pandemic is being shown to affect the most marginalised people in any society, including the poorest girls and women (PLAN International, 2020) and learners with disabilities (UNSDG, 2020). In our baseline report, we set out our approach to gender and disability-disaggregated quantitative data. As we are not collecting quantitative data as part of the mid-point analysis, in this report we focus on the gender, disability, and child-friendly considerations that apply to our mid-point analysis and qualitative data collection.

We will aim to investigate, to the extent possible, any differences in learning with respect to gender and disability and how these might have been exacerbated with school closures. We will do so by examining how attitudes and behaviours of teachers, families and communities either support and hinder girls' educational progress and life chances and examine attitudinal changes with regard to recent timelines. This applies in particular to our focused examination of the three key programme interventions of TPD, Girls' Clubs, and the distance learning.

Our team recognises that gender and disability are complex areas to be evaluated. As part of both remote and, if feasible, in person data collection, we will aim to ensure that the voices of girls, women and men in the programme are part of the evaluation by soliciting gender-differentiated insights. This is reflected not only as part of how we sample respondents for data collection, but in the design of our tools and in the conduct of our field staff. We will seek to support children, and in particular girls, to fully participate in data collection by:

- ensuring that tools are designed to be sensitive, participatory, and age-appropriate
- seeking to arrange interactions in a way that suits interviewees, such as choosing a time and meeting at a location when they feel most free to talk,
- prioritise marginalised girls in the sampling, including agreeing with our fieldwork team and with SCI on how we identify girls and setting sampling targets

We will train field staff on gender to ensure that the team is well equipped to handle this aspect of data collection. We describe this further in Section 5.2.

4.6 Adaptations for COVID-19

NFER has developed a series of fieldwork principles in adaptation to COVID-19 to ensure the safety of participants and researchers. Some of these principles apply more broadly in response to COVID-19, while some are applicable in the event that a fieldwork component is added to the evaluation.

Adaptations to conducting remote research and in-person data collection

- Interview questions will be adapted and simplified so that they are also suited for phone surveys and interviews.
- Participants will be called prior to data collection to introduce the phone interview process and answer any questions about participation, and if required, to be notified about the COVID-19 related protocols that we will take during fieldwork.
- The sample type and size and the duration of the data collection period will be adapted to suit the methods and the context, recognising that conducting qualitative interviews over

the phone will reduce accessibility for some groups and/or increase the time needed to reach the same number of people. If there is a higher than expected drop out in the sample approached due to COVID-19, more people will need to be approached. The in-person data collection sample will be limited to one community in Gaza to limit travel and social exposure for research staff and beneficiaries.

- There may need to be a provision to compensate research respondents for their participation such as if talk time is required for WhatsApp calls or other calls requiring the use of mobile data. This has been factored in to our budget.

Keeping researchers and respondents safe physically and mentally during fieldwork

- Both researchers and respondents will be equipped with any necessary PPE, including for instance, hand sanitiser, face masks, and gloves.
- Physical distancing will be observed at all times.
- The research team will be provided with any extra field equipment needed such as water containers and any cleaning equipment needed for overnight stays in commercial accommodation.
- Private cars/taxis will be used, rather than public transport with multiple users.

5 Fieldwork

5.1 Overview of fieldwork

This section documents the changes to our protocols for data collection, reflecting the changed circumstances of data collection from baseline to this mid-point, as well as reflecting specific learnings and challenges from the field during baseline. We present the protocols for remote data collection as well as in-person fieldwork.

Fieldwork for this project will be carried out through our subcontractor Forcier, a research firm with offices across Africa and the Middle East. Forcier led the data collection during the baseline phase of the evaluation and is therefore highly familiar with the STAR-G evaluation approach. NFER will continue to work closely with Forcier Mozambique to ensure that:

- The fieldwork approach is flexible and able to adapt to a changing situation to ensure requirements of the evaluation are met whilst being safe and considers the safety of beneficiaries, communities and staff members
- Adequate policies and procedures are in place to ensure high quality data collection occurs in all three provinces (remotely, and in person in Gaza)
- Supervisors and researchers understand and follow strict policies around child protection, fieldwork ethics, and data protection, including on added COVID-19 protocols
- Supervisors and researchers are well trained and supported, whether to collect data remotely or in the field
- Challenges in the field are identified, recorded and addressed early and escalated if necessary
- Sufficient quality assurance protocols are followed throughout the fieldwork

In addition, we highlight how Forcier and NFER will work to assure high quality data through training and in the field.

5.2 Team recruitment and training

5.2.1 Team structure and recruitment

The fieldwork implementation team at Forcier will consist of the Director of Research, Research Manager, and Qualitative Researchers. The Research Manager will be responsible for managing team logistics and for conducting all qualitative research. Qualitative researchers will be full-time Forcier employees or contractors who have worked extensively with Forcier and will cover all the main spoken languages in each province.

The Forcier fieldwork team will be supported by Forcier's Director of Research based out of USA, as well as members of the NFER team, including:

1. Jenny Price, Project Manager
2. Robert Mitchell, Research Operations Manager
3. Tom Dickinson, Research Operations Support

5.2.2 Training plan

The initial plan was to conduct training in Maputo; training will now necessarily be conducted remotely. Forcier's Research Officer in conjunction with NFER staff will train all Forcier researchers virtually (via Zoom or other conferencing software). As all selected team supervisors are full-time staff members this training will focus more on the specifics as related to the project, and less on general interviewing techniques.

This training will cover the specifics of the interview guides, the sampling procedure, respondent selection, ethical concerns and COVID-19 protocols, quality assurance mechanisms, management techniques, logistical plans, and security procedures, and other topics as requested by Forcier. The proposed topics are outlined in the Table below. The Research Manager will support researchers to ensure that training protocols and guidelines are adapted to account for cultural, geographic, and linguistic differences as required. The training will also allow time for researchers to familiarise themselves with all research tools and will include mock interviews as well as scenario role-playing to ensure the uptake of COVID-19 and Child Protection Policy procedures and guidelines.

Table 9: Research training topics

Area	Key Topics	Delivery
Basics of the Research Approach and interview protocol	Introduction of the project and data collection purpose Refresher on interviewing techniques Questions and answers	NFER
Sampling	Sampling strategy for all teams	Forcier/SCI/NFER
Ethical protocols	Informed consent Child protection, gender sensitivity, disability sensitivity and COVID-19 protocols Group role play with protocols Group feedback, questions and discussion	Forcier/SCI/NFER
Mock interviewing	One-on-one role play with key informant interviews – peer review One-on-one role play with key informant interviews – supervisor review Group feedback, questions and discussion	Forcier/NFER

We will also ensure that all team members working on the evaluation are aware of their responsibility to report and respond to any safeguarding incidents or issues. There will be an escalation process in place and any incidents will be recorded and followed up with through the appropriate authorities.

While all of Forcier's researchers have been trained and certified by the US National Institutes of Health in Ethical Practices with Human Research Subjects and adhere to the ESOMAR code of conduct, in the event of in-person fieldwork, a refresher training on guidelines regarding research with children and vulnerable groups will be conducted to ensure appropriate guidelines will be followed during fieldwork. NFER recognises the importance of child protection to this project, as such, it has been integrated throughout the project design and implementation strategy. To guarantee the safety of children throughout the STAR-G evaluation, our Child Protection Policy (CPP) highlights the need to obtain informed, voluntary assent from all children, and consent from a responsible adult, before undertaking any research activities. We also recognise the importance of maintaining the anonymity and confidentiality of all research participants. Child protection will also be taken into consideration during the hiring and training of all project staff and sub-contractors and all reasonable measures will be in place to ensure all team members are not alone with a child at any time.

Furthermore, the researchers will be trained to collect data in gender and disability-sensitive way. For example, the content and skills need to set up and facilitate FGDs and KIIs, meet any targets for identifying vulnerable and marginalised respondents, recording notes in a disaggregated way, finding a safe space to sit and safeguarding in general. All researchers will receive training on identifying and being inclusive of disability. This training will aim to ensure that field researchers are able to solicit information regarding impairments in a sensitive manner, and are able to engage with any vulnerable research participants in a respectful and egalitarian way.

5.3 Research protocols

In this section, we summarise a number of key data collection (remote and field-based) protocols that will be employed by Forcier and have been agreed with NFER. These include:

- Piloting protocols
- Qualitative research procedures
- Child protection protocols
- Quality control protocols
- Data capture protocols

5.3.1 Piloting protocols

All tools will be undergo cognitive pre-testing on a small scale as part of research training. Piloting may be conducted remotely with 'friendly' participants, such as SCI staff, Forcier staff not involved in the project, or associates of NFER or Forcier staff who work in education in Mozambique. Cognitive pre-testing will be carried out with a minimum of 10 purposively selected individuals who cover a wide demographic range in terms of their ages, ethnicities, and socio-economic statuses. This pre-testing involves participants reading through (or being read) the full guides, and "thinking out loud" about the questions posed, along with the response options available. Such interviews

allow for the identification of problematic questions along with critical qualitative information about why those questions (or the array of response options) are problematic, and how they can best be re-written.

5.3.2 Qualitative research procedures

All qualitative research within communities will be conducted by Forcier's researchers. All researchers will observe health and safety guidelines, as described in the previous section. Interviews with women or girls will be conducted by female researchers. KIIs with SCI programme staff and government officials will be conducted by NFER staff. In addition, all KIIs will be conducted in Portuguese or local languages that respondents feel comfortable with. Conversations will be recorded using audio devices.

Our process for collecting consent from adults (ages 18 and above) will be as follows:

- For in-person fieldwork, written consent will be sought if the adult is literate. This will be recorded in a hard copy format. Oral consent will be sought if adult is illiterate. The consent form will be read out to the adult, and they will then be asked to put their thumb print on the form
- For remote data collection, separate recordings of consent provided (audio or video) will be sought for remote data collection; this is in lieu of a hard copy of a signed written consent form. Explanation of data collection purposes will take place in pre-interview call, while the consent recording will take place just ahead of the actual interview.

In addition to seeking consent to participate in the study, all respondents participating in the collection of qualitative data will be explicitly asked to give consent for the audio recording of their responses. It will be mandatory for the researcher to explain the purpose of making audio-recordings (a prerequisite for verbatim transcription of the qualitative data), and to explicitly obtain informed consent from all of the participants.

5.3.3 Child protection protocols

NFER's consent protocols are covered in detail in our proposed Child Protection Policy and Protocol document and in our Fieldwork Ethics Policy and Protocol document. Both these documents can be found in the Appendix of our baseline inception report. Forcier will be expected to follow NFER's policies and protocol, which may be amended to take into consideration local context. All fieldwork staff will be trained on the relevant protocols and will sign a declaration agreeing to follow the relevant code of conduct in the field.

In the event that we are able to conduct fieldwork, our consent process for children (ages 17 and below) remains unchanged from baseline data collection, and can be summarised as follows:

- Oral assent will be sought for the child and **in addition**, oral consent to speak to the child sought from a responsible adult
    - Oral assent from children will be recorded in a field of the survey form
    - Written or oral consent from a responsible adult will be recorded in a hard copy format

- A responsible adult who can provide informed consent on behalf a child includes:
    - In home setting: parent, caregiver or guardian
    - In school setting: teacher, head teacher

To safeguard children, all interviews with children will generally be conducted in a semi-public place in sight of others. Moreover, at no time will a researcher be alone with a child i.e. either a parent or another adult witness will be present. In order to be gender conscious, all girls will be given an option to speak to a female researcher if they prefer.

Finally, all of NFER's employees and consultants will undergo a DBS check and will agree to comply with NFER's policies and protocols around child protection and fieldwork ethics. In addition, all of Forcier's permanent staff have all undergone a criminal check. All Forcier field staff, permanent or contractual, will be trained on child protection and fieldwork ethics and will agree to conform to a code of practice.

5.3.4 Quality control protocol

To ensure high quality data collection, we have worked with Forcier to put multiple quality control processes in place. In the first level of quality checks, Forcier will ensure that fieldwork is of adequate quality using accompanied interviews and in-field support. In the second level, NFER will work jointly with Forcier to implement regular progress meetings, analyse interim data, and build a red flags escalation system to highlight any challenges. Together these two levels of quality assurance will result in strong fieldwork implementation.

Forcier's quality assurance procedures include:

1. Accompanied interviews

Each researcher will be accompanied by a team supervisor for one full interview, from start to finish. 10 per cent of interviews must be accompanied by a team supervisor overall.

2. In-field support

During data collection, supervisors and the full team of researchers will meet regularly (intervals yet to be determined) in virtual debriefing sessions. These sessions will serve as the forum to provide feedback to field teams on data quality and identify the need for any amendments to the data or sampling plans and follow-up with respondents. In addition, any ad-hoc training needed will also be provided in these sessions through supervisors or the Research Officer.

NFER's and Forcier's joint quality assurance procedures include:

1) Regular updates/debriefs

   Part of our quality assurance procedure is to work with Forcier on a regular basis to understand fieldwork progress. This update meeting with serve as the forum to discuss any issues, highlight any problems, and agree on any mitigation strategies and remedial actions. The decision of the intervals for these updates will reflect the agreed time frames for fieldwork.

2) Interim data analysis

Forcier will formally share data with NFER twice during the course of data collection, with the first sharing occurring around midpoint of the data collection process and the second on completion of fieldwork activities. NFER will analyse the interim data to highlight any outliers and unusual trends that may need to be addressed.

3) Red flag system

As with baseline, Forcier and NFER will work jointly to identify the critical red-flag issues that require immediate response when uncovered in fieldwork. Field staff will be trained on these issues, as well as on the procedures for raising those through the appropriate reporting channels. At baseline, we developed a red-flag reporting mechanism together that allows for the immediate reporting of red-flag issues. This mechanism entails an immediate high priority email to the NFER point of contact upon discover of the issue, and the submission of a one-page incident brief delivered the same day (separate from the weekly project updates).

5.3.5 Data entry and handover protocols

As mentioned above, all interviews will be audio recorded in order to facilitate transcription. Forcier will produce transcripts of audio recordings in verbatim in Portuguese then provided English translations organised in a format set by NFER. The following quality assurance procedures will be followed for qualitative data entry.

1. Review and approval by Foricer Research Director of the transcription and translation of the first KII for each team before further transcriptions are completed
2. Forcier will review of all translations to ensure completeness before sharing with NFER
3. NFER will conduct a spot check of audio recordings to ensure that they have been transcribed correctly and completely

6 Risk Management

Our approach to risk management is to consider the possible issues that may arise and to proactively monitor their status. We do this by maintaining a risk register, which classifies risks into the four categories of Red, Red-Amber, Amber, and Green on the basis of their likelihood and their impact.

A risk register is included in the Table 10. It includes 16 potential risks, with the majority of them related to data collection. Of the potential risks none are currently rated Red, although 2 do fall under the Red-Amber category. Our plan is to review these 5 risks with our sub-contractor Forcier on a weekly basis so that we can provide SCI with early alerts, and can work together to identify additional mitigations if needed.

The first risk identified relates to the current and ongoing COVID-19 situation within Mozambique. During the Inception phase and throughout implementation this will be monitored daily by the teams at NFER and Forcier. We will respond and take appropriate action to any outbreaks across Mozambique.

We propose to update and circulate this risk register, along with a short summary of key progress and challenges on a weekly basis to SCI given the short turnaround time of data collection. This risk register will be delivered on the first Friday of each month beginning from September 2020.

Table 10: Risk Log

		RISK DESCRIPTION		RISK ASSESSMENT				
RISK ID	**RISK AREA**	**CAUSE**	**EFFECT**	**Likelihood desc**	**Impact desc**	**RAG rating**	**EXISTING CONTROLS**	**CONTINGENCIES**
1	DATA COLLECTION	Changing situation due to COVID-19 – full national or regional lockdown	Research operations disrupted, Issues with response rates	MAY HAPPEN	MODERATE	Amber	Small sample for in-person interviews in one community, remote data collection and remote training proposed for this mid-point analysis. Monitoring of changing situation in-country and across region. Ability to adapt and adjust to the context reflected in the design	Working with Forcier and SCI to ensure that any regional/local procedures are followed
3	DATA COLLECTION	Difficulties recruiting research participants Phone numbers of research participants no longer valid	Inadequate sample size, problems with data. Issues with response rates and access to specific communities	MAY HAPPEN	SIGNIFICANT	Amber	Working with Forcier who were involved at Baseline to ensure database of phone numbers and research participants is accurate. Learning from STAR-G experience of data collection during COVID pandemic	Working with local partners and with the STAR-G team to identify participants.

		RISK DESCRIPTION		RISK ASSESSMENT				
RISK ID	**RISK AREA**	**CAUSE**	**EFFECT**	**Likelihood desc**	**Impact desc**	**RAG rating**	**EXISTING CONTROLS**	**CONTINGENCIES**
4	DATA COLLECTION	Inadequate sample of poor, disadvantaged, marginalised girls	Inability to draw conclusions on the particularly vulnerable groups, failure to focus on key populations of interest.	MAY HAPPEN	SIGNIFICANT	Red amber	Working with Forcier and SCI to maximise the likelihood of targeting vulnerable communities.	Monitoring incoming data. Requesting information from SCI to contact particularly vulnerable communities, if necessary.
8	DATA COLLECTION	Research instruments and/or data collection distresses research participants	Undue harm and distress. Participants drop out of the study. Data collection hampered.	UNLIKELY	VERY SEVERE	Amber	Enumerator training. NFER child protection and field ethics protocols. Instrument design and piloting. Participants given appropriate information about the study and consent procedures in place.	Retraining, redesign, oversampling, relationship management.
9	DATA COLLECTION	Interviews are not adequately conducted by enumerators	Invalid data. Offending research participants. Damaging relationships.	UNLIKELY	SEVERE	Amber	Good instrument design. Effective enumerator training with participation from Forcier, Save and NFER. Real-time feedback and monitoring mechanisms of enumerators. Additional layers of quality assurance	Re-training. Re-contact with respondents to correct data problems

		RISK DESCRIPTION		RISK ASSESSMENT				
RISK ID	**RISK AREA**	**CAUSE**	**EFFECT**	**Likelihood desc**	**Impact desc**	**RAG rating**	**EXISTING CONTROLS**	**CONTINGENCIES**
13	GENERAL PROJECT	Slippage in project timetable/deadlines.	Non-compliance with terms of contract. Delay in final report	LIKELY	SIGNIFICANT	Amber	Internal project management processes. Existing QA systems.	Renegotiate deadlines. Bring on additional (temporary) staff.
14	GENERAL PROJECT	Changes to the programme before/during or after baseline and / or midline.	Research design compromised.	MAY HAPPEN	SEVERE	Red amber	Advance communication to all if project delays occur	Renegotiate deadlines. Manage staff availability. Renegotiate budget if necessary.
15	GENERAL PROJECT	Change in circumstances in Mozambique (political, social or environmental)	Data collection is disrupted or delayed if the change affects local staff. Safety of staff prioritised	MAY HAPPEN	MODERATE	Amber	Remote data collection in place. Closely monitor local conditions and highlight any potential areas of concern.	Re-schedule data collection or update the sample to avoid affected areas if possible
16	INFORMATION SECURITY	Confidential material is unaccounted for at some stage in the project.	Legal repercussions. Harm to research participants. Damage to reputation.	UNLIKELY	VERY SEVERE	Amber	Data protection protocols training for all members of the research team.	Investigate causes of the data breach and modify protocols

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