Project Evaluation Report

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Evaluator:	Limestone Analytics
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Notes:

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Midline Evaluation of IGATE-T

External Evaluator Report

Prepared by: Limestone Analytics
Date: April 17, 2020

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Cover Sheet

Project name	Improving Gender Attitudes, Transition, and Education (IGATE-T)
External Evaluator	Limestone Analytics, Inc.
Report Authors	Christopher Cotton, Ardyn Nordstrom, Shannon Davis
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Limestone Analytics

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IGATE-T midline acronyms list

Acronym	Meaning
BL	Baseline
CAMFED	Campaign for female education
CBE	Community based education
CG	Control group
CPC	Child protection committee
DiD	Difference in difference
DFID	Department for International Development
DSI	District school inspector
EE	External evaluator
EGMA	Early grade mathematics assessment
EGRA	Early grade reading assessment
EL	Endline
EO	Evaluation officer
F1	Form 1 (level of secondary school)
F2	Form 2 (level of secondary school)
FM	Fund manager
FGD	Focus group discussions
GEC	Girls' education challenge
GEC-T	Girls' education challenge - transition
GESI	Gender equality and social inclusion
HH	Household
HoH	Head of household
IGATE	Improving Gender Attitudes, Transition, and Education Outcomes
IDI	In-depth interview
KII	Key informant interview
MEL	Monitoring, evaluation, and learning
ML	Midline
MoPSE	Ministry of Primary and Secondary Education
OOS	Out of school
PCG	Primary caregiver

PED	Provincial education director
SeGMA	Secondary grade mathematics assessment
SeGRA	Secondary grade reading assessment
SME	Small and medium enterprises
TG	Treatment group
ToC	Theory of change
TPD	Teacher professional development
UDACIZA	Union for the Development of the Apostolic Church in Zimbabwe Africa
WVUK	World Vision United Kingdom

Executive Summary

Background - The Improving Gender Attitudes, Transition, and Education (IGATE-T) program aims to increase access to education and improve the quality of education opportunities for marginalized youth in rural Zimbabwe. The project is implemented by a consortium of organizations led by World Vision and funded as part of DFID's Girls' Education Challenge (GEC). Interventions began in January 2018 and are scheduled to continue through December 2021, reaching an anticipated 41,545 girls and 38,888 boys. An external evaluation of the project, using data from both intervention locations and locations not exposed to the program, is intended to assess the logframe indicators and understand the program's impact, particularly with regard to the education outcomes of girls.

This is the midline evaluation of the project. The analysis relies on qualitative and quantitative data collected by Jimat Development Consultants, the local evaluation firm working in close collaboration with the External Evaluator. Baseline data was collected at the end of 2017, and midline data was collected between May 25 and July 8, 2019.[1]

The evidence consistently suggests that the program is succeeding in establishing a foundation of community support, teacher capacity, and basic literacy skills among youth that may enable substantial improvements in education outcomes between midline and endline. We show that the project performs well on its intermediary outcome targets, improving attitudes about girls education and the IGATE-T program, and providing training to teachers. Furthermore, we consistently find evidence that those with the lowest literacy scores at baseline experience improvements in both literacy and transition due to program participation. Despite these improvements in teaching practices and the literacy skills of the lowest performers, we do not yet observe substantial shifts in overall learning outcomes. The impact evaluation shows that the IGATE-T project has not achieved the overall learning and transition targets set by the GEC for the project, as there has been little, if any, impact on the *overall* literacy and numeracy scores and education transition rates across the treatment population. However, this may not be that surprising given the programs focus on first building foundational teaching and learning skills, and experience suggests that it can take time for such interventions to result in substantial improvement in more-advanced literacy and numeracy skills.

It is also likely that the observable impact of the program at midline has been limited by disruptions to schooling and implementation that occured between January 2019 and the beginning of data collection in May 2019. During this time, Zimbabwe experienced fuel price shocks, economic instability, a currency regime change, teacher strikes, a severe drought, a cyclone, and other changes. This instability led to most of the project's interventions being temporarily postponed or interrupted, which may temporarily reduce the measurable impact of the program at the midline data collection point.[2] Despite delays and interruptions it appears that the program has, as of the midline report date, implemented the full range of intervention components in the communities. We also find that the project's Theory of Change is still largely fit to purpose, despite these changing contextual factors and that the project's activities are still appropriate to the key barriers and characteristics identified within the sample. There are some areas where the ToC can be adapted to be more appropriate to evolving context to meet the beneficiaries' needs. This includes addressing specific barriers faced by girls who are orphaned or do not live with their parents, or girls who have long distances to travel to school or chores and may be more vulnerable to GBV. More generally there is room for the ToC to be adapted to account for the instability in the country. Specifically, the theory of change doesn't currently account for household or school resilience to instability in the region, which is clearly relevant given the current economic and environmental instability in the region.

[1] Note that additional data was collected for the out of school sample at the end of July 2019, and end of August 2019.
[2] Midline data collection was originally scheduled for January 2019, but had to be delayed due to the instability.

Impact on learning - Both quantitative and qualitative data provide evidence that the project has had a substantial impact on foundational literacy skills, decreasing the share of "non-learners" in the population and improving levels of proficiency in the areas learners struggled with most at baseline. These improvements are also reflected in the fact that some of the most-marginalized subgroups, including children with high chore burdens, learners in households with no formal education, and double orphans, all had more positive learning outcomes in literacy compared to changes in the overall sample. At the same time, however, some marginalized subgroups, including learners with disabilities, have seen decreases in their learning performance. In aggregate, the evaluation finds no evidence that the program led to an increase in *overall* literacy or numeracy learning measures by midline.

Impact on transition - The analysis shows that the program increased transition rates by an estimated 0.54 percentage points (0.54 pp). This impact is not statistically significant and falls below the midline target of 8pp. In section 4.4 of this report, we reiterate concerns that we have previously expressed regarding the appropriateness and feasibility of the target when starting with baseline transition rates already above 90%.

The largest improvements in transition occur among students who had the lowest literacy scores at baseline, suggesting again that the program has been particularly successful at engaging those who were struggling the most academically. Girls who don't speak the language of instruction, those with high chore burdens, and those who come from households that cannot afford their basic needs all experienced positive changes in transition compared to their control group counterparts. This emphasizes the importance of these barriers within this context.

Sustainability - The overall sustainability score increased from 1.8 to 3 out of 4 between baseline and midline, achieving the performance target on this dimension. There is compelling evidence that the program is successfully building a foundation of basic literacy, positive teaching practices and community support to sustain impact beyond the end of the program. At the system level, education officials are supportive of the types of activities that are part of the IGATE-T program. At the school level, many teachers received training on teaching methods and demonstrated how to incorporate them into their classrooms. Teachers also demonstrate increased collaboration with their colleagues. At the community level, households report value from girls education and have committed more resources towards fees, and Child Protection Committees (CPCs) are active in most communities.

Gender Equity and Social Inclusion (GESI) - The midline evaluation also considered GESI minimum standards in the analysis. The program clearly addresses gender considerations in their data, indicators, and program design. The program effectively addresses cultural norms and attitudes that create gender barriers to education and has produced positive impacts on the poorest performing learners. In reducing gender barriers, the program works to address traditional attitudes about gender norms and gender based violence (GBV). The program's efforts to engage CPCs and religious leaders have been cited in both qualitative and quantitative data as being very beneficial for improving attitudes to girls' education. In particular, caregivers express more willingness to divide chores equitably between male and female children to allow girls increased study time, and view girls education as a beneficial area of investment for the future of their communities. Additionally, CPCs are actively addressing reported issues of GBV in most communities and girls facing pregnancy or marriage are gradually receiving more support from schools, community leaders, and caregivers.

Intermediate outcomes - The project achieved or nearly achieved most of its intermediate outcome targets. At midline, 48% of teachers demonstrated the skills required to support learning, only 2pp short of the midline target. Student reports and qualitative data both suggest that teacher practices have improved. However, we also observed increased reports by students of physical punishment in treatment schools, although this may reflect increased awareness of the issue among students rather than a change in teacher behavior in treatment

areas. Attendance did not significantly change since baseline, with 16% of learners missing 3 or more of the last 20 school days (versus a target of 10%).

Although targets for improvements in the overall Youth Leadership Index scores were not achieved, girls who did participate in any of the program's leadership clubs saw significant improvements in their leadership scores. Community members and teachers also report that students demonstrate improved leadership qualities. In other measures of life skills, both qualitative and quantitative evidence shows that girls feel slightly more empowered and confident in making decisions about their education. However, most girls report feeling that they do not have the authority or capacity to make these kinds of choices.

In terms of reported attitudes, significant improvements have been made since baseline across all indicators. More households now contribute to school fees, for example. These gains have been larger in primary school girls though the overall rate of households contributing to fees is higher for secondary school girls, which is an encouraging sign. Across all districts, religious leaders and traditional leaders are also reporting strong support for girls' education. They generally report condemning early marriages and supporting girls who do become pregnant.

In an analysis of the intermediate and primary outcomes, we do not find quantitative evidence that the intermediate outcomes are significantly predictive of learning or transition. However, this may be due to the fact these channels take time to lead to impact and that there were implementation delays immediately before the midline evaluation. Indeed, qualitative evidence indicates that household and community support is highly important to girls' learning and transition.

Conclusions and recommendations – The evaluation finds consistent evidence that the program successfully improved intermediate outcome measures, and improved the foundational skills of the youth with the lowest baseline literacy performance. However, the program has not yet resulted in significant improvements in the overall learning and transition outcomes of beneficiaries. The evaluation suggests that the program may have successfully established a foundation on which future gains in learning and transition may be built between midline and endline. With this foundation, it is likely that the program will lead to a larger impact between midline and endline than it has up until midline.

At the same time that the lowest-performing learners have seen improvements in literacy skills and transition rates, we also observed some evidence that certain subgroups, including girls with disabilities, may be performing worse under the program groups on some dimensions. Furthermore, we observe some evidence that the students with the highest literacy scores at baseline may also perform worse under the program, in terms of both learning outcomes and transition rates. One possibility is that these groups lost some support and engagement at school, if teachers shifted attention and classroom activities to focus on improving basic literacy skills. Based on these insights, it is recommended that the program review its teacher training materials to make sure that it continues to emphasize the need to provide support to other at-risk groups of students, and that it consider expanding the role of the CPCs to provide support for additional marginalized subgroups such as orphans and youth with disabilities.

1. Background to project

The Department for International Development (DFID) UK implemented the Girls' Education Challenge (GEC) to provide £300 million from 2012 to 2017 to improve the quality of and access to education opportunities for marginalized girls across 37 projects in 18 countries. Funding was extended in 2016 (as GEC T) to continue support for marginalized populations targeted by the GEC initiative, and to help the projects transition into sustainable programs.

The Improving Gender Attitudes, Transition and Education Outcomes (IGATE-T) project builds on the original GEC IGATE project that was implemented in rural Zimbabwe. It intends to improve opportunities for 81,576 boys and girls by increasing education quality, family and community support for girls' education, and attitudes towards education. The program is active in primary and secondary schools, and within communities. It hopes to increase learning in literacy, numeracy and financial literacy, attendance, and progression, including the likelihood that girls successfully transition from primary to secondary school. The program will also provide community-based life-skills and financial-literacy training to girls who have dropped out of school, in the hopes of improving their access to opportunities.

The three primary project outcomes identified by the GEC and IGATE-T for assessment include:

- **Learning:** the improvement in literacy and numeracy performance of in-school primary and secondary school girls. For OOS girls, the program will additionally target improvements in financial literacy.
- **Transition:** an increase in likelihood that girls in primary and secondary school stay in school, progressing from one grade to the next or to transition from being out of school into community based education or back into school. Of particular interest is the likelihood of marginalized girls successfully transitioning from primary to secondary school.
- **Sustainability:** the expectation that the gains made through the IGATE and IGATE-T programs are sustainable following the end of the project, due to fundamental shifts in social norms, practices, behaviors or attitudes in the project communities, and through the continued efforts and increased capacity of local stakeholders, and the Ministry of Primary and Secondary Education (MoPSE).

1.1 Project theory of change and beneficiaries

There are many potential barriers to girls' education in Zimbabwe. Family and community attitudes typically prioritize male education over female education. Lack of individual ambition, self-confidence and agency, or adherence to parental pressure or social norms

may prevent girls from prioritizing their own education or staying in school. Expectations involving household and school chores tend to put greater burden on females than their male siblings and classmates. Many students face long commutes from home to school, which take time away from household tasks and introduce safety concerns. Sanitary conditions at schools may also prevent girls from attending. Work opportunities, early marriage and motherhood may interfere with schooling. Teacher absenteeism and certain teaching methods may limit learning opportunities within schools. Stereotypes around gender may prohibit girls from fully participating in technical subjects in secondary school. A lack of resources may limit the ability of families to enrol their children in school.

The IGATE-T project's Theory of Change identifies the four main channels that link the barriers identified by the project and the project's intermediate and final outcomes. These can be summarized as follows:

- Whole School Development: Improving teaching quality and learning resources to improve the teaching, learning, and leadership abilities within a school. This directly improves the project's first intermediate outcome, teaching quality, which ultimately improves marginalized girls' learning.
- Community Learning Initiative: Low household income and low community engagement ultimately lead to limited access to post-primary options. Addressing these barriers through community learning initiatives can lead to improvement in literacy, numeracy, financial literacy, entrepreneurship, and life skills. This will lead to improvements in the three intermediate outcomes of attendance, life skills, and community engagement. Ultimately, this will lead to improved learning, transition, and sustainability outcomes.
- Leadership Clubs: The consequences of low household income (i.e. low investment in education), along with the consequences of traditional gender norms (i.e. low agency, low class participation) impact the self confidence, agency, and decision making abilities of marginalized girls. By addressing these barriers, girls' agency will be improved, which promotes attendance, life skills, and positive community attitudes, to ultimately improve learning, transition, and sustainability outcomes.
- Community Champions Network: By addressing the consequences of traditional gender norms and religious beliefs (e.g. gender based violence), the Theory of Change suggests that the community can become more aware of policy and increase educational investment, while also spending more time supporting and protecting marginalized youth. This will lead to improved intermediate outcome measures of community attitudes and girls' life skills, and ultimately to improvements in sustainability outcomes.

By removing the barriers faced by marginalized groups as outlined in these four channels, the project's interventions (which will be fully described in later sections) are expected to improve the behaviours and attitudes girls have towards learning and transition, encourage girls to have higher aspirations for their education and life choices, and improve the

literacy and numeracy skills of marginalized groups. As we discuss further in section 2, it seems that the theory of change is still largely relevant as expected at midline. For instance, as shown in findings later in the report we find that long walks to do chores or to get to school may increase the risk of gender based violence, which is an important feature of the Theory of Change. Further modifications to focus on specific subgroups (such as children who do not live with parents or are orphaned), and school-specific barriers such as water access and lack of seating would also be relevant changes given the midline findings.

Table 1.1: Beneficiaries' grades and ages

	Baseline	Midline
Grade	Grade 3	Grade 5
	Grade 4	Grade 6
	Grade 5	Grade 7
	Grade 6	Form 1
	Grade 7	Form 2
	Form 1	Form 3
	Form 2	Form 4
	OOS	OOS
	Baseline	**Midline**
Age	8 - 18	9 - 18

The following tables summarize the project's targeted number of beneficiaries by grade and age. The number of expected male beneficiaries has increased significantly since baseline, with over 9,000 additional boys included in the project's beneficiary totals since baseline.

Table 1.2: Beneficiaries by grade

Grade	Direct Beneficiaries				Indirect beneficiaries			
	Baseline		Midline		Baseline		Midline	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade 1		-		-	5,811	5,502	7,748	7689
Grade 2		-		-	5,541	5,211	7,249	7406
Grade 3		5,178		-	8,074	2,638	7,748	7689
Grade 4		4,831		-	7,495	2,449	7,249	7406
Grade 5		5,107		5,332	7,563	2,471	2,283	2289
Grade 6		5,020		5,512	7,363	2,406	2,379	2409
Grade 7		4,682		4,995	7,113	2,324	1,990	2594
Form 1		2,516		2,501	1,296	1,388	841	821
Form 2		2,288		2,356	1,140	1,739	866	757
Form 3		-		2,220	-	-	728	799
Form 4		-		1,964	-	-	608	709
OOS /CBE		5,670		5,670	360	959	360	959
Total	**0**	**35,292**	**0**	**30,550**	**51,756**	**27,087**	**40,049**	**41,527**

Table 1.3: Beneficiaries by age

	Girls		Boys	
Age	**Baseline**	**Midline**	**Baseline**	**Midline**
8 years	1,543	353	1,282	305
9 years	3,819	2,823	4,994	2,444
10 years	5,286	5,294	6,276	4,582
11 years	4,527	5,294	3,552	4,582
12 years	5,362	4,588	5,154	3,971
13 years	5,666	4,941	3,392	4,277
14 years	5,817	4,941	961	4,277
15 years	5,413	3,882	801	3,360
16 years	2,377	2,470	0	2,138
17 years	1,518	706	320	611
18 years	-	71	-	61
19 years	-	-	-	-
Total	**41,328**	**35,363**	**26,732**	**30,611**

Table 1.4: Beneficiaries by disability

Disability	Beneficiaries
Visual	247
Hearing	318
Mobility	565
Cognitive	882
Self-care	353
Communication	176
Any disability	**2,294**

Project implementation

The project's interventions consist of Teacher Professional Development (TPD), Community Structure Networks (CSNs), Child Protection Committees (CPCs), in-school and community

leadership clubs, and Community Based Education (CBE). The intervention start and end dates are described in Annex 2.[3]

The Teacher Professional Development modules that are part of IGATE-T's teacher training interventions were implemented promptly, beginning in February 2018 and recurring every 5-6 months after this in each district. The only exception took place in February 2019, when local instability led the project to postpone the fourth module until May 2019. This delay led to a period between September 2018 and May 2019 where teacher training did not take place, and could potentially lead to some impact being lost. This is particularly true given the experience from the original IGATE project and the IGATE-T baseline evaluation, which informed the project that these types of interventions require continuous attention in order for impact to begin to take place. Note also that these trainings took place for all primary schools right away after baseline data collection, however only 16 of the 53 secondary schools in the midline sample had been reached for training by midline data collection, which will limit the amount of impact that can be measured for secondary school students at this time. The next sprint of secondary schools began in September 2019. The following graph shows the participation in the treatment and control groups.

[3] When asked about support received from NGOs, head teachers in both control and treatment schools responded that they had received support from NGOs in the previous two years. When asked about the sources of this additional NGO support, the treatment and control group teachers reported having received additional (i.e. not IGATE-T) support from similar sources (such as UNICEF and church organizations) and in similar forms (books and furniture). UNICEF's involvement is reported to be slightly higher in treatment schools. However, the differences are not significant. Altogether, this suggests that there is no need to adjust for NGO support in control areas.

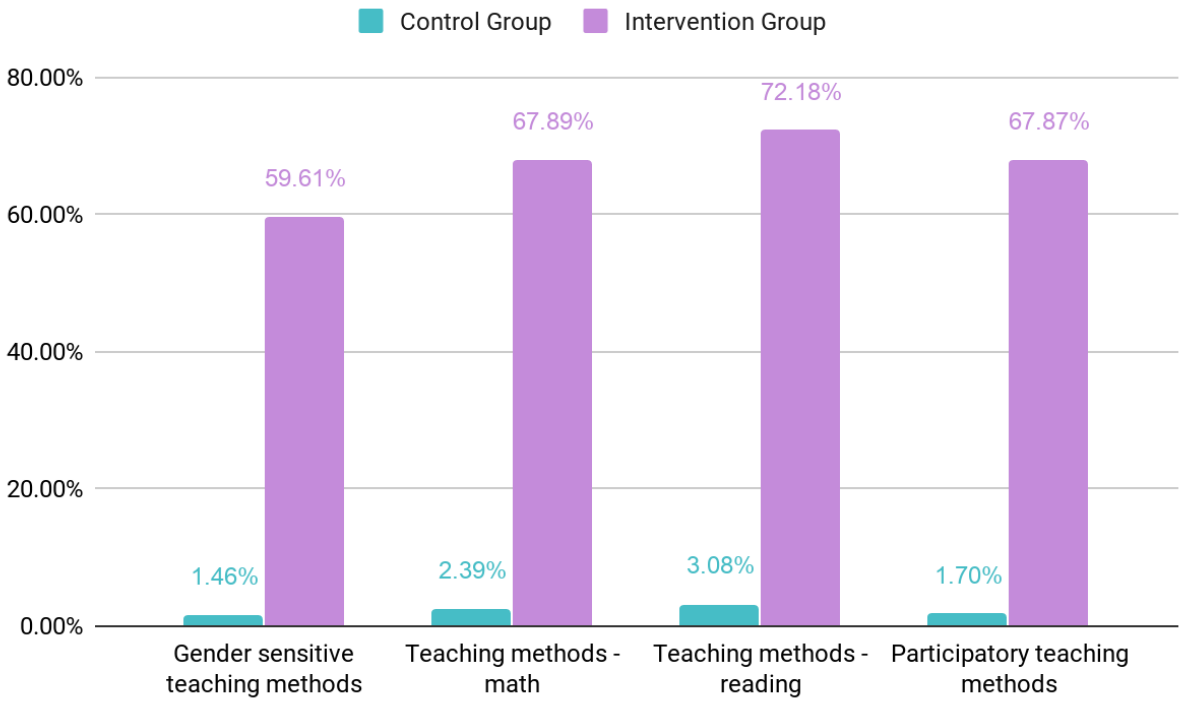

Figure 1.1: Participation in IGATE-T training

This shows that the vast majority of teachers in the intervention group have participated in IGATE-T training in the 12 months leading up to the midline data collection. A small number of control group teachers also report having participated in IGATE-T training, which may be either due to measurement error (it is possible teachers misunderstand the difference between IGATE and IGATE-T), or that some teachers from the treatment schools have moved to control schools. There is some qualitative evidence that suggests a few teachers have moved to new schools, so this is plausible. To mitigate any possible contamination from teachers who have been trained by the IGATE program, learners with teachers who report participating in IGATE trainings (a total of 62 cases) have been dropped from the evaluation sample.

Leadership clubs followed teacher training interventions. Training of club mentors began in March 2018 and was ongoing until March - June 2019, depending on the district and type of club. The tables and figure below show the take-up of leadership clubs within the midline evaluation sample. Students are participating in holiday and in-school leadership clubs, in particular, though this varies by gender and school level. Boys also report attending these clubs, and attend grade 7 camps at higher rates (even after accounting for the difference in the number of children who could attend these camps in both the boy and girl samples, which have different grade level compositions). The qualitative data has shown that the

inclusion of boys in leadership clubs has possibly been contributing to changing attitudes of boys in the communities towards girls' education.

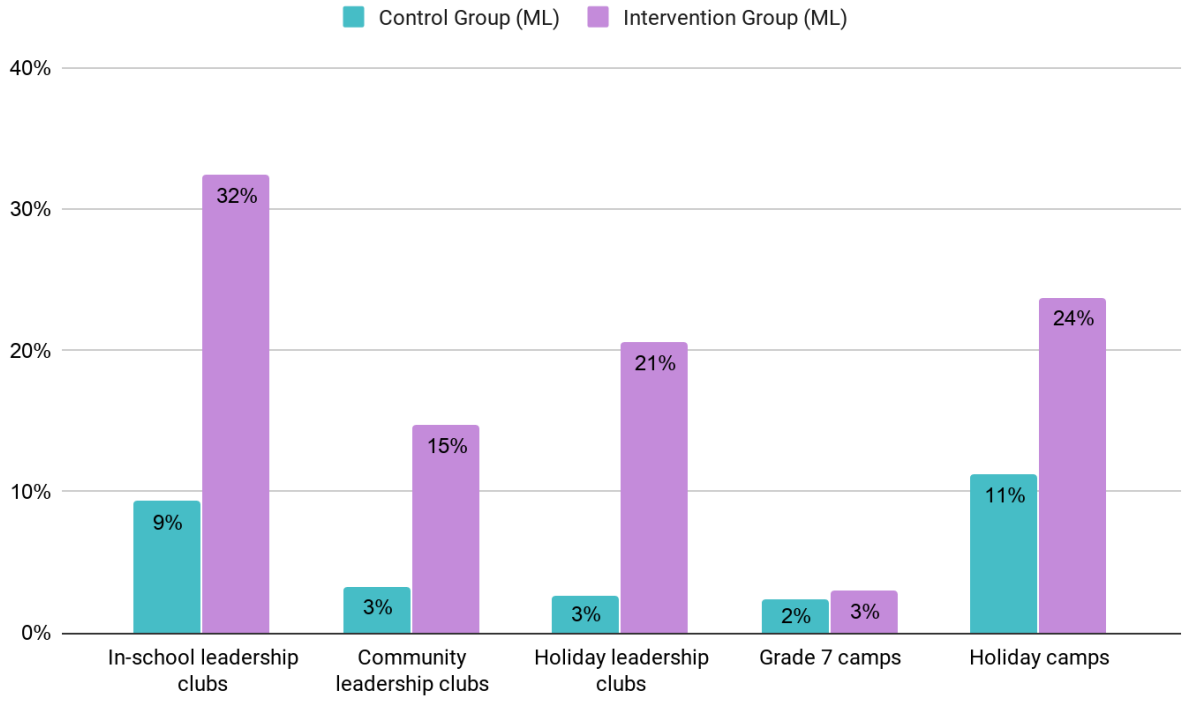

Figure 1.2: Sample participation in leadership clubs (in-school girls, reconnects)

Table 1.5: Leadership club participation in the past 12 months

Activity	Intervention Group (ML)	Control Group (ML)	Statistically Different
In-school leadership clubs	32.4%	9.5%	Yes***
Community leadership clubs	14.9%	3.3%	Yes***
Holiday leadership clubs	20.6%	2.7%	Yes***
Grade 7 camps	3.1%	2.1%	Yes*
Holiday camps	23.8%	11.4%	Yes***

Table 1.6: Leadership club participation in the past 12 months (treatment group)

Activity	Girls		Boys	
	Primary School	Secondary School	Primary School	Secondary School
In-school leadership clubs	34%	32%	29%	19%
Community leadership clubs	16%	14%	11%	4%
Holiday leadership clubs	24%	18%	19%	7%
Grade 7 camps	0%	6%	0%	26%
Holiday camps	29%	20%	26%	11%

Community based education program

The Community Based Education (CBE) program was designed to provide literacy, numeracy, and financial literacy training to OOS youth, followed by vocational training. The CBE program has strong endorsement from ministry officials and is subject to high expectations from community leaders and caregivers, however it has faced several challenges. The number of OOS girls that could be reached in both the control group and the treatment group fell far below the number of girls that were targeted to be reached in the initial period of data collection. Additional efforts in August 2019 led the total number of CBE girls surveyed to reach the target number of instruments (see the following table). However, the additional data collected from CBE girls were collected up to 7 months after the girls had been exposed to the CBE program. This, combined with the high attrition rates for the control group may lead the quantitative evaluation of the OOS girls to be limited in terms of the quantitative conclusions that can be made about this cohort.

Table 1.7: Learning assessments

Learning Category	Usable surveys	Target	% of Target	Attrition rate
In-school girls	3,033	2,749	110%	14%
In-school boys	319	321	99%	13%
OOS girls - control group	64	107	60%	61%
OOS girls - CBE	275	275	100%	Not applicable
Total	**3,691**	**3,452**	**107%**	**16%**

According to qualitative evidence from CBE participants in cohorts 2 and 3 collected at midline, in some districts, such as Chivi, CBE was implemented, but not all sessions were completed by facilitators. It has been implemented in some parts of Insiza, but the program suffers from decreasing enrolment and attendance. In Mberengwa, it has not yet been fully implemented; the first activities began in June and July, 2019.

According to many stakeholders, including community leaders, caregivers, and out of school girls, the content of CBE remains unclear. Many out of school girls and their caregivers believed that CBE would quickly bridge from teaching literacy and numeracy to vocational training. Caregivers and students appreciate the literacy skills that CBE provided and confirm that most students who attend have improved greatly in these areas. Community members often express that attending CBE classes is preferred to "sitting at home," and see it as worthwhile. However, the main attraction to CBE for many participants and community members is the anticipated vocational training. A number of CBE participants and caregivers of participants across all districts have expressed that the "theory," or literacy and numeracy teachings, have continued for too long. At the time of data collection, vocational training had not started and this delay led to many girls leaving the program to find work elsewhere.

Another common complaint was that some CBE programs mixed children from very different ability levels; some dropped out in grade 3, while others went up to form 4. All CBE participants in a location were grouped together and taught the same material, causing older or more advanced participants to become demotivated. In addition, KIIs with caregivers and in-school girls suggest that where CBE programs are being implemented, they are sometimes used as supplementary lessons to school.

Finally, because the CBE program relies on volunteer facilitators, there may be a lack of incentive for proper implementation and insufficient support for facilitators. In districts where they could be contacted, CBE facilitators report that they are criticized by their

family for working for free when they could be engaged in more productive activities. In Mberengwa, caregivers criticized CBE programs for choosing facilitators that were not qualified to teach.

1.2 Project context

There have been significant context changes within Zimbabwe in the past twelve months. It is likely that the severity of external shocks has had an impact on the program and may interfere with results evaluated as part of the GEC.

Zimbabwe has recently experienced substantial changes both politically and economically. A military takeover occurred in 2017, leading President Mugabe to resign after 37 years in power. He was succeeded by Emmerson Mnangagwa.

Cyclone Idai affected 570,000 people in March 2019, leaving tens of thousands homeless. Since this time, Zimbabwe has also been severely affected by drought, which has been characterized by the UN World Food Programme as placing millions of people into "crisis emergency mode...marching towards starvation." As a consequence, harvests have failed, leading to high food prices, and low water levels have affected the main hydro-electric dam, causing widespread power outages across the country.

Simultaneously, Zimbabwe has experienced monetary policy and currency issues, causing hyperinflation, rapidly rising prices for basic commodities and medicine, and cash shortages. In January, a government-mandated hike in fuel prices caused widespread shortages and violent protests. These events ultimately led to many of the IGATE-T interventions being halted or delayed. For instance, the cancellation of teacher trainings at this time led to delays of up to 8 to 9 months for teacher professional development interventions. This reduced exposure time may contribute to the small learning and transition impacts detected at midline. As we discuss at the end of **Section 2**, this may also motivate updates to the ToC to account for the increased instability in the country.

During the middle of the data collection period, the government also banned the use of foreign currency, which was highly disruptive give the reliance on US dollars within the economy. When asked about how households' financial situation had changed in the previous 12 months, 69% of primary caregivers reported that their household's economic situation had gotten worse, and 25% of primary caregivers reported their situation had remained the same. The following table summarizes the reasons for a change for households who had reported a change since baseline. These numbers reflect the severity of external shocks experienced during this period.

Table 1.8: Response to "What contributed to this change [in household's financial situation]?"

Household Financial Situation	Caregivers Reporting this Contributor
Change in situation	
Situation has gotten better	6%
Situation has gotten worse	69%
Situation has remained the same	25%
Reasons for changes	
Change in employment	9%
Price of fuel	4%
Currency crisis	35%
Price of food	42%
Other price increases	36%

Specifically in relation to education, the government has introduced a new curriculum, which is currently being rolled out. Teachers across the country are required to learn the curriculum and many are attending trainings for this purpose, in addition to IGATE trainings. In February 2019, approximately 80% of public sector teachers went on strike in response to the union's demand for US dollar salaries and an increase in allowances to protect them from soaring inflation and economic hardship. In the midline sample data, 19% of caregivers reported that a girl's school had been unexpectedly closed for more than 2 days in a row in the previous 6 months, with nearly all of these caregivers reporting a strike being the reason the school was closed. Finally, there have been changes in national education policy regarding the payment of school fees; previously, children would be sent home if their fees were not provided on time, but the new policy stipulates children cannot be forced to miss class for late payments.

New legislation introduced at a national level has also had major impacts on transforming gender equality status across Zimbabwe. In 2018, the Zimbabwe National Gender Forum convened and decided upon a range of resolutions to disseminate to relevant stakeholders on how to promote gender equality in the workforce across diverse economic sectors. This "50-50" resolution has been communicated through national and local media and is widely referenced at a local level. In addition, on the 20th January 2016, the Zimbabwe Constitutional Court ruled that section 22 of the Marriages Act is unconstitutional and therefore "no person, girl or boy should be married before the age of 18". This ruling is a milestone in the effort to end child marriages and is an important supporting factor for the

project's aim to reduce girls' vulnerability. Again, many stakeholders, including parents, make explicit reference to this law, as well as the legal age of consent, when asked about the appropriate age for marriage.

Finally, in 2014, the Zimbabwe High Court ruled that corporal punishment is not allowed at home or at school. This was then confirmed by the Zimbabwean Constitutional Court in 2019. This ruling has important consequences for communities and schools, which often resort to physical punishment or disciplinary action for children. Secondary students still report the frequent use of physical punishment at schools and cite it as a barrier to a conducive learning environment. Parents and caregivers also frequently mention the ruling as preventing them from exercising control over their children.

All of these contextual factors may interact to support, inhibit, or otherwise influence the project's objectives. This may be true for two reasons. The first is that this instability may be leading households to make decisions in fundamentally different ways than expected at baseline, which may make the channels in the Theory of Change slower to respond. For example, households may want to contribute more to girls' education after being exposed to the program but may be unable to do so because of economic instability or drought-induced negative livelihood shocks. The second is that these events led to implementation delays or disruptions, and this continuity in programming may dampen some of their potential impact.

This second point may be of particular importance since it meant that between 8 and 9 months went by between teacher professional development intervention sessions immediately before data collection. Due to political and economic instability in January 2019, teaching professional development interventions were halted for a full term (4 months) leading to between 8 to 9 months reduced exposure time before midline data was collected that could potentially limit the impact that could be detected at midline.

1.3 Key evaluation questions & role of midline evaluation

Ultimately, the project seeks to answer four questions:

1. Has IGATE been designed and implemented successfully, and does it provide good value for money?
2. How does GEC Funding affect the learning and transition of marginalized girls through education stages in the IGATE program?
3. What is effective in facilitating the learning and transition of marginalized girls through education stages?
4. How sustainable are the activities funded by GEC? Is IGATE successful in leveraging additional interest and investment?

These research questions are addressed through the use of primary and intermediate outcome measures described in the logframe. These measures focus on learning,

transition, and sustainability. Quantitative data has been collected using surveys and learning assessments administered to adolescents, and surveys of their teachers and key family members. Qualitative data from focus group discussions, in-depth interviews, and key informant interviews provide additional insight to answer these questions. Together, these tools have been analysed using a mixed-methods approach and will form the basis of recommendations that will be made in the midline report.

Indicator changes since baseline

In January 2019, the project and the fund manager began the process of revising the project's logframe to make the indicators more applicable to the project. This resulted in several intermediate outcomes being removed from the logframe, as well as several other intermediate outcome and sustainability indicators being reworded or changed entirely. This means that many of the sources of these indicators have also changed, which will make comparison of these indicators between baseline and midline more challenging. These changes are summarized in the tables in Annex 3.

Midline sample

Surveys were collected by enumerators between May 24, 2019 and July 6, 2019, with an additional week to collect data between July 23 and July 30, 2019 and a second additional week between August 21 and 30, 2019 at CBE locations that could not originally be reached. After removing observations who did not provide affirmative consent, or were duplicated or incomplete, 13,325 collected surveys have been included in the evaluation sample. Full details on the evaluation approach can be found in Annex 3. Note that approximately 10% of learning assessments at midline for reconnected girls could not successfully be linked to baseline records, so these surveys could not be included in the difference in difference methodology.

Table 1.9: Midline quantitative data collection

Instrument	Complete, unique surveys
Learning assessments	3,691
Head of Household	3,347
Primary Caregiver	3,219
Teachers	2,595
Head Teachers	179
Classroom Observations	146
Attendance Reports	149
Total	**13,325**

The following table is duplicated from the previous subsection, and outlines the number of learning assessments collected by subgroup. As this table shows, the attrition rate for the OOS control group (which was recontacted from the original baseline sample) is significantly higher than the in-school subgroups, and is two times higher than the attrition rate that was anticipated for this subgroup. Given the challenges that were flagged in the baseline evaluation report, it was expected that the OOS group would be difficult to reach at midline as well.

Table 1.10: Learning assessments

Learning Category	Completed, unique surveys	Target	% of Target	Attrition rate	ML Reconnect	Usable for baseline-midline analysis[4]
In-school girls	3,033	2,749	110%	14%	2,354	2,043
In-school boys	319	321	99%	13%	277	232
OOS girls - control group	64	107	60%	61%	64	64
OOS girls - CBE	275	275	100%	Not applicable	-	275
Total	**3,691**	**3,452**	**107%**	**16%**	**-**	**2,614**

The sample for OOS girls presents challenges to the evaluation. The first reason for this is that the control group is small and is potentially unrepresentative, given the attrition rate. The second reason is that some members of the treatment group had participated in up to 7 months of the CBE intervention when baseline data was collected about them. Together, these factors will limit the ability to do rigorous quantitative analysis of the OOS subgroup. However, the qualitative data still provides meaningful insights into these subgroups.
The qualitative data collection targeted four randomly selected school catchment areas in four districts. Key informant interviews were held with 13 stakeholder groups and FGDs were held with 8 stakeholder groups in each catchment area.

As shown in the following tables, there were a total of 81 KIIs and 30 FGDs collected at midline, a significant increase from baseline, which fully achieved almost all targets for data collection. The qualitative team was also able to follow up on 7 case studies, contributing to a longitudinal study of program effects.

[4] Due to inability to match to baseline data, not all usable records could be included in the baseline-midline evaluation.

Table 1.11: Target KIIs for total sample by stakeholder group

Participant Type	Target KIIs/ District	Total Target KIIs	Collected	% of target
Head Teachers	2	8	8	100%
Teachers	2	8	11	140%
Community Leaders	2	8	7	87.5%
Religious Leaders	1	4	4	100%
Child Protection Committee	2	8	6	75%
IGATE Facilitators	1	4	4	100%
Primary School Girls	2	8	10	125%
Secondary School School Girls[5]	2	8	15	150%
Primary School Boys	1	4	4	100%
Secondary School Boys	1	4	4	100%
Out of School Girls[6]	2	8	2	25%
District School Inspector	1	4	4	100%
Provincial Education Director	1	3	3	100%
Total	**20**	**79**	**81**	

The KII target for out of school girls was not met because of the difficulties that enumerator teams had in locating this population. To try to supplement this lack of KIIs, a focus was conducted instead to maximize efficiency.

[5] Additional KIIs were done for Secondary School Apostolic Girls instead of FGDs, included in this count.
[6] This number is supplemented by an additional focus group discussion conducted with out of school girls. Enumerator teams report experiencing challenges with locating girls who participated in CBE due to delays in implementation.

Table 1.12: Qualitative Assessments: KIIs per district

Participant type	Insiza	Mangwe	Mberengwa	Chivi
Head Teacher	3	2	1	2
Teachers	3	3	3	2
Community Leader	1	2	3	2
Religious Leader	1	1	1	1
Child Protection Committee	2	1	2	1
IGATE Facilitator	1	1	1	1
Primary School Girls	4	2	1	2
Secondary School Girls	2	2	6	5
Primary School Boys	1	1	1	1
Secondary School Boys	1	2	0	1
Out of School Girls	1	0	0	1
District School Inspector	1	1	1	1
Total[7]	**21**	**18**	**20**	**20**

Comparability of treatment and control groups

The IGATE-T Baseline Evaluation Report conducted a comprehensive comparison of initial characteristics of the sample population in treatment and control locations. That analysis found that the treatment and control groups were generally comparable based on observable characteristics and measures of learning, transition, and intermediate outcomes. We also pointed out that there were some differences between the communities in the treatment and control groups that could affect the interpretation of results. Most notably, communities in the treatment group were previously exposed to the original IGATE program, while those in the control group were not. This means that the midline and endline IGATE-T impact analyses will measure the aggregate impact of both the IGATE and IGATE-T programs, collectively. We cannot distinguish the impact of the IGATE-T program interventions from any residual effects from the original IGATE intervention. This is not a particular issue, but should be recognized when interpreting results.

[7] Three additional KIIs were done in non-evaluation districts for the Provincial Education Directors.

Other differences between treatment and control groups tend to be minor and likely do not create any fundamental concerns for the difference-in-differences analysis.

It is worth noting that the analysis in this report is an "intent-to-treat" analysis, where the treatment status of in-school youth is determined by whether or not they were enrolled in a treatment school at baseline data collection. Their treatment status is not determined by whether or not they, their family members, or their teachers actually participated in any of the groups or trainings, or whether they were directly exposed to the program's interventions. It is essential to define treatment status in this way in order to avoid concerns about selection bias (e.g. those who choose or are selected to participate in training or clubs may be fundamentally different from those who do not) that would occur if we defined treatment status based on exposure.[8] Treatment status for the midline to endline evaluation will be defined as part of the endline evaluation.

A note on differences from baseline report

The analysis in this report focuses on changes within the sample of learners who could be reconnected with at midline. This has been done in order to accurately measure the *changes* that are observable in the midline evaluation sample, and to make the samples consistent when commenting on changes. This means that some of the baseline levels reported in tables will not align with the levels reported in the baseline report, since the baseline report included all learners while this report focuses on only the reconnected sample for consistency.

Interpreting the results in the midline report

Following the IGATE-T MEL Framework, the approach used for the midline evaluation follows a difference in difference methodology. Since treatment assignment is done at the school catchment area (not the individual level), this evaluation represents an intent to treat analysis. This means that the impacts observed represent the average impact across *all girls*, not only those who directly participate in the interventions.

In the tables in the following sections, most of the tables are for "reconnects", which refers to the fact that they are reporting the results for the midline sample, which includes all learners that could successfully be contacted at both baseline and midline (and that these surveys could successfully be matched to one another). For consistency, when the midline results are presented in comparison to the baseline results, the baseline results shown are for the same individuals (not the entire baseline sample). This means that the baseline results shown here may not be consistent with the baseline report findings, since the

[8] The intent-to-treat analysis also means that youth who moved or changed schools between baseline and midline should be classified by their original baseline treatment status, despite their move. The exception to this is that 2 youth moved from control locations to treatment locations, meaning that they cannot provide a reasonable counterfactual of outcomes in the absence of the program. We drop these 2 youth from the analysis.

numbers shown here reflect the results for the midline sample only (which, again, only includes those who could successfully be recontacted at midline).

2. Context, educational marginalization and intersection between barriers and characteristics

To validate the theory of change, this section examines the barriers to learning and transition that are most salient in the project context, as well as the specific characteristics of subgroups that lead to vulnerability to these barriers. These characteristics and barriers will provide a description of the current context and how it has changed from baseline, which will be useful for the discussions of how these characteristics and barriers relate to outcomes described in **sections 3-6**. This will allow the project to understand girls' risk and experience of marginalization.

The characteristics included in the analysis of this section include the characteristics identified as important at baseline (based on the theory of change, the project, and the findings of the baseline analysis), and have been supplemented by evidence from two other sources. The first is the qualitative data, which draws attention to many characteristics and barriers that are particularly important within this context, and for outcomes such as learning, transition, and the intermediate outcomes detailed in **section 6**. The second source of insight for which characteristics and barriers are important comes from supplementary analysis done using machine learning techniques. This involved dimension reduction methods including lasso regression, random forest, and bootstrap aggregation to identify the characteristics and barriers that are most important within this context. The three different perspectives identify many of the same characteristics and barriers (distance to school, parental support, teaching quality, and school conditions), but together these sources provide a more comprehensive view of the relevant subgroups and characteristics within this population.

The following table summarizes the prevalence of characteristics identified as important in this context. There have been some substantial changes in the prevalence of different characteristics since baseline. There are slightly lower reports of disabilities in both treatment and control groups since baseline, largely owing to a decrease in the frequency of cognitive disabilities reported by girls' caregivers. However, this decrease is not statistically significant. Within the qualitative data, orphans and children who do not live with their parents are consistently cited as a subgroup that face many education challenges, and this is a growing group in the sample and indeed we see increases in both of these subgroups at midline though these changes are not statistically significant. The challenges these learners face include a decreased willingness of non-parental caregivers to pay for school fees, and a preference to keep these children home for chores rather than their biological children. We do not see a significant change in the number of mothers and

married women in the sample; however, qualitative interviews do frequently report pregnancy as a common barrier for girls' education. There is also a statistically significant decrease in the number of households reporting frequently being hungry since baseline. This is counterintuitive given the recent contextual changes; however, the qualitative evidence shows that households are still reporting increased food insecurity since baseline.

Table 2.1: Sample characteristics (in-school girls, all reconnects)

Sample Breakdown	Intervention Group	Change since Baseline	Control Group	Change since Baseline	Difference in Changes
Disability	6.5%	-4.4%	5.9%	-4.3%	-0.2%
Visual	0.7%	-0.7%	1.4%	-0.6%*	-0.1%
Hearing	0.9%	-0.8%	1.4%	-0.5%	-0.3%
Mobility	1.6%	-1.1%*	1.3%	-0.8%	-0.3%
Cognitive	2.5%	-1.9%	1.7%	-2.0%	0.2%
Self-care	1.0%	-0.3%	0.4%	-0.7%	0.5%
Communication	0.5%	-1.1%	0.6%	0.1%	-1.2%
Orphans & Absent Parents					
Single orphans	16.3%	2.4%	17.3%	2.8%	-0.4%
Double orphans	3.6%	1.1%	3.9%	0.5%	0.6%
Living without both parents	29.8%	4.1%	32.9%	7.0%	-2.9%
Married	0.6%	0.3%	0.3%	0.2%	0.1%
Is a mother					
Under 18	0.7%	0.4%	0.4%	0.2%	0.2%
Under 16	0.4%	0.1%	0.1%	-0.1%	0.2%
Poor households					
Difficult to afford for girl to go to school	74.2%	3.6%***	77.1%	0.7%***	2.9%
Household owns land	94.4%	0.3%	95.3%	0.6%	-0.3%
Material of the roof					
Asbestos/ Concrete/ Tile	18.5%	3.2%	18.8%	1.8%	1.4%
Iron/ Tin	48.7%	2.9%	45.0%	5.3%	-2.4%
Mud/ Wood/ Thatch	32.8%	-6.1%	36.2%	-7.1%	1.0%
Household unable to meet basic needs	44.3%	0.6%*	43.6%	-3.8%***	4.4%
Often goes to sleep hungry	29.2%	-7.2%***	28.5%	-8.2%***	1.0%
Language difficulties					

Doesn't speak language of instruction	9.6%	-32.3%***	6.8%	-33.5%***	1.2%
Parental education					
HoH has no education	8.4%	-0.2%*	6.5%	-1.1%*	0.9%
Primary caregiver has no education	9.3%	-0.6%*	7.5%	-2.1%*	1.6%
Apostolic Household	35.8%	5.9%***	34.0%	6.2%***	-0.3%

The following table summarizes the prevalence of barriers relevant to this context in the midline sample of in-school girls. Although the chore burden remains high among learners, qualitative data suggests that many parents are now willing to redistribute chores more equitably between male and female children. Since girls typically have higher chore burdens, this is expected to reduce the time spent on household tasks and allow more study time. We also see that the treatment group has not seen as much of an increase in chore burdens as girls in the control group, and the change is not statistically significant.

Like at baseline, school conditions and resources are again a common barrier to girls. Teacher absences and insufficient seating are both still a substantial challenge, as is access to water within the school. There have been statistically significant decreases in the prevalence of both of these challenges. At midline, however, there is a substantial decrease in the frequency of reported teacher absences compared to baseline. There is also much stronger qualitative evidence at midline to suggest that access to water in schools is a particular issue in this context. Droughts and economic challenges have made securing water in schools increasingly difficult since baseline, leading many schools to require students to walk great distances to collect water for the school. Like traveling to school, traveling for water has been linked to increased violence towards girls in the qualitative data.

The qualitative findings also suggest there is limited parental support in covering levies used to provide students with supplies and uniforms. This is consistent with the quantitative findings, which find fewer households willing or able to pay for levies than tuition fees. However, this may be reflecting the economic challenges faced by households (see the following table), rather than their willingness to pay since over 90% of girls report getting support from their caregivers to stay in school more generally.

Table 2.2: Potential barriers (in-school girls, all reconnects)

Sample Breakdown	Intervention Group	Change since Baseline	Control Group	Change since Baseline	Difference in Changes
Safety					
Learner doesn't feel safe travelling to/from school	17.1%	-5.2%***	22.2%	-3.8%***	-1.4%
Learner feels safe at school	95.1%	1.7%	96.8%	3.0%	-1.3%
>30min away from school	71.6%	-1.7%***	80.6%	2.9%***	-4.6%
Parental/ Caregiver Support					
Insufficient time to study: high chore burden	21.6%	2.0%	20.7%	5.1%	-3.1%
Doesn't get support to stay in school and do well	5.9%	2.3%	6.4%	3.5%*	-1.2%
Household pays school fees	74.3%	4.5%***	71.9%	0.3%	4.2%
Household pays school levies[9]	63.3%	-	61.8%	-	-
School Facilities					
Teacher frequently absent	21.4%	-5.8%***	14.6%	-9.8%***	4.0%
Insufficient seats for all students	16.0%	1.6%**	14.9%	5.4%**	-3.8%
Difficult to move around school	5.3%	1.6%	4.3%	1.6%	0.0%
Doesn't use drinking water facilities	18.3%	-3.8%**	18.9%	-3.4%**	-0.4%
Access to Bicycle	36.0%	10.7%***	1.8%	-1.8%***	12.5%

[9] This question was introduced at midline, so baseline data is not available.

Access to transportation and the distance to schools is a commonly reported barrier to education in both quantitative and qualitative evidence. Over 75% of the girls sampled travel over 30 minutes to school each day, and fewer than 20% of students have access to a bicycle (particularly at the primary school level). The following two tables include more granular details about the length of girls' and boys' commutes to school, and the most common methods of transit. As is to be expected, secondary schools are much further away from the sample than primary schools, prompting more secondary school students to bicycle to school. However, fewer than 30% of girls and only 20% of boys have access to a bicycle at the secondary school level, so this is not an option for the majority of learners.

Table 2.3: Transit to school (in-school girls, all reconnects)

	Control Group	Intervention Group	Difference	Significantly Different
Time required to get to school				
0-15 minutes	7.3%	10.4%	3.1%	Yes***
16-30 minutes	10.3%	15.4%	5.1%	
31-45 minutes	9.1%	9.3%	0.2%	
46-60 minutes	20.4%	21.7%	1.3%	
1-2 hours	38.7%	31.6%	-7.1%	
3-5 hours	8.0%	5.5%	-2.5%	
5 hours +	0.1%	0.4%	0.3%	
Don't know	6.1%	5.7%	-0.4%	
Method of transit				
Walk	98.4%	70.8%	-27.6%	Yes***
Bicycle	1.1%	26.3%	5.2%	
Drive	0.5%	2.9%	2.4%	
Access to a bicycle	1.8%	36.0%	34.2%	Yes***

Table 2.4: Transit to school by school level and gender (all reconnects)

	Girls		Boys	
	Primary School	Secondary School	Primary School	Secondary School
Time required to get to school				
0-15 minutes	10.7%	6.6%	9.6%	10.5%
16-30 minutes	15.1%	10.4%	11.4%	14.0%
31-45 minutes	9.6%	8.7%	8.4%	10.5%
46-60 minutes	24.8%	17.3%	27.7%	14.0%
1-2 hours	26.1%	44.8%	29.5%	38.6%
3-5 hours	3.7%	9.9%	1.8%	12.3%
5 hours +	0.3%	0.2%	0.6%	0.0%
Don't know	9.7%	2.1%	10.8%	0.0%
Method of transit				
Walk	94.0%	76.2%	94.6%	86.0%
Bicycle	5.0%	21.5%	4.2%	10.5%
Drive	1.0%	2.4%	1.2%	3.5%
Access to a bicycle	9.9%	28.4%	4.8%	15.8%

These long distances to school take away time that could be spent doing school work, but also compounds issues surrounding chores, which are also a significant barrier within this context. Over 20% of girls report having at least a few hours of chores to do each day, a slight increase since baseline. Qualitative evidence suggests that distance to school leads to insufficient time to do chores in the morning or evening, which can lead to being late for school. When this becomes a persistent problem, this often results in punishments that cause some students to miss classes and become discouraged. Long distances to school also present in-school girls with a safety risk. About 20% of girls do not feel safe travelling to and from school, and this is associated with increased risk of violence and abuse in some areas. Details about the methods and time taken to travel to school are provided in the two following tables, and show that over a third of girls spent 1-2 hours travelling one way to school, mostly by walking. More secondary school girls report having long distances to travel than are primary school girls, or boys in secondary school, though secondary school girls are more likely to report using a bicycle to travel to school.

The following table considers the relationships between the key characteristics and barriers described above. Having a disability is associated with higher chore burdens, and

slightly higher reports of feeling unsafe travelling to school. This analysis does not find that having one or more deceased parents, or living without both parents is associated with increased chore budens, however the qualitative findings do suggest that is the case, so it is possible this is not a comprehensive measure of how chores are allocated.

Table 2.5: Barriers to education by characteristic (in-school girls, all reconnects)

Characteristic	Barrier (% of girls with characteristic experiencing barrier)						
	Teachers Often Absent	Insufficient Seating at School	No Water at School	Feels Unsafe Traveling to School	>30min away from school	High Chore Burden	Access to a bicycle
Overall	**18%**	**16%**	**19%**	**20%**	**78%**	**29%**	**19%**
Disability	17%	18%	20%	23%	75%	41%	20%
Orphans & Absent Parents							
Single orphans	18%	16%	19%	19%	76%	32%	21%
Double orphans	12%	17%	20%	21%	84%	27%	31%
Living without both parents	16%	14%	21%	17%	75%	25%	18%
Poor households							
Difficult to afford for girl to go to school	17%	16%	18%	20%	79%	27%	18%
Household owns land	17%	16%	19%	20%	79%	28%	19%
Household unable to meet basic needs	16%	15%	18%	21%	79%	34%	18%
Often goes to sleep hungry	19%	14%	17%	19%	79%	28%	19%
Parental education							
HoH has no education	13%	11%	18%	20%	78%	29%	20%
Primary caregiver has no education	13%	13%	19%	17%	81%	31%	20%
Apostolic Household	16%	18%	18%	21%	79%	32%	20%

Validating the theory of change

The discussion so far has reviewed the characteristics and barriers that girls face in this context. In general, the project activities are still appropriate to the key barriers and

characteristics identified within the sample. Gender-based violence, low community engagement, and limited teaching resources are all very commonly reported issues in the quantitative and qualitative evidence. There are still areas where the theory of change could be broadened to more appropriately meet the needs of the project's beneficiaries.

Gender based violence (GBV) is a significant challenge to these girls, as noted by the Theory of Change. The Theory of Change focuses on GBV as a consequence of traditional gender norms and religious beliefs, which are important contributing factors. However, this problem is exacerbated by long commutes to and from school and long walks to collect water at school, which can expose girls to dangerous situations. The Theory of Change could be expanded to more broadly acknowledge risk factors that may lead to GBV, such as long distances traveled to school. The Community Champions Networks are already largely in place and are one of the project's greatest successes so far as the implementation of Child Protection Committees has become widespread across treatment schools. Increasing awareness of these issues through these networks could help address these barriers.

The Theory of Change is also effectively addressing barriers around community and household engagement in girls' education. Girls in both treatment and control groups were slightly more likely to have their households contribute to their school fees at midline than at baseline; however, many girls in both the treatment and control groups reported that household did not support their education, suggesting community and household engagement is still an important barrier. The findings above also suggest that this channel could be expanded by specifically acknowledging the barriers that orphans and children who don't live with their parents face. These subgroups have become a much larger part of the sample since baseline; they are significant subgroups within the beneficiary population, and they face specific challenges in getting financial and non-financial support for their education. Efforts to increase awareness of these subgroups and their respective challenges could be incorporated into activities that are part of the Community Champions Network, either through the CPCs or through other efforts that aim to make community members more aware of barriers these girls face. Community and household support will become increasingly important and challenging as the economic situation worsens in these communities, and it becomes more difficult for households to support children and girls' education. Since baseline, the treatment group has reported increases in the difficulty their household has in paying school fees, but still shows an increase in the number of girls coming from households that pay for school fees. This suggests the program's activities may be having a positive impact despite these economic challenges.

That said, the EE notes that there is room for the ToC to be adapted to account for the instability in the country, which was described in detail in Section 1 of the report. Specifically, the theory of change doesn't currently account for household- or school-level resilience to instability from economic shocks, political turmoil, teacher strikes, and environmental events that are ongoing in the region. These can, among other things, lead to long periods of school closures which may compromise the education outcomes in the

project's theory of change (as evidenced by the closures that occured between baseline and midline).

The data above show that teacher absenteeism is still a significant challenge for learners at midline, despite small decreases since baseline. When we triangulate this with data from classroom observations and head teacher surveys (see table below), we find that the emphasis on improving teaching quality and learning resources is still a relevant barrier at midline. Although there have been improvements in observed teacher behaviours since midline, and there have been significant increases in the number of teachers trained at midline in intervention schools, there is still room for improvement in teaching quality. This is particularly true at secondary schools, as we discuss in section 6.1.

Table 2.6: Teachers trained to support learning

Indicator	Intervention Group	Control Group	Statistically Different
Classroom Observations			
Play numeracy/literacy games	68%	52%	Yes***
Uses songs/ rhymes/ physical-response activities	9%	4%	No
Allows pair/ group work	68%	52%	Yes*
Uses resources other than textbooks	46%	46%	No
Uses phonics			
Ensures turn-taking in each task	75%	72%	No
Ensured learners not excluded	53%	46%	No
Checked learners understood the activity	83%	81%	No
Physical discipline used	1%	0%	No
Teacher Received Training (Head teacher survey)			
Maths	86%	44%	Yes***
Gender Sensitive Teaching Methods	77%	52%	Yes***
Writing and Reading	84%	38%	Yes***

Similar to baseline, the barriers identified earlier in this section also suggest that physical resources are a barrier to children's learning. Children regularly report water and seating to be lacking in their schools, which is an important factor that the project's activities do not address at this time. These issues will become even more of a constraint given the recent drought and economic crises these communities are facing, suggesting this might be an important addition to the project's Theory of Change. This could be mitigated as part of the project's Whole School Development approach which sets out to improve learning resources. Thile this currently focuses on teaching quality resources it is possible that

efforts to remove physical resources could also be effective within schools though the EE recognizes that this would be a significant change in scope.

Project contribution: Response to conclusions and recommendations

The project's response to this section will be incorporated into the Project Management Response (see Annex 20).

3. Key outcome findings - learning

3.1 Learning outcome

The IGATE-T program evaluates the impact of the project on learning outcomes by specifically measuring the changes in numeracy and literacy skills over time.

Notably, after controlling for baseline characteristics such as district and demographic characteristics, the evaluation does not find any statistically significant positive impact of the program on either literacy or numeracy skills. This could potentially be due to the fact that there has not been sufficient time for the program's impact to be visible in test scores, or because the program focuses mostly on basic, foundational skills.

Qualitative data indicates that, although students understand that hard work and studying are necessary to advance in class, they still require additional support to gain confidence in basic skills, from which they can build additional competencies. We explore evidence of this finding in more depth later in this section. For example, when primary school girls are asked what makes students achieve first position in their class, they universally cite "studying hard," or "hard work." Although this is a positive reflection that children understand they have the agency to influence their school performance, the prevalent narrative of "working hard to do well" does not recognize that most of the students still lack very basic skills that prevent them from advancing in this way. In fact, passively reviewing notes each day may not only be insufficient to achieve higher grades, it could lead to frustration if students do not see themselves progressing as a result of their efforts.

Without both teacher and parental support to invest time to practice foundational skills, it will be difficult for children to independently study their way to better grades. IGATE is addressing these issues through teacher training and community sensitization, but continued efforts are very important to ensure children receive the proper support.

Some other aspects of IGATE, such as camps where students learn games and tools to help with literacy and math, help to foster foundational learning in this regard, but can only act as a supplementary activity to broader pedagogical transformations required for further academic progress.

This lack of significant evidence on learning outcomes could also be attributed to the contextual changes that have taken place in Zimbabwe since baseline. Although the evaluation design and difference-in-differences analysis does allow for shocks that affect the control and treatment groups equally, it is possible that the shocks introduced new barriers limiting the potential impact of interventions. For example, it is possible that the project's potential impact is limited by the food and water crises, economic and political instability, and the other factors presented in section 1. In addition, the interruption in implementation after the local instability in January resulted in community engagement

and teaching professional development interventions to be halted for a full term (4 months) and 8 to 9 months went by between teacher professional development intervention sessions immediately before data collection. In light of qualitative reflections on the importance of continued practice and student engagement in mastering basic skills, this gap could mean a major setback for student's opportunities to receive consistent support in this regard. Given the project's experience from the original IGATE program, it is expected that continuous exposure is important within this context under this theory of change.

This section presents the results for OOS and in-school girls separately, since the midline data collection period served as the new baseline for the OOS cohort. Therefore, the results for OOS girls presented do not involve any difference-in-differences analysis.

Method for standardization

Since the project beneficiaries include students from grade 3 (5) to form 2 (4), and each grade level is subject to different subtasks in their learning assessments, a standardized scores approach has been taken for aggregation. To standardize scores, the EE has followed the standardization steps outlined in the "GEC Evaluation Guidance Note", which is consistent with the recommendation made in the "Learning Score Aggregation" report submitted by the EE on July 31, 2019.

This method involved aggregating scores by group (grade), using equal weighting across subtasks shown in the table below,[10] to calculate their total score across all subtasks taken by that group at both baseline and midline. The midline and baseline totals are then each standardized using the group's mean and standard deviation on baseline tests. The standardized and unstandardized scores by grade, plus the distributions of scores are shown in detail in Annexes 18 and 19.

Table 3.1: Subtasks used for aggregate scores by grade

Grade at Baseline	EGRA/ EGMA	SEGRA/ SEGMA 1	SEGRA/ SEGMA 2	SEGRA/ SEGMA 3	Financial Intelligence
Grade 3	Yes				
Grades 4 - 5	Yes	Yes			
Grade 6 - 7	Yes	Yes	Yes		
Form 1 - 2	Yes	Yes	Yes	Yes	
OOS	Yes				Yes

[10] These are the subtasks that learners took at both baseline and midline.

Literacy outcomes

The following table summarizes the intervention and control group standardized and unstandardized literacy test scores by grade for both midline and baseline, for comparison. The two tables from the GEC template follow after this table.

Table 3.2: Literacy results for recontacted in-school girls

	Standardized				Unstandardized			
	Intervention Group		Control Group		Intervention Group		Control Group	
BL Grade (ML Grade)	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
Grade 3 (5)	0.60	0.03	0.49	-0.03	41.99	31.40	40.06	30.40
Grade 4 (6)	0.42	-0.08	0.51	0.09	41.77	32.50	43.54	35.76
Grade 5 (7)	0.40	-0.04	0.51	0.04	47.37	38.75	49.52	40.47
Grade 6 (F1)	0.18	-0.08	0.28	0.07	44.61	40.32	46.22	42.77
Grade 7 (F2)	0.14	0.05	0.09	-0.04	50.61	49.25	49.95	47.81
Form 1 (F3)	0.07	-0.06	0.26	0.07	48.24	46.30	50.90	48.21
Form 2 (F4)	0.16	0.00	0.20	0.00	51.38	49.13	52.02	49.11
Overall	0.29	-0.03	0.35	0.03	46.36	40.58	47.23	41.53
Sample Size	**997**		**1,046**		**997**		**1,046**	

The following table summarizes the mean and standard deviations of the aggregate unstandardized literacy test scores for the intervention and control groups at midline. As girls get older, their learning test scores generally increase in both the treatment and control groups, and the standard deviation tends to decrease (though this is not a linear relationship). When looking at the values, remember that progressively more-difficult subtasks are added to the exams for higher grade students (with increases in difficulty at Grade 4 (6), Grade 6 (F1), and Form 1 (F3)).

Table 3.3: Aggregate midline literacy (EGRA/SeGRA) results for recontacted in-school girls

	Group Mean (/100)		Standard Deviation	
Grade	**Intervention**	**Control**	**Intervention**	**Control**
Grade 3 (5)	41.99	40.06	19.48	19.67
Grade 4 (6)	41.77	43.54	18.34	18.07
Grade 5 (7)	47.37	49.52	18.88	17.96
Grade 6 (F1)	44.61	46.22	16.88	17.22
Grade 7 (F2)	50.61	49.95	15.73	16.20
Form 1 (F3)	48.24	50.90	13.23	14.89
Form 2 (F4)	51.38	52.02	15.47	14.94
Overall	46.36	47.23	17.39	17.65
Sample Size	**997**	**1,046**	**997**	**1,046**

The following table describes the changes in literacy scores since baseline, and presents a raw difference in differences (i.e. not accounting for standard deviation). The difference between the treatment and control groups from baseline to midline is quite small across all grade levels, and is negative for secondary school students and not statistically significant for any grade. However, as described in section 1, since very few of the secondary schools received treatment by midline, it is to be expected that the impact on secondary schools would not be apparent at midline. None of these grade-level differences are statistically significant at any standard confidence level (1%, 5%, 10%).

Table 3.4: Aggregate literacy scores from baseline to midline for recontacted in-school girls

	Intervention Group			Control Group			
BL Grade (ML Grade)	**BL Score**	**ML Score**	**Difference (ML-BL)**	**BL Score**	**ML Score**	**Difference (ML-BL)**	**Diff in Diff (Intervention - Control)**
Grade 3 (5)	0.03	0.60	0.57	-0.03	0.49	0.52	0.05
Grade 4 (6)	-0.08	0.42	0.50	0.09	0.51	0.42	0.08
Grade 5 (7)	-0.04	0.40	0.45	0.04	0.51	0.47	-0.02
Grade 6 (F1)	-0.08	0.18	0.26	0.07	0.28	0.21	0.05
Grade 7 (F2)	0.05	0.14	0.09	-0.04	0.09	0.14	-0.05
Form 1 (F3)	-0.06	0.07	0.14	0.07	0.26	0.19	-0.05
Form 2 (F4)	0.00	0.16	0.16	0.00	0.20	0.20	-0.05
Overall	-0.03	0.29	0.32	0.03	0.35	0.32	0
Sample Size		**997**			**1,046**		

To account for the shape of the distribution of literacy scores, the following table shows the difference in differences regression output for standardized literacy test scores. The results show that no statistically significant impact could be detected, possibly for the reasons discussed earlier in the report. This is true for primary and secondary school girls as well as boys, though the estimate is positive (but not significant) for primary school girls and boys. Notably, the qualitative data suggests that children in particular claim the program has been improving their foundational literacy skills, which suggests that the project is having an impact. It is to be expected that these kinds of gains in learning may take time to develop and that it is too soon to be able to detect this change in test scores.

There is ample evidence that primary school and secondary school students lack foundational skills, reflected in KIIs both primary and secondary school students. When they are asked what teachers and parents can do to help them with their studies, their answers most commonly focus on support for basic skills and materials that facilitate regular practice. Therefore, primary girls very commonly say, “teachers can teach us how to read,” or “parents can encourage us to sound letters,” referencing very basic skills, rather than providing specific examples of particular concepts that they find difficult. One primary school girl even states that teachers should “teach how to hold a pen and write,” arguably the most foundational skill required to participate in class. Secondary school girls also reference the need for support on basic skills; one student suggests that teachers “when they see that a child is not good at reading then they will help where they are not

doing well," while numerous others state that teachers could give them class notes, which parents could help them revise at home.

In addition, primary school girls frequently say that parents can "buy books," that teachers can "give time to read," or as a girl in Chivi describes "if we did not understand then they should start all over again." This speaks to the importance of teaching practices that provide resources and support for children to practice and master skills, instead of going through the motions of new lessons everyday. Some in-school children even explicitly suggest that children who are really struggling in later grades should return to earlier grades to master earlier skills because they are so far behind in their current grade.

Once students can be supported to effectively learn, practice, and master foundational literacy and numeracy skills, we expect that further gains in learning outcomes will be possible. However, establishing this foundation will require the continued efforts of IGATE to engage both teachers and parents in this process. One positive indication from qualitative data is that, across numerous schools, students report that they can now receive extra support from teachers outside regular school hours if they are struggling.

These results may also be confounded by the delays in teacher training interventions, described in section 1. Since the fourth module of teacher training was postponed from February 2019 until May 2019, there was an 8 to 9-month gap between the previous training session and the session that occurred right before midline data was collected. This could have caused impacts from the program to have been diminished if the teachers were still getting familiar with the methods presented during training, especially given the other disruptions at this time.

Table 3.5: Difference in difference results - literacy

Model	Panel Regression without Controls	Panel Regression with Controls	Specification
Literacy baseline - midline (all in-school girls)	Beta = 0.0012 SD p-value = 0.96 Target = 0.25 SD Performance against target = 0% N = 2,043	Beta = 0.0022 SD p-value = 0.94 Target = 0.25 SD Performance against target = 1% N = 1,586	These results come from DiD regression estimations with controls for each girl's baseline levels of grade, district, household economic information, and other demographic characteristics.[11] The simple DiD models without controls has similar parameter outputs.
Literacy baseline - midline (secondary school girls)	Beta = -0.057 SD p-value = 0.28 Target = 0.25 SD Performance against target = 0% N = 572	Beta = -0.055 SD p-value = 0.36 Target = 0.25 SD Performance against target = 0% N = 459	
Literacy baseline - midline (primary school girls)	Beta = 0.028 SD p-value = 0.36 Target = 0.25 SD Performance against target = 11% N = 1,470	Beta = 0.022 SD p-value = 0.47 Target = 0.25 SD Performance against target = 11% N = 1,127	
Literacy baseline - midline (boys)	Beta = -0.058 SD p-value = 0.44 Target = 0.25 SD Performance against target = 0% N = 232	Beta = -0.069 SD p-value = 0.34 Target = 0.25 SD Performance against target = 0% N = 232	

The following table highlights the distribution of scores since baseline in the treatment and control groups, specifically for boys. Although this DiD estimate does not come from a regression estimate, and does not account for the shape of score distributions, we see that boys in the treatment group do not consistently see larger improvements in performance compared with boys in the control group, similar to girls. Like girls, the changes that are observed for boys are not statistically different when compared to the changes in the

[11] These controls include the following baseline indicators: district, grade, disability status, orphan status, and household economic conditions (based on indicators of "basic needs met" and "difficulty affording food").

Table 3.6: Standardized literacy scores from baseline to midline for recontacted boys

	Intervention Group			Control Group			
BL Grade (ML Grade)	ML Score	BL Score	Difference (ML-BL)	ML Score	BL Score	Difference (ML-BL)	Diff in Diff (Interventi on - Control)
Grade 3 (5)	-0.29	-0.64	0.36	-0.28	-0.82	0.54	-0.19
Grade 4 (6)	-0.33	-0.70	0.37	-0.28	-0.76	0.48	-0.11
Grade 5 (7)	-0.09	-0.40	0.31	-0.01	-0.38	0.38	-0.06
Grade 6 (F1)	-0.41	-0.79	0.38	-0.62	-0.93	0.31	0.08
Grade 7 (F2)	-0.12	-0.14	0.02	-0.66	-0.70	0.04	-0.02
Overall	-0.25	-0.57	0.32	-0.36	-0.74	0.38	-0.06
Sample Size		**126**			**106**		

The following table summarizes the baseline literacy scores for the OOS cohort. Although the treatment group (which consists of OOS girls enrolled in CBE) has a slightly lower average literacy test score at baseline, this difference is not statistically significant.

Table 3.7: Baseline literacy results for OOS girls

Grade	Intervention Mean (/100)	Control Group Mean (/100)	Intervention Group Standard Deviation	Control Group Standard Deviation	Difference TG - CG
OOS	34.89	39.93	24.04	18.00	-5.04
Sample Size	**268**	**59**	**268**	**59**	

Numeracy outcomes

The following table summarizes the intervention and control group standardized and unstandardized numeracy test scores by grade for both midline and baseline, for comparison. The two tables from the GEC template follow after this table.

Table 3.8: Numeracy results for recontacted in-school girls (all reconnects)

	Standardized				Unstandardized			
	Intervention Group		Control Group		Intervention Group		Control Group	
BL Grade (ML Grade)	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
Grade 3 (5)	0.36	-0.01	0.47	0.01	59.84	52.71	61.74	53.18
Grade 4 (6)	0.48	-0.06	0.61	0.08	59.51	50.49	61.55	52.82
Grade 5 (7)	0.44	-0.04	0.66	0.04	66.85	58.86	70.62	60.23
Grade 6 (F1)	0.27	-0.03	0.14	0.03	62.78	58.68	61.06	59.54
Grade 7 (F2)	-0.34	0.08	-0.23	-0.07	63.39	68.77	64.83	66.83
Form 1 (F3)	-0.08	-0.08	0.31	0.10	58.71	58.65	63.74	60.99
Form 2 (F4)	0.05	-0.01	0.09	0.01	61.50	60.68	62.01	60.94
Overall	0.19	-0.03	0.32	0.03	61.74	57.91	63.74	58.86
Sample Size	**997**		**1,046**		**997**		**1,046**	

The following table summarizes the mean and standard deviations of the aggregate unstandardized numeracy test scores for the intervention and control groups at midline. Older girls tend to perform better than younger girls on the same set of subtasks. However, this effect is less pronounced in the treatment group than in the control group. In looking at the values, remember that progressively more-difficult subtasks are added to the exams for higher grade students (with steps in difficulty at Grade 4 (6), Grade 6 (F1), and Form 1 (F3)).

Table 3.9: Aggregate midline numeracy (EGMA/SeGMA) results for recontacted in-school girls

	Group Mean (/100)		Standard Deviation	
Grade	**Intervention**	**Control**	**Intervention**	**Control**
Grade 3 (5)	59.84	61.74	18.74	17.29
Grade 4 (6)	59.51	61.55	17.52	18.09
Grade 5 (7)	66.85	70.62	16.49	15.73
Grade 6 (F1)	62.78	61.06	12.35	15.20
Grade 7 (F2)	63.39	64.83	15.43	15.01
Form 1 (F3)	58.71	63.74	12.70	12.17
Form 2 (F4)	61.50	62.01	14.71	14.17
Overall	61.74	63.74	15.90	15.90
Sample Size	**997**	**1,046**	**997**	**1,046**

The following table describes the changes in numeracy scores since baseline, and presents a raw difference in difference, not accounting for the shape of the distribution. The difference between the treatment and control group from baseline to midline is again quite small across all grade levels, and is negative (and statistically significant) for some secondary school students. However, as described in section 1, since very few of the secondary schools received treatment by midline, it is to be expected that the impact on secondary schools would not be apparent at midline.

Table 3.10: Aggregate standardized numeracy scores from baseline to midline for recontacted in-school girls

	Intervention Group			Control Group			
BL Grade (ML Grade)	**BL Score**	**ML Score**	**Difference (ML-BL)**	**BL Score**	**ML Score**	**Difference (ML-BL)**	**Diff in Diff (Intervention - Control)**
Grade 3 (5)	-0.01	0.36	0.38	0.01	0.47	0.45	-0.08
Grade 4 (6)	-0.06	0.48	0.55	0.08	0.61	0.53	0.02
Grade 5 (7)	-0.04	0.44	0.48	0.04	0.66	0.62	-0.14*
Grade 6 (F1)	-0.03	0.27	0.30	0.03	0.14	0.11	0.19*
Grade 7 (F2)	0.08	-0.34	-0.42	-0.07	-0.23	-0.15	-0.26***
Form 1 (F3)	-0.08	-0.08	0.00	0.10	0.31	0.21	-0.21**
Form 2 (F4)	-0.01	0.05	0.06	0.01	0.09	0.08	-0.02
Overall	-0.03	0.19	0.22	0.03	0.32	0.29	0.10
Sample Size		**997**			**1,046**		

The following table shows the difference in differences regression output for standardized numeracy test scores. The results show that no statistically significant impact could be detected by grade, possibly for the reasons discussed above (though a small, negative, impact was shown in the overall specification of the DiD regression).

The small measurable impact may be due to several factors, including the fact that interventions were postponed in the months immediately preceding the midline data collection due to local instability, which could diminish the impact the program had earlier. It may also be the case that since the program focuses on basic foundational skills (such as phonics and quantity discrimination), the overall scores have not changed substantially despite the fact that there have been gains in learning. This is consistent with later discussion, which shows that when we consider specific subtasks we still see significant improvements in foundational skills in both literacy and numeracy in both the quantitative and qualitative data.

The qualitative data may present some insights on the negative numeracy score results, although there seems to be a major discrepancy between how well students and caregivers *perceive* performance in numeracy is progressing compared to actual test scores.

In some schools, the barrier to improved numeracy is directly related to on-going poor teaching practices of math teachers or the lack of a teacher altogether. Poor teaching practices may be a reflection of the lack of numeracy skills, or confidence in those skills, among teachers, rather than a lack of motivation to integrate new teaching methods.

In a focus group, female secondary students in Insiza discussed how their teacher is frequently missing, or sends students to do chores rather than teaching them. This is also echoed in a secondary school focus group in Chivi, where one girl states, "You can fail because the whole school may have one math teacher so it's impossible to teach the whole school." Similarly, primary girls in Chivi agreed that their math teacher does not really care about teaching and "does not really teach math." Although trainings on improved teaching practices could possibly address this issue indirectly, it may be a more fundamental issue of the teachers' lack of confidence in the material, which would need to be addressed prior to adding new teaching methods. Therefore, teacher training in the area of numeracy should be emphasized and supported to ensure that teachers are comfortable with the material.

This theory is supported by a comment made by a teacher during a focus group of female caregivers, who said "teachers need to be trained on maths themselves, before they can teach it effectively...Reading and Maths ahh children have improved reason being the teachers themselves are trained." Thus, certain teachers may need support themselves before they feel comfortable teaching students at all, let alone through new methods.

In other contexts, barriers to learning that we discussed in the previous sections, including a lack of materials and school supplies, also contributes to poorer math performance. For example, a secondary school girl observed that students who lack "practical equipment," such as calculators, intentionally skip math class to be "playful" because they don't have the supplies needed to engage meaningfully in lessons. Thus, demand barriers around availability of funds and supplies can impact specific learning outcomes by making students feel disadvantaged or unable to participate in class.

Table 3.11: Difference in difference results - numeracy (all reconnects)

Model	Panel Regression without Controls	Panel Regression with Controls	Comments
Numeracy baseline - midline (all in-school girls)	Beta = -0.070 SD p-value = 0.053 Target = 0.25 SD Performance against target = 0% N = 2,043	Beta = -0.063 SD p-value = 0.10 Target = 0.25 SD Performance against target = 0% N = 1,586	The panel regression coefficients from the specification with constraints come from a DiD panel regression with controls for each girl's grade, district, household economic information, and other demographic characteristics at baseline.[12]
Numeracy baseline - midline (secondary school girls)	Beta = -0.12 SD p-value = 0.06 Target = 0.25 SD Performance against target = 0% N = 572	Beta = -0.075 SD p-value = 0.08 Target = 0.25 SD Performance against target = 0% N = 459	
Numeracy baseline - midline (primary school girls)	Beta = -0.045 SD p-value = 0.30 Target = 0.25 SD Performance against target = 0% N = 1,470	Beta = -0.051 SD p-value = 0.26 Target = 0.25 SD Performance against target = 0% N = 1,127	
Numeracy baseline - midline (boys)	Beta = -0.038 SD p-value = 0.75 Target = 0.25 SD Performance against target = 0% (not significant) N = 232	Beta = -0.014SD p-value = 0.90 Target = 0.25 SD Performance against target = 0% (not significant) N = 232	

The following table highlights the distribution of numeracy scores since baseline in the treatment and control groups, specifically for boys. Although this DiD estimate does not come from a regression estimate, and does not account for the shape of score distributions, we see that, like for girls, boys in the treatment group do not consistently do better than boys in the control group at midline. None of these differences are statistically significant at any acceptable significance level.

[12] These controls include the following baseline indicators: district, grade, disability status, orphan status, and household economic conditions (based on indicators of "basic needs met" and "difficulty affording food").

Table 3.12: Standardized numeracy scores from baseline to midline for recontacted boys

BL Grade	BL Numeracy (Intervention)	ML Numeracy (Intervention)	Difference BL to ML	BL Numeracy (Control)	ML Numeracy (Control)	Difference BL to ML	Diff in Diff (Intervention - Control)
Grade 3	-0.42	-0.03	0.39	-0.46	0.09	0.54	-0.15
Grade 4	-0.45	0.25	0.70	-0.02	0.45	0.48	0.23
Grade 5	-0.08	0.24	0.31	-0.04	0.76	0.80	-0.49
Grade 6	-0.08	0.07	0.15	-0.65	-0.62	0.03	0.12
Grade 7	-0.23	-0.33	-0.10	-0.32	-0.73	-0.41	0.30
Overall	-0.29	0.08	0.37	-0.31	0.02	0.33	0.04
Sample Size		**126**			**106**		

The following table summarizes the baseline numeracy scores for the OOS cohort. The treatment group and control groups do not show any statistically significant differences in numeracy scores. However, the variation in scores is much higher in the treatment group. This finding is interesting in light of the qualitative data, which also finds that student's experience learning math is very bifurcated. There are those who say they do very well and understand maths, while many others report math being very "difficult" or "tricky." One group of primary school girls provided examples of concepts that they struggle with, which included a range of skills from subtraction to dealing with fractions. The differences in competencies in numeracy reported by students at the same level creates vulnerabilities that struggling students may be left behind in class as teachers tend to cater to others who are doing well. This once again speaks to the importance of taking time *in or directly after* class to effectively teach basic skills before building upon them, as well as the importance of taking time to support struggling learners who get left behind. Parents in Insiza district describe spending money on private tutors and extra lessons to help their children learn math, but to no avail, leading to frustration amongst families and students alike. Conversely, female caregivers in Chivi make frequent references to children playing number games that they learned in camp or at school that have significantly contributed to progress in basic numeracy skills. These engaging methods, when used consistently at school as well as in camps, alongside support for both teachers and struggling students, may help to target the poorest-performing learners, thereby increasing the overall numeracy scores.

Table 3.13: Baseline numeracy results for OOS girls

Grade	Intervention Mean (/100)	Control Group Mean (/100)	Intervention Group Standard Deviation	Control Group Standard Deviation	Difference TG - CG
OOS	54.32	58.48	21.51	17.94	-4.16
Sample Size	**268**	**59**	**268**	**59**	

As noted in previous sections, the timing of the CBE sample does not align with the "baseline" period for girls attending CBE. This means that at the time the midline data was collected (to collect baseline data for the OOS girl sample), some of the girls had already been part of the CBE program for up to 6 months. To assess the comparability of this data to true "baseline data", the following table presents the results of monitoring data collection efforts conducted in October 2018. However, this was collected after 5 sessions had already taken place for the cohort sampled so the concerns about exposure still hold. This was the first set of monitoring data collected by the project for the cohort that began in June 2018 so no data is available to provide a baseline picture of the learning results prior to CBE participation from the monitoring data as was originally expected. The results here show that the monitoring data and the evaluation data are within one SD of each other, which suggests that the sample is representative of the overall CBE population.

Table 3.14: Monitoring literacy and numeracy results for OOS girls (October 2018)

Grade	Literacy Scores (/100)	Numeracy Scores (/100)
OOS	30.6	62.5
Sample Size	**65**	**65**

Financial literacy outcomes

The following table summarizes the baseline numeracy scores for the OOS cohort. The treatment group has a higher financial literacy score at midline, though this difference is not statistically significant. This is consistent with earlier discussions which indicate that half of the CBE sample was collected in August 2019. This is over 7 months (for cohort 2) and 3 months (for cohort 3) after the CBE program began, so many of the girls in the sample have been exposed to the program's curriculum for extended periods of time when baseline data was collected on this group.[13]

[13] Recall that "baseline" data was collected in the midline evaluation period for the OOS group.

Table 3.15: Financial literacy

Grade	Intervention Mean (/100)	Control Group Mean (/100)	Intervention Group Standard Deviation	Control Group Standard Deviation	Difference TG - CG
OOS	20.5	17.6	18.8	16.3	2.9
Sample Size	**268**	**59**	**268**	**59**	

Foundational skills

In this section, we evaluate the proficiency level of girls at midline, compared to their proficiency levels at baseline. This is an important consideration for this project, since we know from the qualitative data and from the baseline findings that many learners, even in upper grades and secondary school, lack foundational literacy and numeracy. KIIs from girls, boys, and parents report that camps, in particular, have been very beneficial in teaching foundational skills, from which greater literacy can be built. According to evidence from the qualitative data, we know that IGATE-T has made school staff more aware of poor foundational skills, and treatment group schools are increasingly focusing on non-learners to try to get them up to speed through more engaging methods and targeted support.

The overall poor performance on test scores obscures important progress being made in regards to foundational skills that are celebrated by numerous stakeholders. As discussed throughout this section, qualitative data consistently demonstrates first, that students often lack basic skills in literacy and numeracy and second, that some progress is being made in addressing this disparity in academic performance through IGATE activities in schools and communities. These conclusions are supported by a wide variety of sources, including KIIs with head teachers, and IGATE facilitators, students, and focus group discussions with caregivers.

By focusing on developing basic literacy and numeracy skills, the gross disparity in learning outcomes between students will hopefully be diminished over time. The extra support, as well as the improved outcomes it generated, is demonstrated by two Head Teachers in Insiza:

> Aah here it has been active eeh from the way I see it we are actually reducing the non-reader numbers then in maths students are improving immensely because the activities that we use that are in your modules they help them such that those who were lower they slightly go up
>
> - KII with Head Teacher, Insiza

Repondent: Yes numeracy and literacy, the methods we get from there really assist us when teaching and most kids who fail are mostly non- readers, so when FLAN [Foundational Literacy and Numeracy] came it really assisted in improving their reading
Moderator: Okay, now just to ask a different question, in which grades would you find these non- readers that you mentioned?
Repondent: In all the grades you do find non-readers.
Moderator: So when FLAN came you taught the kids from all the grades?
Repondent: Yes, all the grades.
Moderator: Okay, so do they improve?
Repondent: Yes, they do improve for sure, if you really follow it properly they do improve

- KII with Head Teacher, Insiza

Similar experiences have been reported across other districts as well. This is an important success story because a central focus of IGATE-T is to support the struggling or non-learners. The fact that IGATE has been able to raise awareness and generate progress towards supporting non-learners within schools is not only important for the student's ability to learn more effectively, but is also expected to help them transition and stay in school longer. This is discussed further in the next section, but qualitative data consistently finds many parents are more willing to support their children financially when they are seen to do well (or at least improve in their results).

One recommendation regarding the sustainability of developing and improving basic skills and moving non-learners to higher outcomes revolved around monitoring classroom activities. To ensure that learners are benefiting from new pedagogical practices, teachers need to be held accountable for continuous implementation. The program should continue to leverage the role of IGATE Facilitators and the relationships with DSIs to ensure that teachers are monitored and supported to regularly use interactive, engaging, and equitably focused methods. This can include celebrating success, working with teachers to identify best practices, as well as gaps, and to provide support to bridge those gaps.

Since many teachers identify the lack of materials and supplies as a barrier to implementing teaching practices. Thus, the program could provide rewards in the form of supplies based on the needs of that particular school, for successful integration of new methods and activities. In this way, the additional pressure of accountability mechanisms can be introduced in a way that creates positive pressure through incentives to promote consistent use of trained methods. Pedagogically, encouraging consistent use of inclusive and interactive methods will have larger impacts on learning outcomes, rather than occasional use of limited techniques. In turn, consistent use will change standard practices to make it more sustainable over time.

The clubs are giving confidence and the slow learners are not able to participate in class. They now learn reading especially phonetics. The children are shy when they are wrong so through phonetics the children can pronounce the words. Our pass rate is much better than the previous years since the coming of IGATE.

- KII with Teacher, Chivi

like I said they really looked at or target learners like taking for example like secondary school, some children are coming right through without able to read and when we introduced the SPRINT in secondary schools the whole idea was to identify those non-readers and make them the target group for this exercise.

- KII IGATE Facilitator, Mberengwa

I can give you an example of Mpala 1 Primary School, the teacher confessed and told us that in the beginning we thought this one is for infants but later we realized even if we want to catch up with the syllabus but we also have a challenge of non-readers so we realized that we are not going anywhere and then the inclusion of those non- readers into this program has yielded some positive results"

- IGATE Facilitator, Insiza

The following table shows that the proportion of non-learners has decreased since baseline for every EGRA subtask, and decreased by more than in the control group. One notable finding is that 23% fewer children are non-learners in letter sound identification at midline. We also see a 13% increase in the proportion of children who are proficient at familiar word identification, another foundational literacy skill. This suggests the project's interventions are having an impact on the most foundational skills, since phonics and letter sounds are a key component of the child-focused learning practices in the IGATE-T teacher training modules. Specifically, we know from the findings in section 6.1 that treatment school teachers were observed to be using more pair/ group work, to be using songs, rhymes, and physical-response methods, and to be ensuring learners are not excluded in classes. These are all methods emphasized during the teacher professional development training that are part of the IGATE-T interventions. Qualitatively, we know that these types of methods are reported to be helpful by the learners in these areas. This may explain the results we're seeing in the foundational skills as these activities were designed by the project to address the weaknesses in foundational skills observed at baseline since resolving these weaknesses is essential for more advanced learning to take place. These results are encouraging and may suggest that as these interventions expand to secondary schools between midline and endline, we may see that the weak foundational skills observed in secondary school students may also be improved by endline.

In SEGRA 2-3, we see a substantial increase in the number of emergent and proficient learners from baseline. Together, this suggests that there have been noticeable improvements in learners' foundational skills since baseline. Note these changes are statistically significant at the 5% level.

We also see a statistically significant increase in the number of emergent and established learners in SeGRA 2 and 3, which suggests the older children who took these tasks at baseline have made gains in these more technical tasks.

Table 3.16: Distribution of in-school girls' skills level - literacy (treatment group, all reconnects)

Literacy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Letter Sound Identification	17.7% (-23% since BL)	64.7% (+13% since BL)	16.3% (+10% since BL)	1.3% (+1% since BL)
Familiar Word	2.8% (-2% since BL)	5.6% (-5% since BL)	13.8% (-6% since BL)	77.8% (+13% since BL)
Invented Word	6.6% (-5% since BL)	16.3% (-1% since BL)	38.6% (+3% since BL)	38.4% (+2% since BL)
Oral Reading Fluency	3.0% (-1% since BL)	7.7% (-7% since BL)	26.7% (-1% since BL)	62.6% (+8% since BL)
Comprehension	33.9% (-8% since BL)	43.8% (+8% since BL)	21.2% (+0% since BL)	1.1% (-1% since BL)
Comprehension + Analytical Skills	28.6% (-8% since BL)	46.9% (+4% since BL)	21.2% (+3% since BL)	3.3% (+1% since BL)
Comprehension + Inferential Skills	49.6% (-14% since BL)	42.3% (+9% since BL)	6.7% (+4% since BL)	1.0% (+1% since BL)
Short Essay	53.8% (-22% since BL)	36.6% (+17% since BL)	9.2% (+6% since BL)	0.4% (+0% since BL)

While the change within the treatment group is interesting, these changes are more insightful when compared to changes that are experienced in the control group. This accounts for trends that would happen in absence of the program (ie. the counterfactual). The following table and figure show how these differences compare, and show that the decrease in non-learners in the treatment group on the most basic foundational skills (letter sound identification and invented words) is substantially greater than the decrease in the control group. Likewise, the number of learners who have achieved established or proficient learner status is also substantially higher within the treatment group on basic skills within the treatment group.

Table 3.17: Distribution of in-school girls' skills level - numeracy (difference since baseline, compared to difference in control group)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)	Significant Difference
Letter Sound Identification	-8%	4%	4%	0%	Yes***
Familiar Word	0%	-2%	2%	0%	No
Invented Word	-3%	3%	4%	-4%	Yes**
Oral Reading Fluency	1%	-2%	5%	-4%	Yes**
Comprehension	1%	3%	-5%	1%	No
Comprehension + Analytical Skills	1%	4%	-5%	0%	Yes***
Comprehension + Inferential Skills	4%	-1%	-3%	0%	Yes**
Short Essay	-3%	1%	2%	0%	No

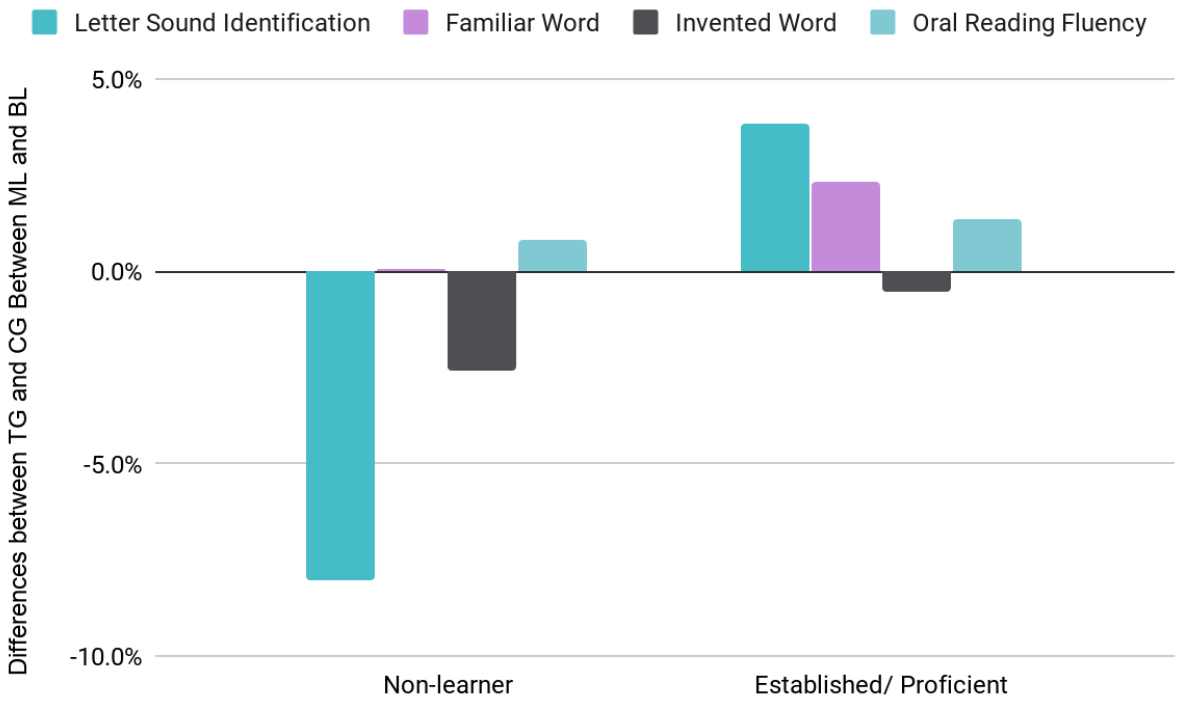

Figure 3.1: Changes in foundational skills - numeracy

The following table shows the changes in learner's proficiency in numeracy skills since baseline. Since the majority of students were non-learners on more advanced subtasks at baseline, we see the largest decreases in the number of non-learners as most children have transitioned to established learners at midline for the more difficult EGMA subtasks, and proficient learners for EGMA subtasks 1 and 2 (where they started out as established learners). This also suggests that there have been substantial improvements to the foundational numeracy skills that were missing at baseline.

This is consistent with findings from the qualitative data, where ministry officials report a great desire to expand IGATE programs, particularly teacher training, to other schools due to the success it has generated in improving foundational skills. One district official explicitly claims, "we are saying for the schools that are involved there is a great change… There is better teaching and learning in the IGATE schools compared to non-IGATE schools." This success has attracted the attention of other, neighbouring schools, who then advocate their desire to be included as beneficiaries, which speaks to the significance and value schools gain from the program. The same official continues to explain that "this is the reason why we're actually saying in those schools that are not in IGATE are also yearning and saying why do you leave us behind? … Our wish is that if everyone every school can be taken aboard then we will actually say ah this is it, our teachers are all going to acquire new teaching skills and that way I think our system for teaching and learning will be changed." The same sentiment is repeated by another district official in a separate KII as well.

Table 3.18: Distribution of in-school girls' skills level - numeracy (treatment group, all reconnects)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Number Identification	0% (+0% since BL)	0% (-1% since BL)	6% (-6% since BL)	93% (+7% since BL)
Quantity Discrimination	1% (+0% since BL)	2% (-1% since BL)	9% (-10% since BL)	88% (+11% since BL)
Missing Numbers	1% (-1% since BL)	18% (-11% since BL)	68% (+7% since BL)	12% (+5% since BL)
Addition	1% (-1% since BL)	6% (-4% since BL)	48% (-1% since BL)	43% (+6% since BL)
Addition 2	6% (-1% since BL)	15% (+0% since BL)	38% (-2% since BL)	41% (+3% since BL)
Subtraction	3% (-1% since BL)	24% (+2% since BL)	56% (+2% since BL)	17% (-3% since BL)
Subtraction 2	20% (-2% since BL)	22% (+1% since BL)	32% (+0% since BL)	26% (+2% since BL)
Word Problems	8% (-4% since BL)	29% (-1% since BL)	37% (+1% since BL)	26% (+5% since BL)
Advanced Multiplication, Division	26% (-16% since BL)	49% (+11% since BL)	24% (+5% since BL)	1% (+0% since BL)
Algebra	68% (-16% since BL)	27% (+12% since BL)	5% (+3% since BL)	0% (+0% since BL)
Data Interpretation	88% (-8% since BL)	11% (+8% since BL)	0% (+0% since BL)	0% (+0% since BL)

Again, this difference within the treatment group is more interesting when compared against changes seen within the control group. The differences are much smaller (and not statistically significant) in magnitude for numeracy, when compared to changes that are also experienced in the control group. This is demonstrated in the following table and accompanying figure.

Table 3.19: Distribution of in-school girls' skills level - numeracy (difference since baseline, compared to difference in control group)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)	Significant Difference
Number Identification	0%	-1%	0%	1%	No
Quantity Discrimination	0%	0%	0%	-1%	No
Missing Numbers	1%	1%	-2%	1%	No
Addition	0%	1%	-1%	0%	No
Addition 2	-1%	0%	5%	-3%	No
Subtraction	1%	0%	-2%	1%	No
Subtraction 2	-2%	7%	0%	-5%	Yes**
Word Problems	-1%	3%	0%	-3%	Yes**
Advanced Multiplication, Division	-1%	2%	0%	0%	Yes**
Algebra	-0%	-1%	1%	0%	No
Data Interpretation	5%	-5%	0%	0%	Yes***

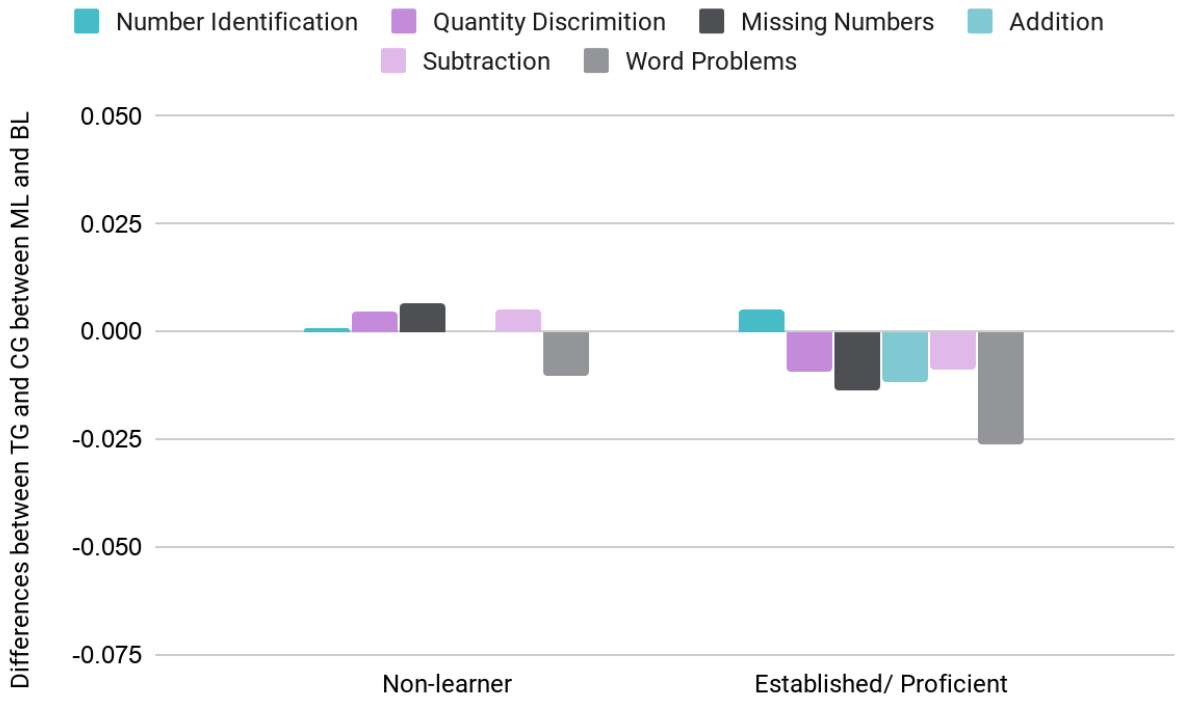

Figure 3.2: Changes in foundational skills - numeracy

Foundational Skills - OOS Girls

In this section, we consider the foundational skill levels of the OOS sample. In this, we find that girls who are OOS have higher proportion of non-learners than girls who are in-school. This may be an indication that girls who are underperforming in school are more likely to drop out of school. This is consistent with the reports in the qualitative data, which indicates that girls who are not doing well in school may become discouraged or receive less financial support.

In literacy tests, most girls are either non-learners or emergent learners in almost all learning subtasks. This is an indication that the project can potentially see significant growth in these dimensions within this subgroup by endline.

Table 3.20: Distribution of OOS girls' skills level - literacy (treatment group)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Letter Sound Identification	51%	42%	5%	1%
Familiar Word	15%	15%	16%	54%
Invented Word	28%	19%	25%	28%
Oral Reading Fluency	19%	15%	21%	45%
Comprehension	53%	33%	12%	1%
Comprehension + Analytical Skills	46%	35%	17%	1%

Table 3.21: Distribution of OOS girls' skills level - literacy (control group)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Letter Sound Identification	58%	37%	5%	0%
Familiar Word	7%	7%	12%	75%
Invented Word	17%	17%	44%	22%
Oral Reading Fluency	10%	8%	29%	53%
Comprehension	53%	36%	12%	0%
Comprehension + Analytical Skills	29%	58%	14%	0%

The following two tables consider the foundational skills of OOS girls. As with in-school girls, the proportion of non-learners are lower in numeracy than for literacy for OOS girls. However, unlike in-school girls, OOS girls in the treatment group have high rates of non-learnership in the number identification subtask, indicating there is room for growth even in the most basic schools for this subgroup.

Table 3.22 Distribution of OOS girls' skills level - numeracy (treatment group)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Number Identification	30%	4%	16%	77%
Quantity Discrimination	6%	3%	15%	76%
Missing Numbers	7%	30%	56%	6%
Addition	4%	17%	47%	32%
Addition 2	17%	17%	25%	31%
Subtraction	10%	34%	46%	11%
Subtraction 2	37%	22%	25%	17%
Word Problems	17%	32%	28%	24%
Advanced Multiplication, Division	54%	38%	8%	0%

Table 3.23 Distribution of OOS girls' skills level - numeracy (control group)

Numeracy Subtask	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Number Identification	0%	0%	10%	90%
Quantity Discrimination	0%	7%	7%	86%
Missing Numbers	5%	22%	69%	3%
Addition	2%	10%	59%	29%
Addition 2	14%	20%	24%	42%
Subtraction	8%	25%	58%	8%
Subtraction 2	37%	20%	20%	22%
Word Problems	19%	34%	27%	20%
Advanced Multiplication, Division	49%	42%	9%	0%

The following table summarizes the distribution of financial literacy skills for the OOS cohort. With at least 20% of OOS learners being non-learners in all skill groups, and many more being only emergent learners, there is substantial room for improvement in financial literacy skills before endline.

Table 3.24: Distribution of OOS girls' skills level - financial literacy (treatment group)

Financial Literacy	Non learner (0%)	Emergent learner (1-40%)	Established learner (41-80%)	Proficient learner (81-100%)
Personal Finance and Banking	42%	46%	10%	2%
Understanding Situational Context	20%	24%	51%	5%
Understanding Cash Flows	42%	47%	11%	0%

Grade level achieved

This section considers the relative "grade achieved," based on learners' performance on literacy and numeracy tests. Since the EGRA/SeGRA and EGMA/SeGMA subtasks have been designed to be appropriate for the foundational skills required by a given grade level, we have specified the appropriate skill level required to be achieved by each grade. The relevant proficiency levels are outlined in the following table and are based on the curriculum taught at these grade levels (these are the same definitions that were used at baseline as well).

Table 3.25: Subtasks used to measure relative "grade achieved"

Achieved Grade Level	Relevant Subtasks - Literacy	Relevant Subtasks - Numeracy	Skill Level Required
Grade 1	EGRA 1, 2, 3	EGMA 1, 2	At least established in all subtasks.
Grade 2	EGRA 4	EGMA 3, 4	At least established in all subtasks.
Grade 3	EGRA 5	EGMA 5, 6	At least established in all subtasks.
Grade 4	SeGRA 1	SeGMA 1	At least established in all subtasks.
Grade 5	SeGRA 1	SeGMA 1	Proficient in all Grade 1 subtasks,at least established in Grade 2-5 subtasks.
Grade 6	SeGRA 2	SeGMA 2	Proficient in all Grade 1 and 2 subtasks, at least established in Grade 3-6 subtasks.
Grade 7	SeGRA 2	SeGMA 2	Proficient in Grade 1, 2, and 3 subtasks, at least established in Grade 4-7 subtasks.
Form 1	SeGRA 3	SeGMA 3	Proficient in Grade 1, 2, 3, and 4 subtasks, at least established in Grade 5-7 and F1 subtasks.
Form 2	SeGRA 3	SeGMA 3	Proficient in Grade 1 - 6 subtasks, at least established in Grade 7, F1, and F2 subtasks.

Based on the definitions of achieved grades defined above, we find that fewer girls no longer meet the minimum grade at midline than they did at baseline. This is particularly true for older girls, where we see that there has been over a 10pp drop in the number of Form 2 (4) girls who do not meet the minimum grade requirements. The number of girls achieving grade 3 or 4 proficiency has also increased significantly since baseline, though no girl achieves a level of proficiency that is consistent with the grade they are enrolled in. This is not surprising given that Zimbabwe has a policy of automatic progression, where children progress to the next grade even if they do not achieve the learning objectives of that grade.

This again emphasizes the need to improve girls' foundational skills. Even secondary school girls struggle with basic skills and cannot be expected to perform well on more advanced skills until these gaps have been addressed. In KIIs, secondary school students frequently report that only students who do well get support from their teachers. In a focus group, a girl from Chivi report that, "they help those who are good in school, those who are not they just say there is nothing that they will be helping them with." Meanwhile, many students at this level are still struggling to master basic skills.
During a focus group discussion in Chivi, a group of secondary school girls expressed a need for extra support to master basic literacy skills when asked about what causes students in their class to fail:

Respondent 5: Not able to read alphabetical order (R1 coughs) [In] secondary there's no teacher who will ever come and teach you that you can read like this (point at the desk) they will just come and give you work ...so you will not be able to even read...

Moderator: Okay...is it different for boys and girls? (Long pause) R1

Respondent 1: It's similar (plays with stones) in not having a maths teacher

Moderator: (Long pause) so what should families do to help children excel in school? R9?

Respondent 9: They should do even special class...say if there are children who can read during lunch they can go to that classroom and they will be taught how to read starting from the alphabetical order...

- Focus Group Discussion with Secondary School Girls, Chivi

It is noteworthy that multiple girls in this group identify the need to "start over" with the alphabet. This suggests how far some students have fallen behind their peers, despite having progressed to a secondary level, and provides some context for understanding frequent references made by students about how many girls skip class, prefer to focus on boyfriends, or act mischievously at school. If students feel that they need additional support to learn the alphabet in secondary school, yet already feel uncomfortable reaching out to teachers for help on grade-appropriate work, it exacerbates barriers to learning and disincentivizes active engagement in class.

Table 3.26: Distribution of achieved literacy grades versus enrolled grades (in-school girls)

Achieved Grade	Enrolled Grade at Midline (Intervention Group)								
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Form 4
Does Not Meet Minimum Grade	100%	100%	89%	80%	87%	85%	76%	79%	76%
Grade 1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 2	0%	0%	10%	15%	8%	9%	12%	13%	9%
Grade 3	0%	0%	1%	4%	2%	3%	5%	3%	4%
Grade 4	0%	0%	1%	1%	3%	3%	7%	4%	10%
Grade 5	0%	0%	0%	0%	0%	0%	0%	1%	0%
Grade 6	0%	0%	0%	0%	0%	0%	0%	1%	1%

*Table 3.27: Distribution of achieved literacy grades versus enrolled grades **at baseline** (in-school girls)*

Achieved Grade	Enrolled Grade at Baseline						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2
Does Not Meet Minimum Grade	98.1%	97.1%	97.5%	92.4%	93.7%	91.7%	89.3%
Grade 1	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 2	1.0%	2.9%	1.0%	4.0%	3.2%	4.4%	3.7%
Grade 3	0.0%	0.0%	1.5%	1.0%	0.0%	0.4%	1.4%
Grade 4	0.0%	0.0%	0.0%	2.5%	3.2%	2.2%	3.3%
Grade 5	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.9%
Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%
Form 1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Form 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The following tables summarizes the grade achieved in numeracy, by the grade the girls are actually enrolled in. There are far fewer girls not meeting the minimum grade (see the following table, which shows this distribution for baseline report), except for girls who are

still enrolled in grade 3 at baseline, who are significantly different than other girls since automatic progression would have avoided their repetition by default, meaning they've chosen to stay in grade 3. Although, like in numeracy, we still do not see a significant portion of girls achieving proficiency at a grade level consistent with their enrolled grade, we do see an increase in the number of girls who have achieved higher proficiency than they did at baseline, compared with the control group. Like in literacy, we still do not see a significant portion of girls achieving proficiency at a grade level consistent with their enrolled grade, we do see an increase in the number of girls who have achieved higher proficiency than they did at baseline (as shown in the following two tables), compared with the control group.

Although performance in numeracy is still better on average than performance in literacy, the majority of students do not achieve above a grade 3 level of proficiency, even for girls in secondary school. This again emphasizes the need for the project to continue to focus on foundational skills for both literacy and numeracy in order to continue to progressively build learners' skills. As evidenced by both quantitative and qualitative evidence, the sample is clearly demonstrating weak foundational skills, though there have been some improvements from the project between baseline to midline in this area. This is encouraging for the project, and suggests that this emphasis on foundational skills should be continued after midline even for learners in more senior grades, who may not have these foundational skills owing to the country's automatic progression policy.

Table 3.28: Distribution of achieved numeracy grades versus enrolled grades (in-school girls)

Achieved Grade	Enrolled Grade at Midline (Intervention Group, BL values in brackets)								
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2	Form 3	Form 4
Does Not Meet Minimum Grade	33%	13%	7%	4%	1%	0%	0%	3%	2%
Grade 1	0%	13%	28%	27%	20%	15%	11%	13%	15%
Grade 2	0%	13%	40%	28%	23%	28%	23%	20%	17%
Grade 3	33%	38%	25%	33%	25%	33%	27%	30%	34%
Grade 4	0%	0%	0%	0%	1%	1%	2%	0%	2%
Grade 5	33%	25%	1%	7%	30%	23%	34%	33%	26%
Grade 6	0%	0%	0%	0%	0%	1%	1%	1%	2%
Grade 7	0%	0%	0%	0%	0%	0%	2%	1%	1%
Form 1	0%	0%	0%	0%	0%	0%	1%	0%	1%

Table 3.29: Distribution of achieved numeracy grades versus enrolled grades ***at baseline*** *(in-school girls)*

	Enrolled Grade at Baseline						
Achieved Grade	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Form 1	Form 2
Does Not Meet Minimum Grade	16.7%	12.5%	4.6%	5.0%	2.8%	0.8%	3.2%
Grade 1	60.3%	44.0%	50.7%	46.8%	26.6%	32.8%	36.5%
Grade 2	23.0%	38.0%	35.5%	31.7%	28.4%	42.7%	29.4%
Grade 3	0.0%	4.9%	8.6%	9.4%	6.4%	6.1%	7.1%
Grade 4	0.0%	0.0%	0.0%	0.7%	0.0%	0.8%	0.0%
Grade 5	0.0%	0.5%	0.7%	6.5%	35.8%	16.8%	22.2%
Grade 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%
Form 1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Form 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

3.2 Subgroup analysis of learning characteristics and barriers

In this section, we compare the subgroups and barriers associated with learning outcomes using evidence from both the qualitative and quantitative data. We also conduct some distributional analysis to evaluate how the interventions have affected children in different places on the learning score distribution. Some of the characteristics and barriers with the greatest changes are included in the following figure.

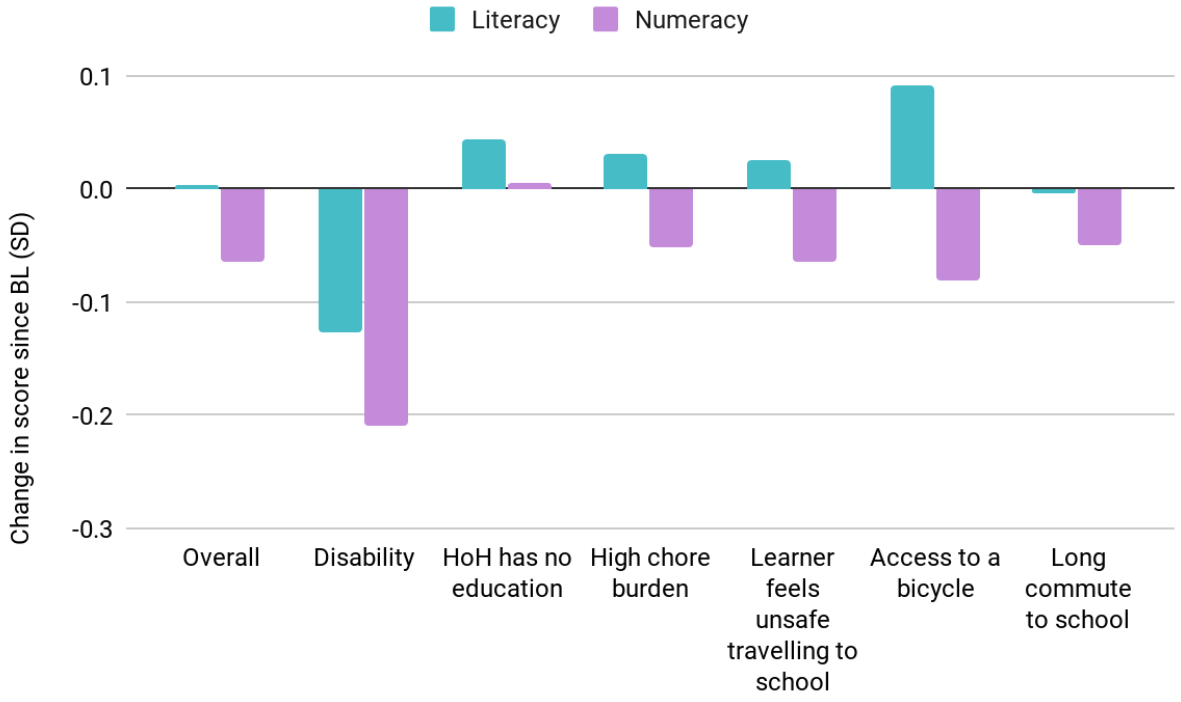

Figure 3.3: Differences in differences by subgroup (in-school girls)

The following tables highlight the impact by different subgroups. Similar to baseline, children with disabilities have significantly lower scores than the overall sample. However, we now find their scores have decreased compared to the overall sample since baseline. Similarly, single orphans in the treatment group have fared worse since baseline than orphans in the control group on both literacy and numeracy, though double orphans have fared better since baseline on literacy. The learning challenges presented to children with disabilities and learners without parents in their household are frequently mentioned in the qualitative data, noting that these individuals do not consistently have the support from caregivers to pursue their education, even in the treatment group.

It is interesting to note that there seems to be a discrepancy in what constitutes “disabled” between qualitative and quantitative instruments, which helps to interpret some of the

findings. In quantitative surveys, disabled encompasses a wide range of physical and mental conditions, including, for example, inability to focus or pay attention in class. However, when students, teachers, and community leaders are asked about what support is available for disabled children in KIIs, disabilities are always understood to be physical disabilities or visual impairment. Despite some positive feedback from teachers and caregivers, who say IGATE has been successful in sensitizing parents about the importance of sending disabled children to school, barriers still exist. Distance, for example is a very important barrier for children with physical disabilities. There are also many references to special schools for disabled children from primary and secondary schools in Mangwe and Mberengwa; students often claim that there are no disabled children at their school because they go to a school specifically for disabled children. This has important implications for the program; if a parent feels that their child would have to go to a special school, it may require extra resources and effort. Conversely, the presence of schools for the disabled may discourage children with visible disabilities from attending a regular school because it lacks the extra support available elsewhere, or because of the lack of similar peers.

Table 3.30: Standardized literacy scores of key subgroups (in-school girls)

Characteristic at Baseline	Literacy score at ML (intervention group)	Change in literacy since BL (intervention group)	Literacy score at ML (control group)	Change in literacy since BL (control group)	Difference in changes since baseline
Overall	0.29	0.32	0.35	0.32	0.00
Disability	-0.06	0.14	0.10	0.27	-0.12*
Orphans & Absent Parents					
Single orphans	0.11	0.28	0.32	0.28	0.00
Double orphans	-0.21	0.37	0.16	0.29	0.08
Living without both parents	0.19	0.32	0.30	0.33	-0.02
Married	0.08	0.21	-0.55	0.20	0.01
Girl is mother	0.08	0.21	-0.45	0.25	-0.04
Poor households					
Difficult to afford girl to go to school	0.24	0.32	0.30	0.33	-0.01
Household doesn't own land	0.41	0.34	0.55	0.33	0.01
Household unable to meet basic needs	0.26	0.32	0.22	0.35	-0.03
Often goes to sleep hungry	0.36	0.33	0.35	0.32	0.01
Does not speak language of instruction	0.34	0.35	0.43	0.31	0.04
Parental education					
HoH has no education	-0.05	0.32	0.30	0.26	0.05
Primary caregiver has no education	0.01	0.28	0.31	0.25	0.04
Apostolic Household	0.21	0.33	0.20	0.37	-0.04
District					
Chivi	0.43	0.30	0.32	0.29	0.00
Insiza	0.13	0.46	0.42	0.49	-0.03
Mangwe	0.25	0.30	0.40	0.28	0.03
Mberengwa	0.09	0.33	0.35	0.34	-0.02

Table 3.31: Standardized numeracy scores of key subgroups (in-school girls)

Baseline Characteristic	Numeracy score at ML (intervention group)	Change in numeracy since BL (intervention group)	Numeracy score at ML (control group)	Change in numeracy since BL (control group)	Difference in changes since baseline
Overall	0.19	0.22	0.32	0.29	-0.07*
Disability	-0.08	0.12	0.18	0.35	-0.23**
Orphans & Absent Parents					
Single orphans	-0.08	0.17	0.25	0.22	-0.05
Double orphans	-0.38	-0.06	0.00	0.18	-0.23
Living without both parents	0.08	0.19	0.27	0.23	-0.04
Married	0.53	0.59	0.84	1.17	-0.57
Girl is mother	0.53	0.59	0.34	0.99	-0.40*
Poor households					
Difficult to afford for girl to go to school	0.16	0.22	0.28	0.29	-0.08*
Household doesn't own land	0.28	0.21	0.40	0.44	-0.23*
Household unable to meet basic needs	0.16	0.24	0.23	0.26	-0.01
Often goes to sleep hungry	0.23	0.21	0.36	0.33	-0.12
Does not speak language of instruction	0.28	0.28	0.38	0.28	0.01
Parental education					
HoH has no education	-0.04	0.25	0.33	0.23	0.02
Primary caregiver has no education	-0.09	0.18	0.26	0.20	-0.03
Apostolic Household	0.15	0.22	0.20	0.30	-0.08
District					
Chivi	0.33	0.30	0.26	0.30	0.00
Insiza	-0.03	0.27	0.09	0.35	-0.08
Mangwe	0.02	0.10	0.42	0.07	0.02
Mberengwa	0.16	0.14	0.49	0.44	-0.31

The following tables consider the differences in learning scores across different barriers. As noted in the previous section, safety on the trip to school is a major barrier for girls in both the quantitative data, and is also a very salient theme in the qualitative data. This issue is often related to long commutes to school for secondary girls, who report that young men in their community frequently "wait in the road" to harass them and that the boys "won't take no for an answer". The fear of sexual harassment and gender based violence is described in great detail by a focus group of secondary school girls in Mangwe and is cited as a reason to avoid school or drop out. This issue is reported across all districts, but is particularly salient and concerning in Insiza and Mangwe. Safety concerns are definitely seen as a factor leading to absenteeism and failure to transition in qualitative data.

This is consistent with other findings in the table below which shows that in the treatment group, there has been a noticeable change in literacy in the girls who have access to a bicycle, suggesting that interventions are more effective for those who have a safer commute to school, though there is no similar improvement in girls who have a long commute to school (in fact, the opposite is true). This may be a positive sign considering the importance of this barrier, which is regularly referenced as a challenge in the qualitative data. The distance to school becomes a barrier for multiple reasons. Secondary school girls often claim they have more chores as they get older and that it can be difficult to finish chores and still make it to school on time. This results in a vicious cycle of them being chronically late, missing classes in the morning, and being punished by teachers. Consequently, they get discourage or fall behind. For others, long distances from school requires extra resources to pay for transportation. Specifically for girls, and particularly at a secondary level, long commutes can also create vulnerability to sexual harassment, as discussed.

The program's interventions are also associated with relatively higher increases in scores for learners with high chore burdens, which is consistent with the project's theory of change. This is also the only barrier for which there has been a statistically significant improvement in test scores since baseline. The qualitative data reveals interesting insights into chore burdens. Although many students (boys and girls) report having many chores, there seems to be progress in balancing chores with time for study, not only by reducing overall chore burdens, but by dividing chores more equitably between girl and boy children. This may explain why there has been an improvement in test scores for girls who experienced this barrier at baseline. Many chores are very gendered, thus girls are expected to make many trips to fetch water, which is very time intensive, while boys are expected to tend livestock. However, a community leader in Chivi reports that girls are now able to milk cows and boys will agree to help fetch water so that both may have more time to study. This sentiment was echoed by female caregivers in a focus group in Chivi, as well as during a KII with a CPC Chair in Insiza, who said that cultural practices that place higher chore burdens on girls prevents them from excelling, but that boys are slowly learning to help and share equally in activities like fetching water and cooking.

> Like now we can see that its now easy because in the past if the boys' tasks are becoming too much, it meant that he will have difficulties in accessing education because the burden is too much for him. Same applies to the girl child if the tasks are too much for her, she will have difficulties in accessing education. But now I can see it has become easy because they help each other, that way the burden becomes light and will not affect their education. Like I said if they want to go and fetch water, instead of going twice if there is somewhere where he wants to put that water, she will go only once because she will have a helper and each will have his/her own bucket and the job will be completed on right time.
>
> - KII Community Leader, Chivi

Girls also report using more time for school work compared to on chores, as depicted by an exercise conducted by primary school girls in Insiza,where stones were used to represent time they spent on different activities at home:

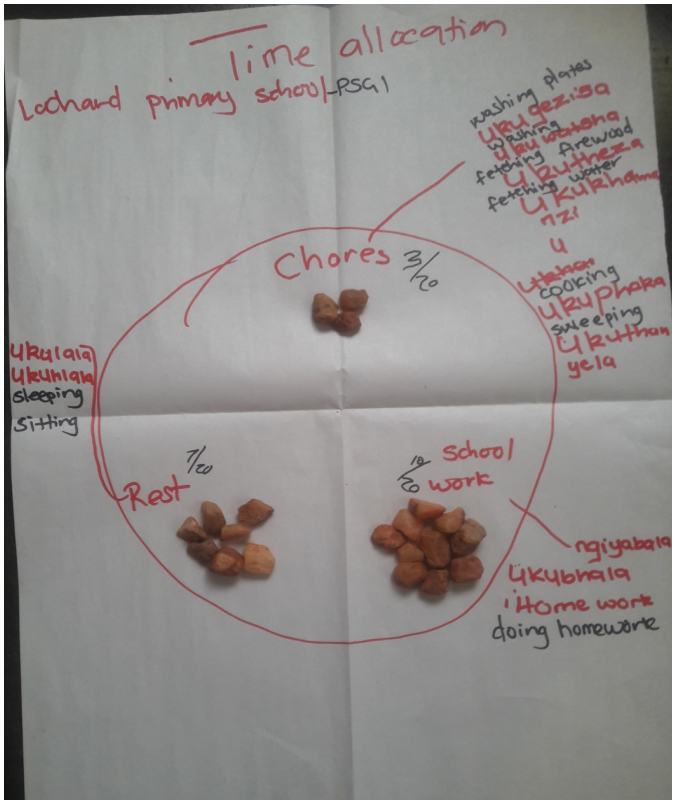

Figure 3.4: Time use activity from FGD with girls

This is positive not only for learning outcomes, but for transforming limiting gender attitudes, and is consistent with quantitative findings (as shown in the following table) where we find significant, positive improvements in numeracy scores for girls with high

chore burdens. However, keeping children home to do chores is still a very prevalent theme for children who live with relatives or do not have parents.

Table 3.32: Standardized literacy scores of key barriers (in-school girls, intervention group)

Baseline Characteristics	Literacy score at ML (intervention group)	Change in literacy since BL (intervention group)	Literacy score at ML (control group)	Change in literacy since BL (control group)	Difference in changes since baseline
Overall	0.29	0.32	0.35	0.32	0.00
High chore burden	0.15	0.29	0.28	0.18	0.11*
School					
Learner feels unsafe travelling to school	0.22	0.32	0.26	0.29	0.03
Insufficient seating at school	0.24	0.34	0.30	0.33	0.01
No water at school	0.34	0.37	0.44	0.34	0.03
Access to a bicycle	0.17	0.31	0.53	0.20	0.11
Long commute to school	0.27	0.30	0.32	0.31	-0.01
IO 1: Teaching Quality					
Teacher encourages questions	0.34	0.32	0.39	0.32	0.01
Makes suggestions for study improvements	0.30	0.32	0.36	0.31	0.01
Frequently absent	0.28	0.37	0.43	0.36	0.00

Table 3.33: Standardized numeracy scores of key barriers (in-school girls, intervention group)

Baseline Characteristics	Numeracy score at ML (intervention group)	Change in numeracy since BL (intervention group)	Numeracy score at ML (control group)	Change in numeracy since BL (control group)	Difference in changes since baseline
Overall	0.19	0.22	0.32	0.29	-0.07
High chore burden	0.06	0.23	0.31	0.22	0.01
School					
Learner feels unsafe travelling to school	0.13	0.20	0.26	0.27	-0.07
Insufficient seating at school	0.09	0.13	0.36	0.32	-0.20**
No water at school	0.23	0.27	0.45	0.29	-0.02
Access to a bicycle	0.07	0.13	0.52	0.20	-0.07
Long commute to school	0.17	0.23	0.30	0.29	-0.06
IO 1: Teaching Quality					
Teacher encourages questions	0.24	0.19	0.34	0.25	-0.05
Makes suggestions for study improvements	0.21	0.21	0.34	0.29	-0.08
Frequently absent	0.18	0.23	0.33	0.33	-0.10

The following table considers the differences between the test scores of learners who have participated in different leadership clubs. We see that girls who have attended holiday camps do significantly better on literacy and numeracy tests than other girls in the treatment group. Though this interpretation cannot be interpreted as causal since participation in the clubs is voluntary, this is a positive sign for the project. Qualitative evidence also strongly suggests that camps help students improve their learning outcomes. KIIs with students reveal that they have benefitted from activities that teach phonetics and how to sound out words and a group of female caregivers in Chivi spoke highly about how camps have taught new skills and made their children more engaged and enthusiastic about school.

> Even when told to go on the board to do something, huh, I see when there was a camp that happened during the holidays. I saw that confidence was helped because the team that we have we are sailing together.
>
> -KII with Secondary School Girl, Chivi

Table 3.34: Literacy and numeracy scores (standardized scores, aggregated across all grades) by club participation (in-school PRIMARY girls, treatment group, reconnects)

Activity	Literacy Score (SD)	Different from Overall TG	Numeracy Score (SD)	Different from Overall TG
Overall (Treatment Group)	0.40	-	0.30	-
Leadership Club Participants				
In-school leadership clubs	0.45	No	0.28	No
Community leadership clubs	0.38	No	0.30	No
Holiday leadership clubs	0.40	No	0.26	No
Grade 7 camps[14]	0.20	No	0.27	Yes**
Holiday camps	0.48	Yes*	0.45	Yes**

Characteristics and barriers - OOS girls

The following tables consider the differences in test scores for OOS girls in the treatment and control groups. It should be noted that the control group is already very small, and the subgroups listed in the following two tables often have very few observations. This makes making conclusions about statistically significant differences challenging, and is often inappropriate. However, There are some noticeable differences that may be worth noting. For instance, girls in CBE with uneducated head of households do significantly worse than their counterparts in the control group. Girls in the treatment group who come from households who do not own their own land (which may be an indicator of lower economic status) also noticeably better on literacy tests.

[14] Sample for grade 7 camp means and statistical tests only included girls who were eligible for grade 7 clubs based on their grade at baseline.

Table 3.35: Literacy scores by key subgroups and barriers (OOS girls)

Baseline Characteristic	Numeracy score at ML (intervention group)	Numeracy score at ML (control group)	Difference
Overall	54.32	58.48	-4.16
Disability	50.84	49.51	1.33
Orphans & Absent Parents			
Single orphans	55.50	64.92	-9.41
Double orphans	62.84	30.51	32.33
Living without both parents	56.47	56.69	-0.22
Married	60.61	71.80	-11.19
Girl is mother	58.77	67.35	-8.58
Poor households			
Difficult to afford for girl to go to school	55.98	57.57	-1.58
Household doesn't own land	67.11	33.48	33.63
Household unable to meet basic needs	53.34	56.73	-3.39
Often goes to sleep hungry	55.45	56.49	-1.04
Parental education			
HoH has no education	49.39	59.36	-9.96
Primary caregiver has no education	52.72	61.49	-8.76
Apostolic Household	53.65	62.08	-8.43
District			
Chivi	58.55	54.21	4.34
Insiza	54.89	39.26	15.63
Mangwe	54.43	60.40	-5.97
Mberengwa	54.77	48.32	6.45
Barriers			
High Chore Burden	54.32	58.48	-4.16

The following table considers the differences between treatment and control groups at midline for OOS girls. There are no statistically significant differences between these test scores in any subgroup or barrier category though this may be driven by the fact that most of these categories have very few observations from the control group so it is difficult to make any comment on the significance of these differences. Although it may be due to small sample sizes, this table may suggest that girls who are double orphans have much higher test scores than their counterparts in the control group. Similarly, girls who have uneducated caregivers or heads of household do notably worse on test scores when they belong to treatment group.

Table 3.36: Numeracy scores by key subgroups and barriers (OSS girls)

Baseline Characteristic	Numeracy score at ML (intervention group)	Numeracy score at ML (control group)	Difference
Overall	34.89	39.93	-5.05
Disability	28.35	29.79	-1.44
Orphans & Absent Parents			
Single orphans	35.58	46.81	-11.23
Double orphans	42.51	20.40	22.10
Living without both parents	37.72	39.42	-1.71
Married	41.31	35.50	5.81
Girl is mother	35.08	46.50	-11.42
Poor households			
Difficult to afford for girl to go to school	43.38	52.56	-9.18
Household doesn't own land	44.74	23.83	20.91
Household unable to meet basic needs	33.42	39.82	-6.40
Often goes to sleep hungry	38.16	38.68	-0.52
Parental education			
HoH has no education	26.92	40.51	-13.59
Primary caregiver has no education	32.82	42.66	-9.84
Apostolic Household	35.15	42.52	-7.37
District			
Chivi	43.85	42.65	1.20
Insiza	41.41	37.21	4.19
Mangwe	31.68	40.11	-8.43
Mberengwa	32.24	29.93	2.31
Barriers			
High Chore Burden	34.89	39.93	-5.05

Separated regression

Although the impact on test scores, overall, is not significant, it is possible that the project's interventions have had a different kind of impact for learners who were at different points of the learning distribution at baseline. This section conducts a distributional analysis to see if those on the extremes of the learning score distribution are impacted in systematically different ways than learners in other parts of the distribution.

The following tables include the regression output for *separate regression* estimations, which have been separated based on learners' baseline aggregate literacy or numeracy test score quantile. Note this has been used as an alternative to quantile regression[15] to allow the analysis to estimate the effect the treatment had on the *change* in scores, based on learner's *baseline* scores (rather than the quantiles of the change itself as quantile regression would imply). These results come from a DiD regression with controls for each girl's grade, district, household economic information, and other demographic characteristics and do not find significant evidence that the change has been significantly different across quantiles. The only exception is the first and fourth quantiles in numeracy, which did significantly worse at midline than the control group.

Table 3.37: Separated regression estimates for literacy changes (in-school girls, reconnects, by BL literacy quantile)

Result	First Quantile	Second Quantile	Third Quantile	Fourth Quantile	Fifth Quantile
Literacy baseline - midline	Beta = -0.055 SD p-value = 0.53	Beta = 0.077SD p-value = 0.22	Beta = -0.045SD p-value = 0.46	Beta = -0.035SD p-value = 0.52	Beta = 0.029SD p-value = 0.60

Table 3.38: Separated regression estimates for numeracy changes (in-school girls, reconnects, by BL numeracy quantile)

Result	First Quantile	Second Quantile	Third Quantile	Fourth Quantile	Fifth Quantile
Literacy baseline - midline	Beta = -0.19SD p-value = 0.07	Beta = -0.012SD p-value = 0.88	Beta = -0.09SD p-value = 0.28	Beta = -0.100SD p-value = 0.14	Beta = 0.005SD p-value = 0.93

[15] Note that a quantile regression with this data yielded similarly inconsistent results. The quantile regression also did not find evidence that the treatment had a different effect on those at the top or bottom of the distribution of changes in learning scores.

4. Key outcome findings - transition

4.1 Transition outcome

The following table outlines the relevant transition pathways for each group tracked for transition, as outlined in the outcomes spreadsheet. These transition pathways are the same for girls, boys, and children with disabilities.

Table 4.1: Transition pathways

Group Tracked for Transition	Successful Transition	Unsuccessful Transition
In school (ages 13 and younger)	• In-school progression • Transition into secondary school	• Drops out of school • Repeats a grade • Moves into work
In school (ages 14 - 17)	• In-school progression • Transition into secondary school • Enrolls in technical and vocational education and training	• Drops out of school • Repeats a grade • Moves into work
In school (ages 18 and older)	• In-school progression • Transition into secondary school • Enrolls in technical and vocational education and training • Moves into gainful employment	• Drops out of school • Repeats a grade
Out of school (ages 13 and younger)	• Re-enrolls in appropriate grade in formal education • Enrolls in community based education	• Remains out of school
Out of school (ages 14 - 17)	• Transitions back into school • Enrolls in community based education • Enrolls in technical and vocational education and training	• Remains out of school
Out of school (ages 18 and older)	• Transitions back into school • Enrolls in community based education • Enrolls in technical and vocational education and training • Moves into gainful employment	• Remains out of school

The following table shows the transition rate for baseline and midline across the treatment and control groups, using the transition pathways described above.

Table 4.2: Transition rates

Group name	Intervention transition rate (baseline)	Control transition rate (baseline)	Intervention transition rate (midline)	Control transition rate (midline)	Target	Difference in Changes	% of target achieved
Girls							
In-school	94.4%	94.6%	90.5%	90.2%	+8 pp	+0.54 pp	7%
Learners with disabilities	94.1%	91.5%	98.3%	94.8%	+8 pp	+0.9 pp	11%
Out of School	-	-	92.8%	1.8%	-	-	-

This shows that there has been some improvement in transition rates for in-school girls (0.54pp), compared to the control group. This change is statistically insignificant, based on a probit estimation (N = 2,011; TG = 965, CG = 1,046) used to predict the change in the probability of successful transition after treatment. The targeted 8pp improvement has not been achieved, however this is not surprising considering the many context changes that have taken place since baseline. A similar improvement has also been found for girls with disabilities, however this is also not statistically significant. Given the nature of the definition (see **Table 4.1**), it is to be expected that the transition rate for OOS girls is so high in the treatment group and so low in the control group. The reason not all girls in these groups fall in one category is likely due to inconsistencies in timing since many OOS girls were interviewed months after or before their participation in CBE had taken place so caregivers may report their status as something other than "enrolled in CBE" even if the girl was on the roster for CBE at some point. The table above also shows that learners with disabilities have consistently lower transition rates than learners without disabilities. This is consistent with findings in the qualitative evidence, which finds that traditionally, caregivers often do not see value in educating disabled children because they do not believe such children will have a chance of success in terms of employment or higher education, although community leaders report these ideas are slowly changing to become more supportive.

The following two tables summarize the specific transition pathways that are seen in the treatment and control groups, both for in school and OOS girls. These tables show that the transition pathways between the treatment and control groups are relatively similar. This is to be expected given the very high transition rates in both treatment and control groups, given that 90% of both groups have successfully transitioned (are either in school and in the proper grade given their baseline grade, or have moved into gainful employment (though this is rare outcome given that few of the girls were old enough at baseline for this to be an possibile positive outcome). Most girls who have not successfully transitioned are

either repeating a grade or are out of school, with treatment and control groups transitioning into these two categories at roughly equal rates.

Table 4.3: Detailed transition pathways - treatment group

Group name	Sample Size	Transition Pathway						Transition Rate
		In-school Progression	Repeating a Grade	Enrolled in TVET	Enrolled in CBE	Moved into Gainful Employment	Out of School	
In-school Girls	965	871	51	0	0	2	41	90.5%
OOS Girls	277	11	1	0	147	0	18	92.8%

Table 4.4: Detailed transition pathways - control group

Group name	Sample Size	Transition Pathway						Transition Rate
		In-school Progression	Repeating a Grade	Enrolled in TVET	Enrolled in CBE	Moved into Gainful Employment	Out of School	
In-school Girls	1,046	941	63	0	0	2	40	90.2%
OOS Girls	55	1	0	0	0	0	54	1.8%

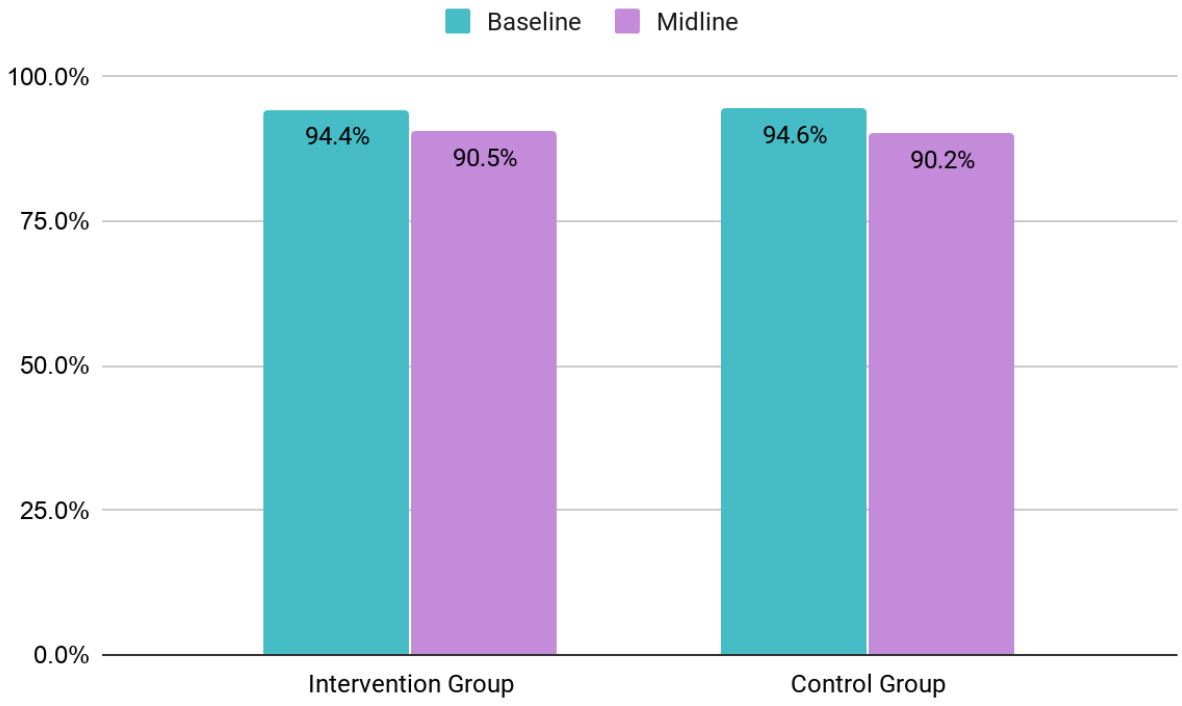

Figure 4.1: Change in transition rates

The economic and social instability in these communities may be diminishing the project's impact. The events described in section 1.2 and Annex table A2.2 also caused delays in implementation that led community engagement and teaching professional development interventions to be halted for a full term (4 months) and 8 to 9 months went by between teacher professional development intervention sessions right before midline data collection. Given the findings from an academic review of the original IGATE project and the IGATE-T baseline report, it is understood that these types of interventions take consistent effort over long periods of time in order for impact be seen in this context. This kind of delay could hinder the evaluation's ability to detect an impact if the program was initially having an impact.

This fact, combined with the program's theory of change, suggest that the 8pp improvement may have been an unrealistic target. This is especially true considering that the total target from baseline to endline is 10pp, meaning the target was heavily frontloaded. This will be discussed further in section 4.4.

According to qualitative findings, many of the general barriers discussed in earlier sections have direct impacts on transition. In particular, primary school girls often cite that being an orphan or not having parents, having poor grades, and lacking supplies or school fees as the most common reasons for dropping out of school. This changes slightly for secondary school students, however. The majority of female secondary students reference issues such

as "hiding," having boyfriends, safety issues during the commute to school, failing to attend or participate in class, or having too many chores (which in turn is compounded by issues of distance) as reasons for why their peers drop out. Pregnancy is also a very important determining factor for whether or not female students continue with their education. Because of the wide range of these barriers, it is expected that continuous and consistent exposure to multiple program activities will be necessary to achieve the desired targets. The impact of different barriers on transition often depends on the subgroup of beneficiaries, which is discussed in more detail below.

The qualitative data reveals three common transition issues. First, families tend not to prioritize educating their relative's children. Second, there is a bottleneck in transition from grade 7 to secondary school. And finally, once girls drop out of school, especially due to pregnancy, they rarely return. Although very few girls are currently reported to be mothers or pregnant, this will likely become a more relevant barrier to girls in the program as girls get older. This is consistent with the project's theory of change, and this evidence from the qualitative data suggests that this is still a relevant barrier at midline despite the low incidence of pregnancy and motherhood in the quantitative data.

One issue that may be related to this failure to transition back into school is a distinct lack of female role models for girls. The vast majority of girls could not identify a female role model they looked up to when asked in KIIs or FGDs. The only exception was during a KII with a CPC Chair in Mberengwa, who said that there were three mothers who came back to school and did very well after having children and that their success opened up many community members eyes to the possibility that girls can successfully return to school after pregnancy. Although community leaders and religious leaders across all districts agree that pregnant teens should be given the opportunity to return to school, these statements remain at a rhetorical level, with very few examples of how this support has been expressed in practice. The presence of more female role models may therefore have positive influences on both students and community members alike by providing concrete examples of the results of sensitization.

In addition to role models, certain Child Protection Committees have played positive roles in promoting transition by reaching out directly to caregivers of disadvantaged children, such as orphans, to encourage them to continue the child's education. Leadership clubs and learning camps also have the potential to promote transition among girls by giving them confidence in their skills and abilities to learn, set goals, and advocate for themselves. Because of the salience of girls reporting that being involved in relationships distracts from learning and often leads to teenage pregnancies, the program could also continue to build on current teachings in the leadership clubs to include discussions of healthy relationships. The issue of "boyfriends" becomes very pronounced in secondary school. As discussed below, for girls who are not performing well academically, boyfriends can become an alternative means of achieving stability. Unfortunately, many of these relationships do not

end up lasting and girls have to deal with the consequences disproportionately when pregnancy results.

Finally, due to the economic issues, inflation, and environmental challenges that many regions face, it is not surprising that the full target for transition was not met. Families who face more constrained resources may not be able to afford school fees. When families do not pay on time, children are sent home each day to collect the money, which causes them to miss class and become discouraged. The problem of lacking fees and being "chased away" for fees is the most commonly cited reason for failing to transition. Male caregivers in Insiza explain how the trouble of raising money for fees and supplies leads them to eventually pull their children from school in form four, saying "for us to say parents are content with the children getting to form four it is in considering that for that child to get to form four they would have gone through so much hardship. Schools are not nearby and there comes in transport as much as there is the school fees and buying the stationery. [Unanimous laughing, in agreement]."

To continue to improve transition, additional sensitization to address the "good enough" attitude of parents who take children out of secondary school early may be needed. In addition, the program can work with teachers to encourage them not to disrupt students learning by sending children away for fees everyday. This being said, monetary constraints do not only affect the demand side of education; focus group discussion with male caregivers in multiple districts demonstrate the community members recognize that teachers are not getting paid sufficiently and schools are chronically underfunded and supplied. This not only affects the quality of teaching, but also how students perceive the value of education. One male caregiver expresses the issue eloquently during a focus group discussion where participants were describing the reasons why children fail to continue in their studies:

> Okay I want to take you back to what number 9 said. He mentioned that teachers are no longer teaching up to standard because the money that they are being given is very little. I want to fully support him and say that, that is the major problem that makes our children fail. These teachers are no longer teaching like what used to happen in the past. As parent we can see that teachers are not getting good money. Our children are also observing whats going. If our children see that the teachers are not earning good money so what will be their motivation to work hard and pass in school. Because these teachers have become sort of like role models for our kids when it comes to education but when they see that their role models are being paid peanuts then obviously they will think about going abroad.
>
> - Focus Group Discussion with Male Caregivers, Mangwe

In summary, there are both supply and demand issues that need to be consistently addressed to improve transition outcomes. Many IGATE activities appropriately respond to these, or could be built upon to respond to important issues identified through the qualitative data, however the delays in implementation and difficult socioeconomic context definitely create a challenging environment. Caregivers are interested in securing a stable future for their children. Students also tend to make choices based on their perception of maximizing stability and success in the short term. There are still many instances where students or families do not see continuing education as a worthy investment, either due to poor academic performance, poor quality of education received, or because of better short term alternatives, such as boyfriends or migrant work.

4.2 Subgroup analysis of the transition outcome

In this section, we consider the change in transition rates, compared to baseline, in the treatment and control groups using both qualitative and quantitative evidence. The difference in changes is noticeably higher in poor households, and in youth who do not speak the language of instruction, which is consistent with the project's theory of change and with reports from the qualitative data which has highlighted this change in attitudes in communities receiving IGATE-T interventions. Moreover, poor households (specifically those who report often going to sleep hungry) saw noticeable improvements, as did learners in Mberengwa. Learners in Insiza and Mangwe had noticeably lower transition rates, as did single orphans.

Table 4.5: Transition rates by characteristic (in-school girls, all reconnects)

Characteristics	Average transition rate (Intervention Group)	Change in transition rate since baseline	Average transition rate (Control Group)	Change in transition rate since baseline	Difference in Changes
Overall	91%	-4%	90%	-4%	1%
Disability	72%	-7%	75%	-6%	-1%
Orphans & Absent Parents					
Single orphans	82%	-13%	88%	-7%	-6%
Double orphans	76%	-16%	83%	-14%	-2%
Living without both parents	81%	-14%	82%	-11%	-3%
Poor households					
Household unable to meet basic needs	84%	-9%	85%	-9%	0%
Often goes to sleep hungry	94%	0%	86%	-5%	6%
Doesn't speak LOI	94%	1%	86%	-7%	8%
Parental education					
HoH has no education	87%	0%	85%	0%	0%
Primary caregiver has no education	83%	-9%	82%	-12%	3%
Apostolic Household	80%	-7%	86%	-1%	-5%
District					
Chivi	82%	-1%	83%	-3%	2%
Insiza	87%	1%	94%	7%	-7%
Mangwe	77%	-7%	82%	8%	-14%
Mberengwa	84%	8%	86%	1%	7%
Sample Size	975		1,075		

The following table specifically looks at the relationships between transition and the barriers identified in section 2. Notable findings in this table include the fact that the difference in changes in transition rates are considerably higher within treatment schools for children with high chore burdens. There has been negative changes for learners who have long commutes or do not feel safe travelling to school, which has been highlighted as

a significant barrier to transition in both quantitative and qualitative data, and could be a barrier the project focuses on before endline.

Table 4.6: Transition rates by barrier (in-school girls, all reconnects)

Characteristics	Average transition rate (Intervention Group)	Change in transition rate since baseline	Average transition rate (Control Group)	Change in transition rate since baseline	Difference in Changes
Overall	91%	-4%	90%	-4%	1%
Safety					
Learner doesn't feel safe travelling to/from school	80%	-4%	87%	3%	-7%
Learner feels safe at school	82%	-1%	85%	1%	-1%
>30min away from school	82%	0%	85%	1%	-1%
Parental/ Caregiver Support					
Insufficient time to study: high chore burden	85%	-8%	82%	-13%	5%
Household pays school fees	84%	-10%	87%	-7%	-3%
Household pays school levies	94%	10%	94%	8%	2%
School Facilities					
Teacher frequently absent	85%	4%	87%	5%	-1%
Insufficient seats for all students	82%	-3%	80%	0%	-3%
Doesn't use drinking water facilities	82%	-1%	87%	1%	-3%
Access to Bicycle	88%	5%	84%	13%	-8%
Sample Size	**975**		**1,075**		

The transition rate after grade 7 is particularly challenging within this context, for several reasons. The following table shows that transition rates for secondary school girls are not significantly higher for girls in the treatment group. Though since most secondary schools have not yet been treated, it is to be expected that these effects may not be obvious yet. This jump is of interest in this context because tuition increases by 2-3 times beginning in Form 1, making secondary school significantly more expensive for households after grade 7. This is also when older girls may begin to feel pressure from community members and peers to assume more traditional gender roles, which have historically not prioritized girls' education.

Table 4.7: Midline transition rates by school level

Subgroup	Intervention Group		Control Group	
	Primary School	Secondary School	Primary School	Secondary School
Girls				
All in-school girls	94.1%	95.2%	93.9%	94.6%
Grade 7 at baseline	93.2%	N/A	95.8%	N/A
Sample Size	**440**	**420**	**461**	**478**

The qualitative data also reveals a number of characteristics that, when present among girls, tend to negatively affect their transition rates. The most salient characteristic is absence of parents. This includes orphans, child-headed households, or living with extended family members, such as aunts/uncles, or grandparents. Girls who do not live with their parents are less likely to have their fees paid and supplies provided. They also lack authority figures to send them to school every morning, follow up on their attendance, and provide support for homework. If girls are not being monetarily supported, it also increases pressure for them to seek out food and money on their own. This can make them vulnerable to sexual abuse, prositution, or pressure them to get involved in relationships as an alternative source of support. Secondary school girls in particular cite lacking fiscal support as a reason to become involved in relationships, since boyfriends may provide resources for uniforms or clothes, however, this potentially increases risks of pregnancy or abuse as well. Subsequent quantitative analysis did not find this relationship in the data, however, these subgroups are very small so it is possible the relationship between household willingness to pay fees and transition cannot be detected for secondary school students. Additionally, secondary school girls often cite chores as a barrier to attendance in conjunction with "not having parents who look after you." Chores are often delegated by caregivers to the children of relatives, reducing the child's time to study and commute to class.

Another common characteristic that adversely affects transition is the interaction between lacking school supplies and poor performance. Many students, teachers, and caregivers state that girls become "troubled" when they do not have supplies and uniforms for school. Without basic supplies, girls lack the tools to fully engage in lessons and also become ostracized from their peers. In addition, girls report feeling "destitute" and "troubled" under such conditions, negatively affecting confidence and performance.

Girls at both primary and secondary levels report that when children lose confidence and perform poorly, they are:

1. Less likely to make an effort in school. Girls describe this as being "playful, hiding from classes, disrespecting teachers, not paying attention," etc.

2. Less likely to ask for help at school. A comment that recurs throughout KIIs with secondary girls is that many students "lack courage" to ask for help when they don't understand concepts in class. This may relate to frequent references from KIIs with primary school girls in Mangwe, Insiza, and Mberengwa, that many students at their school cannot read or write. When these students get to secondary school, they lack basic skills necessary, putting them further behind. In addition, secondary girls in Mangwe and Insiza both say that teachers resort to belittling comments, beatings, or shaming students who are not performing well, which exacerbates the issue. This issue also negatively affects the child's motivation to make an effort in school, relating back to the first point.
3. More likely to unilaterally decide to drop out. Secondary school girls report that when girls are performing poorly, they may start to believe they are just "naturally dull," and become susceptible to peer pressure to drop out in order to look for other sources of support, such as relationships or work, rather than "wasting time" at school.

> ...this girl here fails because she is deceived by others, when she is told to run away from school she actually thinks it's good...she also tells herself a lot that she is dull.
>
> - KII with Secondary School Girl, Chivi

Finally, distance from school is frequently cited by all stakeholders (teachers, ministry officials, community leaders, caregivers, and primary and secondary students) as a major barrier to attendance and transition. Distance often compounds other barriers, such as chores, vulnerability to abuse or dangers on the road to and from school, motivation to attend school, and punishment at school. For example, if a girl must travel long distances to reach school, she may chronically be late because it is difficult to complete basic chores in the morning beforehand, leading to frequent cases of being punished for teachers for being late, thereby demotivating her from trying to attend. Similarly, if there is a high incidence of harassment from other youth on the road to school, girls may decide to stop attending to avoid such interactions.

The issue of abuse and harassment of girls, particularly secondary school girls, is concerning, especially in Insiza and Mangwe. Many caregivers express frustration at the prevalence of harassment girls are subject to, either from migrant workers attracted to gold panning industries, or from older male youth who have dropped out of school and wait in the roads.

The qualitative data also points to a number of enabling factors or characteristics that promote transition rates among primary and secondary school girls. The first is having access to transportation. Having a consistent means of transportation, such as bicycles, is frequently mentioned by all stakeholders as a positive influence on attendance and

transition because it addresses the issue of distance by saving time and effort for commuting to school. Though this relationship is not obvious in the quantitative data, this may be because the subgroups are quite small and are not capable of detecting this impact. In qualitative data, arriving on time every day is commonly referenced as a reason why girls do well in school by both primary and secondary students. Transportation also reduces the vulnerability of girls when travelling to school. Transportation is particularly important for transitioning to secondary school because secondary schools are typically much farther away than primary schools.

Girls often report that receiving support at home, through parents or guardians who ask about school, allow time for studying, help with revising, provide school fees and supplies, and redistribute chores between boys and girls in the household, has positive influences on their learning and transition rates. This relates back to community members' value for education, which can promote a virtuous cycle of promoting a child's attendance and learning outcomes, improving their academic performance, and then justifying the parent's investment in education.

Interactive teaching methods, the use of games and songs, and learning camps that boost children's basic skills, have also been referenced by primary and secondary school girls as enabling factors. When interactive methods are introduced and students feel engaged, it creates more motivation to learn and come to school. Students also seem to grasp concepts more quickly and practice them more often, according to responses from caregivers. Caregivers report that their children come back from holiday learning camps eager to share songs, dances, and games that they have learned. One female caregiver described her daughter returning home and playing a game where she jumps back and forth to practice adding and subtraction. These types of methods, in addition to being more effective at teaching students important concepts, aso encourages them to have greater interest and engagement in learning.

> **Respondent 1:** The classes (camps) are fun because they are different from the classroom situation where they are fully concentrating, we do activity after another such that the children are happy!
>
> **Respondent 5**: The children will be so open when they are back they narrate everything and say this time we are camping and not coming back (group laugh)
>
> – Focus Group with Female Caregivers, Chivi

This also reflects the important issue of performance in justifying support for education. If students, teachers, and caregivers observe improvement in a child's learning outcomes, support and willingness to pay for school often increases.

4.3 Relationship between transition and learning

The following table compares the transition rates of girls who were in different quantiles of the learning distribution at baseline. This table shows that those on the bottom part of the *literacy* score distribution at baseline were more likely to experience an increase in transition rates if they were part of the IGATE-T program than if they were part of the control group. No similar pattern is visible for numeracy scores. This suggests that the IGATE-T interventions may be effective at improving transition outcomes for the lowest performers by either directly increasing the likelihood these girls progress, or reducing the likelihood they have a failed transition outcome. This is consistent with the project's theory of change, which places a lot of emphasis on improving the foundational skills of beneficiaries. This emphasis translates to a higher transition rate for the lowest performer, compared to the control group, since baseline. These differences between the treatment quantiles are also statistically significant at the 95% confidence level.

Table 4.8: Transition rates by academic performance (in-school girls)

Test Score Quantile at Baseline	ML transition rate (Intervention Group)	Change since Baseline	ML transition rate (Control Group)	Change Since Baseline	Difference in Differences
Literacy Score Quartile					
First	96.4%	1.0%	91.0%	-1.6%	2.6%
Second	94.1%	0.9%	90.6%	-2.0%	3.0%
Third	95.5%	1.3%	94.3%	-0.5%	1.8%
Fourth	96.0%	0.4%	95.0%	1.4%	-1.0%
Fifth	91.8%	-3.4%	98.6%	1.6%	-4.9%
Numeracy Score Quartile					
First	93.9%	0.9%	89.2%	-2.6%	3.4%
Second	94.0%	-1.3%	96.6%	3.0%	-4.3%
Third	94.6%	0.3%	95.0%	-1.2%	1.5%
Fourth	94.6%	-0.9%	94.1%	-1.1%	0.2%
Fifth	95.6%	1.2%	97.0%	1.1%	0.1%

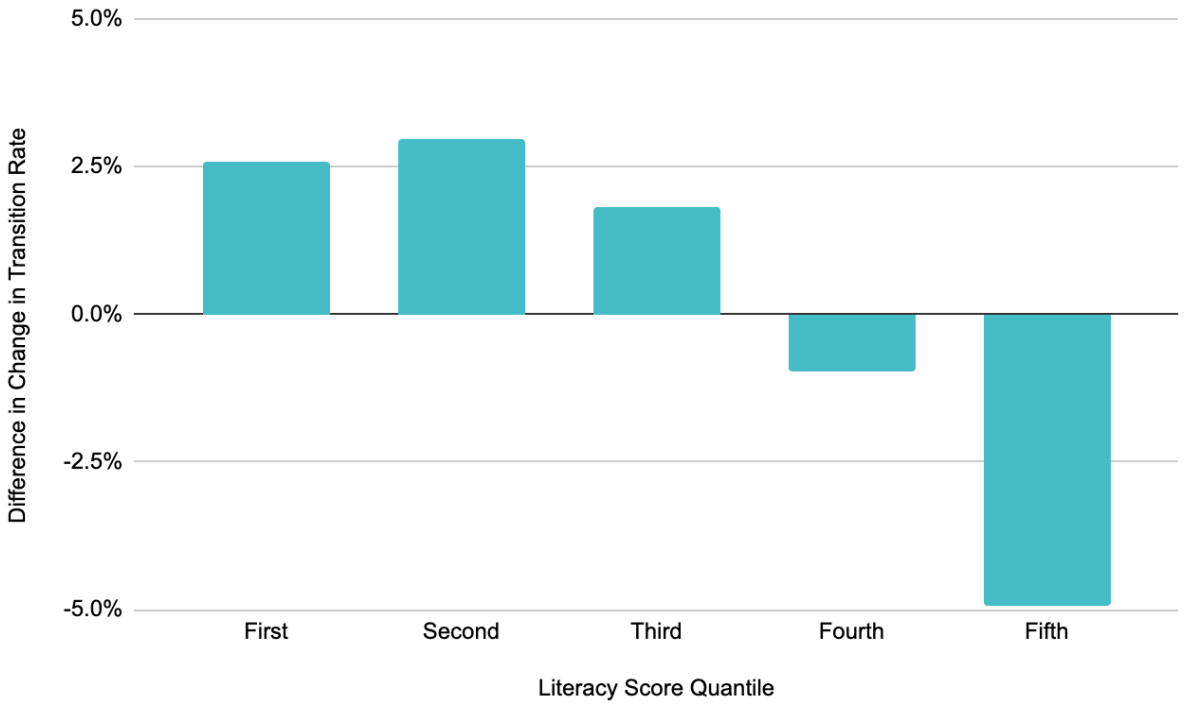

Figure 4.2: Difference in Change in Transition Rate by Baseline Literacy Score Quantile

The following table considers the difference in transition outcomes for girls who have participated in leadership clubs. This analysis finds that there are no statistically significant differences between those who are and are not part of the leadership clubs in terms of transition rates.

Table 4.9: Transition rates by club participation

Activity	Transition Rate	Statistically Different from Overall TG
Overall (Treatment Group)[16]	95%	-
Leadership Club Participants		
In-school leadership clubs	94.8%	No
Community leadership clubs	94.0%	No
Holiday leadership clubs	94.7%	No
Grade 7 camps	93.5%	No
Holiday camps	94.8%	No

4.4 Target setting for transition outcome

The discussion in section 4 so far has indicated that the high midline evaluation target for transition may not have been appropriate. This is true for several reasons. The first reason is that the assumption that 8pp of the total 10pp is inconsistent with the project's theory of change. The second reason is that this target doesn't fully account for the high level of transition in the sample at baseline. This has been discussed with the FM since baseline and it has previously been argued by the EE that the official transition rates improvement targets are too high, and are not feasible given the high transition rates among students. We previously argued that a 2 percentage point increase (equivalent to approximately a 20% decrease in failed transition) was more reasonable. This project saw a 1.6 percentage point improvement at midline. According to the outcome spreadsheet tab "2B.2 Transition Bands" the targeted increase in transition rate should only be 4pp (presumably for each evaluation window, so 8pp total) given that the baseline transition rate was above the 90% threshold.

Given this, the EE would recommend a smaller transition target between midline and endline that is more in line with these transition bands. Since the midline transition rates were just under 90%, a target of 5pp would be consistent with these bands. 5pp (between midline and endline) would also be more realistic since only small gains have been achieved since baseline leaving over 8pp to be achieved between midline and endline to achieve the current target. This has also been suggested by the project.

[16] Note that since the transition sample includes both girls that could be recontacted and girls whose caregivers could be recontacted, this transition rate one reflects the transition rate from only the girl sample for comparability to the following lines, which are dependent on the girls' sample, since the caregiver sample does not have details about intervention participation.

Table 4.10: Target setting

Target	Endline
Target generated by the outcome spreadsheet	10% between baseline and endline
Alternative target proposed by the EE	5pp between midline and endline

5. Sustainability outcome

GEC-T defines a sustainable project as one that "can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable." Using the sustainability scorecard developed for GEC-T, this evaluation assessed the sustainability of the outcomes defined in the project logframe, which can be compared to baseline assessments of sustainability to assess whether the changes implemented by IGATE-T will be sustainable.

The following table summarizes the project's sustainability scores, according to the sustainability scorecard, for each of the logframe sustainability indicators. The scorecard defines the thresholds required to assign a score between 1 (latent) and 4 (established). We find compelling evidence that important changes are becoming established, particularly at the system level where education officials appear to be highly supportive of IGATE-T program activities, but that most will require continued program support and engagement in the short term for the changes to be sustainable in the long term.

The program has achieved midline targets for all sustainability scores and even surpassed the target for indicator 4, the percentage of head teachers promoting peer learning practices. This is a very positive achievement for the program and speaks to the effectiveness of IGATE-t's multifaceted approach, engagement with a wide array of stakeholders, and the high perceived value of program activities by both beneficiaries and stakeholders. In the following section, the results of each indicator are discussed in detail.

Table 5.1: Midline Sustainability Scores by Indicator

		Description	Baseline Score	Midline Target	Midline Score
Community	**Indicator 1:**	BL: Community and school child protection committees working together to address child protection issues and practices ML: % of community and school child protection committees working together to address child protection issues and practises	2	3	3
	Indicator 2:	BL: Communities advocate for investment in girls education ML: Communities' sustained interests towards girls' education	3	3	3
School	**Indicator 3:**	BL: Schools encouraging and prioritising child focused teaching methodologies ML: % of schools encouraging and prioritising participatory teaching methodologies	2	3	3
	Indicator 4:	BL: School heads promoting teacher peer learning to improve their teaching practices ML: % of head teachers promoting teacher peer learning to improve their teaching practise	1	2	3
	Indicator 5:	BL: Schools utilising resources on teacher professional development. ML: Targeted schools utilising resources on teacher professional development	2	3	3
System	**Indicator 6:**	BL: MoPSE officials (district, provincial and national) endorse the integration of leadership club activities in school calendars ML: MoPSE officials (district, provincial, and national) endorse the integration of leadership club activities in school calendars	1	3	3
	Indicator 7:	BL: Districts utilising resources on teacher professional development. ML: % of MoPSE inspectors (District and Provincial) conducting support visits (coaching and mentoring) using IGATE Techniques	2	3	3.5
	Average by Level	Community	2.5		3
		School	1.7		3
		System	1.5		3.25
	Overall Sustainability Score		1.8		3.1

5.1 Community level sustainability indicators

Indicator 1: % of community and school child protection committees working together to address child protection issues and practises

The following table considers the efficacy of school Child Protection Committees (CPCs) in addressing child protection issues and practices. When asked about whether there was an adult present to whom students could talk to about mistreatment, only 5% of children in treatment schools said there was no adult they could talk to. Of those who did identify someone, only 6% of students identified the CPC as a resource. However, 99% of treatment schools do have a CPC in place (significantly higher than the control group schools). This suggests that the CPCs could be more effective in making themselves known and approachable to students and increase their activities. The low incidence of girls reporting awareness of a CPC member at school may be due to the composition of Child Protection Committees.

The overall sustainability score for indicator 1 has moved from 2 at baseline to 3 at midline, thereby meeting the midline target. There is still a clear need for program support to clarify and grow the capacity of members to meet and work together more regularly, however practicing committees have been universally established across districts with evidence of regular efforts to engage with community members and liaise with police when faced with serious cases of abuse.

According to qualitative interviews, school CPC Chairs often describe educating children to report issues to the head female or male teacher, or if they are uncomfortable, to any teacher they trust, not CPC members specifically. Once issues have been reported, the School CPC comes together to meet and discuss the issue. In other communities, the CPC is only active as a community-based committee, but involves teachers from the schools. Again, children may be more likely to reference sources of support at schools as “teachers” rather than “CPC members,” though they may be both. Alternatively, it may indicate that CPC training is being implemented in ways that are different than a formal committee structure, or that CPC activity remains limited in some areas. The following table compares quantitative reports of child protection resources available to students. The vast majority of students report having someone at the school they can speak to about mistreatment. Teachers are the most common adult that students report feeling comfortable speaking to about these issues. Note that since this indicator was adapted to be based on quantitative evidence at midline, there is no equivalent question to compare this to from baseline surveys.

Table 5.2: Sustainability indicator 1 – child protection committees

Indicator	Intervention Group	Control Group	Statistically Different
Learner Surveys			
Answered yes to "There is an adult in school to talk to about mistreatment"	94%	95%	No
- Teacher	66%	63%	
- Head teacher	21%	28%	
- CPC	6%	3%	
- Other adult	2%	2%	
Answered yes to "This is someone students feel comfortable asking for help"	92%	91%	No
Could identify another community member that they would be able to report mistreatment to	96%	99%	No
Head Teacher Surveys			
School has a child protection committee	99%	86%	Yes***

Nonetheless, CPC members should be encouraged to engage and educate in-school children on their role and how they can be accessed as a source of support.

The majority of communities across all districts have a CPC, though according to qualitative interviews with CPC members, the committee composition varies. In some places, the school and community committee are separate, while in others, there is only one committee for both. The conglomeration of committees is not necessarily a negative result, because it still comprises parents and teachers, and parents report that their relationships with teachers has improved through IGATE activities. In all communities, the committee members are able to clearly describe the role and purpose of the committee in protecting the rights and safety of children.

Most committees have dealt with at least a few cases of abuse, signifying they are functioning at at least a basic level. There are a few exceptions, where the committee has formed, but has not engaged in any work yet. One Head Teacher in Mangwe said he forgot the committee existed because of their low level of activity, though they have dealt with a few cases. Other committees, however, have been very active and appear to be functioning very effectively. In these instances, the CPC not only investigates cases of abuse, but also educates the community on children's rights, follows up with children not attending classes to speak with their caregivers, and acts as a liaison connecting vulnerable children or households, such as Orphans and Vulnerable Children (OVCs) to social benefit programs like BEAM or to mothers groups that can assist with school fee payment. Members of these

committees have also shared many ideas on how they can continue to improve their work and generate increased awareness of abuse issues in their communities.

Teachers actively participate in Child Protection Committees and act as resources for children to report cases of abuse to at school. Both teachers and caregivers report that teachers actively encourage children to go to school and follow up with caregivers who keep their children at home. Caregivers also confirm that teachers advocate for girls with teenage pregnancies to return to school, however this may be occurring more informally, not through the CPC.

To ensure the continued work and sustainability of the child protection committees across all contexts, there is a need for continued program support, including additional training for Child Protection Committee members. This is a continuing concern from baseline and does not seem to have been addressed yet. It is advised that IGATE conduct training with CPC members to review the overall role of the committee, the structure and duties of committee members, to brainstorm approaches for working with community members, and to share experiences and success stories. This should take place in the short term to bolster the existing willingness and enthusiasm of committee members while they are still eager to engage. Follow up workshops or meetings should be conducted at regular intervals thereafter. The trainings should refresh committee members' understanding of their mandate and roles, and could also facilitate introductions of the CPC through community platforms in order to create clear channels through which the committee can work with the community as well as other institutions. The meetings could also recognize any significant accomplishments of the committee members to date and share success stories, such as connecting vulnerable children to social programs, to promote their work in the community. Finally, the program could help facilitate formal working relationships and reporting channels with local police authorities for extreme cases, such as rape, so that commitee members can follow up on cases that are reported to record if or how they were resolved.

This recommendation is important for two reasons. First, in contexts where committees are functioning well, many committee members expressed significant enthusiasm about their role in the CPC, but wish for additional support to unite committee members internally and strengthen their influence in their communities.

" ...as a committee, we must have time to sit down, be revived, have time to re-evaluate how we are working, where we are going, especially for the ones that we just verbally chose, they can end up losing heart."

"What I want to add is that when CPC people, let's say isn't those above us are called case workers they are there for the whole community that when a case has been worked on, as the CPC at times we do not know what happens, we are left hanging, if they can, maybe let's say that person has been sentenced they should tell us that with that person,

this and this and that took place, so that we write even in our papers something, something tangible, something that is clear that this is how a case ended, how it was handled. But what we only [do is] report what happened in the community and they work with the police or school or whatever, and you will only see the person roaming the streets. The perpetrator, you see him walking around and you don't even know if they [were] discharged or what."

- KII with CPC Chair, Chivi

The second reason is because there are a number of instances where the committee has been formed, but members remain unclear on their specific roles and mandates, and the committee is not functioning at full capacity. In these cases, initial training was never received, or has been insufficient to create a sustainable institution.

"You know if there is a workshop and master certain things in that workshop you will be like someone who has been cooked, knowing a lot. Even you will have a direction of wherever you are going and where you are coming from. That's one of the biggest things that I would want to take as a challenge that we have because some just know that they are in IGATE programme, I am in the committee of the community...that but for her/him to know where s/he is standing - s/he has got no idea...If it's for me, from the day we were selected here we have never had a workshop...Eh I don't see anything that I can say this needs to be done, maybe I have forgotten like any individual but the main aim that I have that is important is if there is a workshop that includes Village heads, these Chiefs if we have them, sitting together with them. These chiefs are the ones who looks after the people and to me I say he belongs to the Village head and if he is there with his own ears on these workshops to protect the children, I don't see us failing."

- KII with CPC Chair, Mberengwa

Indicator 2: Communities' sustained interests towards girls' education

Across all four districts, there are improvements in communities' interest and value of education from baseline. This is particularly prevalent in Mangwe, where there is consensus from KIIs with primary and secondary girls that the majority of community members support education. In both Chivi and Mberengwa, the community is mostly supportive and this support is increasing, although there remain those who do not value education. Insiza has the most mixed answers, with stakeholders reporting that there are still many who do not value education, although support is increasing slowly.

The midline score for this indicator met its target by achieving a 3. This is the same as the baseline score, however, it does not mean that progress has stagnated. At baseline, communities expressed willingness and enthusiasm for girls' education, but there was very little evidence of actions or plans supporting these sentiments. At midline, more caregivers

are concretely investing in their children's education, either financially, evidenced by quantitative findings around higher school fee payment, or by allowing more study time at home. In addition, community and religious leaders describe ways in which they promote education in their communities and report that support is growing, albeit slowly.

Primary school girls almost unanimously reported that their communities valued and supported education. This changed for secondary school girls, however. Secondary school girls describe mixed support, which is often contingent on performance.

> **Respondent 2**: (The community) supports because they want to have people who excelled
>
> **Respondent 3**: If you are intelligent they support you.
>
> **Moderator**: And if not?
>
> **ALL**: (Group laugh)
>
> **Respondent 2**: Then they don't support you.
>
> - Focus Group with Secondary School Girls, Chivi

Community and religious leaders have been actively promoting education within their communities. This is seen in all districts. These leaders are important, influential dissemination points and appear to have produced positive results by shifting attitudes and following up on cases where children were being held back from school. This is a positive result that demonstrates IGATE has effectively engaged this stakeholder group and built upon their willingness to engage with IGATE, which was demonstrated at baseline.

KIIs with in-school girls and community leaders both suggest that attitudes are shifting in communities to become more positive and supportive towards girls education. Head teachers remain more skeptical and report that there are still community members that do not demonstrate support in some areas. However, the focus group discussions with caregivers provide a more nuanced view of how this change is occurring and what influences impact their support. For this reason, qualitative findings from caregivers have been included for this indicator, in addition to data from in-school girls, community leaders, and head teachers.

Qualitative data suggests that, by promoting education through community and religious leaders, as well as through local committees such as the child protection committee, IGATE has fostered improved relationships between the school, parents, and the community in many areas. Focus group discussions with caregivers support this finding; many parents state that IGATE has improved relations between schools, parents, and the community.

> I just want to comment on what has changed, firstly as the IGATE program came, we

want to praise it unified everyone: parents, community and the school. As it called for meetings the first days it started it involved everyone, business people no one can say we have never been told about it but to say the truth it was open for everyone it called for chiefs, headmen, religious leaders, everyone and its now helping us because even as we talk to parents about the child's requirements they heed. What I liked is it unified the relationships of the school and the community.

- Focus Group Discussion, Female Caregivers, Chivi

The vast majority of caregivers, both male and female, in all districts report significant positive changes in their community's value towards girls education. Their support is shown through encouraging more girls to attend school, investing in their fees, and dividing chores more equitably between boys and girls to allow both children time to study.

We see people now making it as equally important for the girl child to learn. It is now the same. People no longer chose. Some thought the girl child should not learn because they will eventually be married off. Now some even realise that the girl child usually gives back much more than the boy child and they become a greater help compared to the boy child.

- Male Caregiver, Insiza

Eh there is change, especially looking at girls (...) eh the education they were given by IGATE that they must go to school and also talking about the barriers to education they were facing. So IGATE assisted by all means with ideas on how to ensure that the girls are attending education.

- Male Caregiver, Mberengwa

Hey say it is not a problem, we actually had lessons like these like what this mother was saying. We had that belief of sending boys to school, but with the coming of IGATE, it showed us the chances of equality. We are now seeing it is improving because every child has a possibility of going to school. Some still have that thought, but it was vanishing bit by bit.

- Female Caregiver, Chivi

Despite positive progress reported by caregivers, a prominent theme emerged from the qualitative data around competing narratives about the value of education. Education is typically seen as an investment for the future. Caregivers generally appreciate the value of education, but frequently reference economic and resource barriers (i.e the lack of jobs available and poor conditions of schools) as important factors that detract from the value of education in their context, specifically. When parents invest limited resources into school fees and supplies, they expect certain benefits. Caregivers and community members

appear to weigh the expected benefits against the costs when choosing how much to invest in their child's education.

One narrative, promoted by many community leaders and teachers, is that education is a valuable long term investment; educated children are expected to get better jobs, support their parents, have better behaviour, and be independent. Many parents have also stated that, although they hope for future monetary benefits from educating their children, there are other benefits that can result from education. These include better behaviour, discipline, and respect for others; self-sufficiency and independence; the ability to read, which comes with many practical uses like reading signs, labels on fertilizer products, or text messages; and being able to conduct accurate business transactions. Several women cited education as an "insurance policy" for girls when they get married. If a girl has an education, it provides two benefits in marriage; first, the husband and his family will have more respect for her; and second, if the husband leaves her, she will be able to survive independently. Since most educational programs measure benefits as long term gains in income or job opportunities, the program could benefit by including these additional, more short term and practical educational benefits into outreach or sensitization sessions with community members. An argument for education based on long term income gains in a context where hyperinflation, unemployment, and economic instability are very prevalent may be unconvincing. However, being able to check that you received the right change while making purchases at the market, for example, is a practical skill that families can benefit from immediately.

When deciding whether to continue investing in education, many parents rely on indicators such as good grades at school and clear learning outcomes. Many parents claim to stop or reduce investments in school when their child is failing or not doing well. On the other hand, they are more willing to provide support when they see that their child's performance improving *or* when they are gaining new knowledge. It is important to note that parents claim to see value in education as long as their child continues to gain knowledge, even if the child is not at the top of their class. This speaks to the benefits of supporting slower learners and improving teaching methods.

These positive influences are having an impact on communities' value and sustained support for education.

An important factor that can reduce the communities' value of education is the physical condition of the school. When the school conditions are poor and there are an insufficient number of teachers or supplies at the school, parents claim the investment in education does not produce value.

Many teachers and head teachers say that communities do not value education because caregivers dropped out at an early age, resulting in widespread illiteracy. This was particularly prevalent in Insiza. Communities have many examples of households that have

survived without education, but have very few positive examples of households that have done well because of education. In many communities, the only educated community members are teachers, and they are not respected because of their limited pay. This is exacerbated by Zimbabwe's current economic crisis. There is a perception among community members that even with an education, there are very few jobs available, and that those with more education end up unemployed or doing the same jobs as those who dropped out at younger ages. This can negatively influencing perceived value of education, and may explain why economic crisis could pause forward progress in education regardless of interventions in place.

> The parents look at the outcome of education. So considering the situation in the country they opt to migrate to South Africa. I have some parents that tell why we bother our children. Do you know that so and so who dropped out of school has how many cows? The one he left behind is still at school and has nothing. Like I said the role model, us the teacher have nothing in their eyes. They see us as people who are struggling. So they say you can't educate your child to be a teacher. Here they have zungura (gold panning).
>
> - KII with Teacher, Chivi

Another related inhibiting factor identified in the qualitative data is the competing influence of "fast money" which can be gained from crossing the border to South Africa or Botswana (from Chivi and Mangwe), or from gold panning (in Insiza). This concern was expressed by head teachers and teachers. Dropping out to work in South Africa or in local resource industries is very attractive to young people because it appears to be easily accessible and lucrative. In Chivi and Mangwe, many caregivers live and work across the border, resulting in many child-headed households. When children are not supervised, they are less motivated to attend school and their parents are unable to enforce it. There are also more examples of young people dropping out to work and returning home with assets and money, pressuring others to follow suit.

Finally, some community members are reluctant to invest in education because they believe the benefits will be taken outside the community; their children will set up households elsewhere and support their in-laws instead of their parents (this is said for both boys and girls).

Positive changes are occurring across all districts, but at different rates. As one respondent states, it is important to remember that attitude changes take place slowly. At this time, community attitudes are definitely improving, but have not yet reached a critical mass.

> Yes there have been some changes since people get education. The problem is that the education is taken up by the communities bit by bit. It just doesn't happen overnight because there are some who will be lagging behind. But if I am to look at it, there has been some change since the start of these programmes like IGATE which encourage

parents to educate their children. I think there is some development. At times people are poor and they then can't find means to send children to school but they will be having the will.

- KII with Deputy Head Teacher, Mangwe

5.2 School level sustainability indicators

Indicator 3: % of schools encouraging and prioritising participatory teaching methodologies

Since baseline, there has been a significant increase in the number of teachers that have received teacher training in the treatment group. As shown in the following table, this is evident by looking at head teacher reports. Over 75% of all head teachers report their teachers have received training on participatory methods in the past year. This has also translated to improved teaching methods in classrooms, as evidenced by classroom observations, where significant improvements were observed in the number of teachers playing literacy and numeracy games, and allowing group work. For these reasons, indicator 3 has been scored as a 3, up from 2 at baseline, and has therefore achieved its midline target. There is promising evidence that teachers are making sustainable improvements in their teaching practices.

Once teachers have completed all the modules and have time to continuously practice implementing their new skills and sharing their experiences through their peers, we expect this indicator to move to a 4. The only barrier that could potentially inhibit longterm adoption and usage of new teaching methods would be poor school conditions and limited supplies. According to KIIs with teachers, teachers generally see value the new methods and are willing to adopt them in their classrooms. However, some teachers report that they are prevented from implementing some of the interactive games and teaching strategies because their classrooms are not equipped with sufficient supplies, or because classes are overcrowded, lack basic necessities such as chairs or tables, or because multiple classes are crowded into one classroom. The lack of infrastructure and supplies can greatly inhibit the ability to teach in new interactive ways and is consistent with quantitative evidence discussed in section 2 that shows learners frequently report these issues in their schools. Head teachers often advocated for IGATE to also focus on providing new school blocks, teachers houses, chairs, water bores, and school materials when asked if the program could be improved in any way. These issues present fundamental challenges to achieving improved educational outcomes for students and will not be overcome through improved teaching methods alone.

The following table shows the changes in teaching methods and training received since baseline. Note that the treatment schools are more likely to report having received training in maths, reading and writing, and gender sensitive teaching methods and that has come

through in some types of observable teaching behaviours in classrooms. (like allowing group work or songs, though there has been a noticeable decrease in the use of games for teaching. This decrease is inconsistent with student reports in qualitative interviews).

Table 5.3: Sustainability indicator 3 - schools encouraging participatory teaching methods

Indicator	Intervention Group	Difference since BL	Control Group	Difference since BL	Difference in Differences
Classroom Observations					
Play numeracy/literacy games	45%	-32%	17%	10%	-42%
Uses songs/ rhymes/ physical-response activities	30%	17%	22%	9%	8%
Allows pair/ group work	68%	9%	55%	-4%	13%
Uses resources other than textbooks	47%	1%	48%	2%	-1%
Uses phonics	9%	-	5%	-	-
Ensures turn-taking in each task	76%	-	73%	-	-
Ensured learners not excluded	55%	-21%	48%	-26%	5%
Checked learners understood the activity	85%	-	78%	-	-
Physical discipline used	1%	-	0%	-	-
Teacher Received Training (Head teacher survey)					
Maths	86%	8%	44%	-18%	26%
Gender Sensitive Teaching Methods	77%	21%	52%	8%	13%
Writing and Reading	84%	-2%	38%	-33%	31%

The presence of participatory teaching methods is also reflected in the KIIs with teachers and IGATE facilitators. Participatory teaching methods appear to be integrated in classrooms across all districts. All of the head teachers and most of the teachers interviewed were able to explain what participatory teaching methods consist of, and provided examples of how they apply them in their classrooms. The most common examples cited include group work and allowing children to discuss ideas amongst themselves and then present them to the class.

> If there's a task you choose a child to take the lead instead of you the teacher always telling children what to do. We give them time to present to others and see how it's handled...We encourage that each child should do something say group work where they discuss on their own then choose others to give report back to the teacher.

- KII with Teacher, Mberengwa

IGATE Facilitators describe the frequency and content of trainings and how teachers are encouraged to integrate these elements, such as group work, pair work, games, and discussions into their classrooms. A facilitator in Mangwe recounted that the use of classroom walks by the head teacher helps encourage teachers to be constantly prepared and engaged in new methods.

Moderator: Okay, so do schools incorporate participatory teaching methods?

Respondent: Uuuh yes they do, in fact, that's what we have been advocating for uuh since we started teacher professional development we have been vouching for things like pair-work, group-work uuh and also peer learning so that learners get to learn from each other rather than having the teacher just uuuh lecturing and lecturing sometimes learning will be taking place.

- KII with IGATE Facilitator, Chivi

The presence of participatory teaching methods is reflected in the KIIs by in-school girls and boys, who report that their teachers allow time to ask questions and confirm their understanding, frequently use group work and presentations, and that teachers are available outside class time for extra support. Many also describe participating in games, drama, songs, rhymes, traditional dances, etc. However, as shown in the following table, learner's reports on how common participatory teaching practices are has not substantially improved since baseline.

Table 5.4: Sustainability indicator 3 - schools encouraging participatory teaching methods (learner view)

Indicator	Intervention Group (ML)	Change since BL	Control Group (ML)	Change since BL	Difference in differences
Teacher practices (student survey)					
Encourages questions	82%	2%	86%	6%	-4%
Makes suggestions for study improvements	94%	1%	93%	0%	1%
Uses teaching resources	95%	0%	93%	0%	0%
Directs hard questions to boys and girls equally	93%	-1%	94%	0%	-1%
Uses physical punishments	15%	3%	11%	0%	3%
Uses examples in lessons	90%	-1%	91%	-1%	0%
Teacher frequently absent	21%	-6%	15%	-9%	3%

Indicator 4: % of school heads promoting teacher peer learning to improve their teaching practise

There is a high prevalence of peer-to-peer learning reported at schools. During qualitative interviews, teachers report having regular staff development meetings that take place anywhere between once a week to twice a term, where they get together to share methods, discuss issues, and learn from each other. Teachers in every district also state that peer learning is encouraged by their Head Teacher, either through staff meetings or demonstration lessons. When there is a workshop or training that takes place, teachers are expected to come back and share what they learned with others. This is a drastic positive development since baseline, when teachers had very limited awareness of child-focused teaching methods and did not have established channels to collaborate with their peers. The sustainability score for this indicator has therefore moved from a 1 at baseline to a 3 at midline, outperforming the midline target of 2.

According to IGATE Facilitators in Mangwe and Mberengwa, when workshops are held on FLAN modules, the teachers work through the content together, assign each other tasks

from the modules, and then reconvene to present on those tasks and practice teaching them together.

> ...we introduce a module per term each module has got units meaning it has got about 3 activities. At school they plan and train them at cluster level, say if they are going back to school are they going to do a unit a week or an activity per week depending on the time that they have. Once they are introduced to a module they are supposed to cover that module in the subsequent weeks...they are having sessions per week ... but some do it twice a week.
>
> - KII with IGATE Facilitator, Mberengwa

This is supported by quantitative evidence, demonstrated in the following table, which shows that members of treatment schools are significantly more likely to participate in peer-to-peer learning. Note that the quantitative component for this indicator was added to the logframe at midline so no comparable baseline data is available.

Table 5.5: Sustainability indicator 4 - peer to peer learning

Indicator	Intervention Group (ML)	Control Group (ML)	Statistically Different
Head teacher survey			
Teachers participate in peer to peer learning	94.81%	82.61%	Yes**
Teacher survey			
Teachers participate in peer to peer learning	86.67%	77.01%	Yes***

Official support and regular monitoring from the DSIs is positively related to the adoption of new methods and willingness of teachers to meet and practice such methods internally. Teachers respect ministry officials and the policies that they mandate. When ministry officials are seen attending training and actively endorsing the teaching practices being promoted through the training, teachers view IGATE activities much like official policy. Consequently, push-back and skepticism about the new approaches is minimized.

> We are highly encouraged (to learn amongst each other)...Like we always give each other advice on teaching especially during our staff development trainings that we do internally. And sometimes we just follow up on the things that we would have discussed then give each other tasks as teachers. Then everyone comes and gives a lesson on the task that they would have been given. This also enables us to help each other as well.
>
> - KII with Teacher, Mangwe

Indicator 5: Targeted schools utilising resources on teacher professional development

Across all districts, teachers report benefiting from professional development, either because they have personally attended trainings, or because new methods have been shared with them by others at their schools who were able to attend. Teacher professional development has been strongly endorsed by District School Inspectors, which has added to the legitimacy of new methods and facilitated their adoption.

Head teachers have been active in attending trainings, sharing the knowledge from these trainings to other staff at their schools, and monitoring their usage in classrooms at their schools. Head teachers report utilizing classroom walks and staff development meetings to encourage teachers to use new methods and to monitor how they are being applied. IGATE Facilitators claim that random classroom walks have helped promote accountability and adoption of new methods. This seems especially effective in schools where it is coupled with frequent staff development discussions and a teacher assessment system, where teachers earn points for implementing the new methods.

In light of such success, this indicator has a midline score of 3 on the sustainability scorecard, as compared to a baseline score of 2.

> Ah now the teachers are using games in their teaching. There are no longer taking note of what grade it is. It was mostly done at infant level but now from ECD to grade seven they now learn using games. So when we do our classroom learning walks we actually see that for sure the teachers are taking games using them in their subjects with no regard whether it's Maths or English whenever they are teaching...When they started doing the staff development, the upper grades teachers then copied from the infants teachers. They looked at that model how they do it using games.
>
> - KII with Head Teacher, Chivi

The most common change in teaching methods has been moving from a lecture-style delivery to participatory methods, including group work, presentations, and discussions. The majority of teachers have also adopted child-focused methods, whereby they provide additional support outside class time for slower learners to help them keep pace with the rest of the class. This is confirmed by KIIs and FGDs with in-school boys and girls.

> If you look at the IGATE modules, there are some teaching methods that we were not aware of but when that program was done it really showed us that they were other teaching methods out there which could help on improving teaching quality. Even if you look at the performance of children, some of them are actually improving in terms of participation and pass rate. There is a slight improvement. I also think some other people in the community are beginning to change their attitudes towards education. For example we have several kids who finished grade 7, they usually come during the

> weekend for some secondary lessons.
>
> - KII with Teacher, Insiza

Not all teachers are fully comfortable using new methods; some feel that they have not been trained enough and still only have a limited understanding of some games, for example. Other teachers appreciate the value of the new methods and integrate them as much as they are able, but believe they are limited by a lack of resources. For example, the school may not be able to purchase a ball or pair of dice to play some of the games. This is a frequently referenced barrier.

> The day we had holiday camp the games could not be done because we had nothing, even a ball we did not have. When we make makeshift balls made of plastic they are the ones they play at home. It's not as exciting. The Dices we did not have but they are there in the shops very nice with dice. We want to promote learning through play but we don't the resources that support that. We just have one module for leadership; we can't give to all the children.
>
> - KII with Teacher, Chivi

IGATE Facilitators and District School Inspectors have noted that secondary school teachers are more reluctant to engage in trainings and update their teaching methods, claiming they are too busy preparing for exams, or that participatory teaching methods are only suitable for young children. IGATE facilitators are challenged to keep engaging with teachers who doubt the value of new methods. According to IGATE Facilitators, these teachers can be convinced if they see tangible improvements in slow learners, either from camps or because of other teachers who have generated improved performance.

To maintain the trajectory of these improvements, the program should work closely with both head teachers and teachers at secondary schools as the program is rolled out at that level to help facilitate the adoption of new methods. This could include spending time during the peer-to-peer learning sessions to share success stories, explain or clarify new methods, and encourage buy-in. The program should also take advantage of ministry support and the positive impact it has on teacher's perceptions of the legitimacy of the program activities. For example, encouraging District SChool Inspectors to attend training sessions to give their endorsement. Finally, much like with indicator 4, the program should reflect on the factors that limit the adoption of "soft skills," including infrastructure challenges and lack of supplies. If the program could simultaneously address some of these larger barriers,it may act as an incentive to engage in new teaching strategies.

5.3 System level sustainability indicators

Indicator 6: MoPSE officials (district, provincial, and national) endorse the integration of leadership club activities in school calendars

When MoPSE officials were asked about their views on IGATE activities broadly, as well as leadership clubs specifically, all officials expressed a *generalized* support. Provincial officials were not as familiar with specific components of IGATE activities compared to District School Inspectors, and so were not able to speak about leadership clubs in particular.

District School Inspectors are much more fluent in the various IGATE activities and frequently participate in them as either observers or facilitators. Two of the DSIs explicitly mentioned the leadership clubs. In both cases, their feedback was positive. One DSI states, "I think that one is so important because our girls our communities need to be educated on things that affect their learning, their education and their lives because you don't educate a child to be academically good but we also educate so that even if the child is unable to achieve academically they will still have life skills to be able to survive on their own. This makes them useful and acceptable in the community." The second official was able to report what specific days the leadership club activities were scheduled to take place in a nearby school while talking more broadly about the positive impact of IGATE activities.

The other two DSIs did not speak directly about leadership clubs. One DSI dominated the conversation with the interviewer and, although his feedback was very positive, continuously returned to the topic of teacher training. The final KII did not explicitly ask about leadership clubs and the DSI did not volunteer any information about their views about them.

Overall, this makes data specific to leadership clubs limited, but some conclusions can be deduced from the feedback officials did offer, when triangulated with other sources.

MoPSE officials strongly endorse IGATE activities in school calendars. This is particularly prevalent for teacher professional development trainings, camps provided during school holidays, sports days, and regular support visits to schools. It is possible that leadership clubs were referenced by DSIs when describing what sort of activities take place at schools by another name or description.. A major limitation to reporting on leadership clubs is due to a wide prevalence of different clubs present within schools and because leadership clubs are not always named as such; sometimes they are referred to as health clubs or camps. In-school girls also do not accurately identify 'leadership clubs' because they are referred to as something else.

Evidence of official support for leadership clubs, as mentioned, is limited in the qualitative data. However, KIIs with Head Teachers provide additional clarification. One Head Teacher

in Chivi clearly describes official support for the integration of IGATE activities in calendars:

> Officials from the ministry yes they support. They normally visit us I think once per term supervising how these programs are implemented. They also request teachers to include these programmes in their time tables.
>
> - KII with Head Teacher, Chivi

Club activity appears to be low in some areas, which is consistent with quantitative data, as shown in the following table. This may explain why they seem to be referenced infrequently. This absence is further validated by KIIs and FGDs with in-school girls, who rarely report attending or knowing about leadership clubs, especially in Insiza.

The program may need to re-evaluate whether all schools have the resources, human and material, to maintain on-going in-school club activities in addition to other school clubs. Some Head Teachers report that their teachers are already stretched by their work and do not have time to lead additional clubs, so they stopped implementing them. If they have not yet done, so the program could meet with teachers and head teachers in schools with low club activity to determine if additional supports are necessary for these clubs to be implemented, or if they would be more effective as community clubs, lead by trained community members.

Table 5.6: Leadership club participation in the past 12 months (treatment group)

Activity	Intervention Group (ML)	Control Group (ML)	Statistically Different
In-school leadership clubs	32.4%	9.5%	Yes***
Community leadership clubs	14.9%	3.3%	Yes***
Holiday leadership clubs	20.6%	2.7%	Yes***
Grade 7 camps	3.1%	2.1%	Yes*
Holiday camps	23.8%	11.4%	Yes***

Table 5.7: Leadership club participation in the past 12 months (treatment group)

Activity	Girls		Boys	
	Primary School	Secondary School	Primary School	Secondary School
In-school leadership clubs	34%	32%	22%	18%
Community leadership clubs	16%	14%	11%	3%
Holiday leadership clubs	24%	17%	18%	7%
Grade 7 camps	0%	6%	0%	25%
Holiday camps	28%	19%	25%	11%

In addition, by triangulating data from other sources, we find some explicit evidence that officials do see value in leadership clubs, as demonstrated by the following quote from an IGATE Facilitator about how they have worked in cooperation with district officials:

> ... I remember last time they were at X, they actually went there just to see what the leadership club is doing because they had heard that the leadership club is doing wonders, so they had just went to have a feel of what was going on at X.
>
> - IGATE Facilitator, Chivi

Given the strong value officials have for IGATE-T activities in general, the direct and indirect positive references to the clubs by officials, DSI's description of school calendar activities, and triangulation of other sources, the sustainability score is valued as a 3, thereby meeting the midline target. Although limited, the data that is available clearly demonstrates a much higher level of engagement and endorsement among officials compared to baseline, where officials did not endorse the clubs at all, resulting in a sustainability score of 1.

We expect that official support would grow, or at least become more apparent, if the leadership clubs were able to differentiate themselves more clearly from other clubs and activities that take place at schools. Because officials, and DSIs in particular, are very enthusiastic about IGATE activities, it would also be beneficial to invite them to see or participate in the clubs on occasion to increase their familiarity with this component of the program so that they can be positioned to better support them. An IGATE Facilitator in Insiza says that although the DSI is very engaged in monitoring and supporting IGATE activities, they do not see clear evidence of certain activities and return to the program staff to clarify the intent of implementation.

> On other specific activities such as BEEP, the Girls Club, Leadership Club and the CBE [Community Based Education] when they go there for monitoring they would come back to us and say aah we have been to this school and we found out that and we were not very sure how is it being done, how is it supposed to be done in this school so that's evident that when they go to schools they not only do their routine monitoring only but they are also with us.
>
> - KII with IGATE Facilitator, Insiza

It is also advisable that the program increase their outreach to officials at a provincial level to inform them about the specific activities under IGATE-T and how it is differentiated from previous IGATE programs.

Finally, it appears as though in-school leadership clubs have not been fully or consistently rolled out in all regions. The program should ensure that activities are on-going, especially in Insiza. Many students in these areas are not aware of in-school leadership clubs, therefore, further outreach and recruitment of students into these activities may be necessary. Holiday camps and grade 7 camps are very popular and viewed with high regard by students and caregivers alike for their ability to inspire enthusiasm for learning among students, improve learning outcomes, and introduce students to new activities like sports and games. If these activities could be replicated in the in-school programs, it may increase their impact by fostering *consistent* and *sustainable* pedagogical benefits. However, this will only be possible if schools have the resources to support continuous implementation on their own, which is not currently apparent. An alternative could be to organize additional remedial classes that incorporate these activities after school.

Indicator 7: % of MoPSE inspectors (district and provincial) conducting support visits (coaching and mentoring) using IGATE techniques

According to the qualitative data, MoPSE officials in treatment areas exhibit strong support for IGATE activities and regularly conduct support visits using IGATE techniques, as summarized in the following table. KIIs confirmed that 100% of officials reported that their ministry conducts support visits. This amounts to three Provincial Education Directors (data was collected from four treatment districts, but two were in the same province, so there are only a total of three PEDs available to interview for treatment areas) and four District School Inspectors. Enumerators did not collect qualitative data in control areas, as per the data collection plan, so there are no KIIs with PEDs in control areas.

Official support is particularly prevalent at the district level. Provincial officials are mostly aware of IGATE techniques and activities, but District officials are able to provide much more detailed descriptions of program activities and actively endorse and facilitate their implementation by conducting frequent visits to treatment schools to help facilitate teacher trainings and program activities, observing classroom practices, meeting with

school staff to discuss areas of success and improvement. DSIs are very fluent in the literacy and numeracy methods being promoted and express a great desire to expand IGATE methods to other schools and districts not currently in the program as soon as possible. Engagement of Ministry officials in teacher training on literacy and numeracy has increased to such an extent that an IGATE Facilitator described their local DSI as the "guru" on the approaches being taught. This is a drastic change from baseline, when DSIs were only able to provide vague descriptions about IGATE activities and had no plans for conducting support visits.

Table 5.8: Sustainability indicator 7 - MoPSE Support

Indicator	Data Source	Measure
MoPSE inspectors (Districts and Province) conducting support visits (coaching and mentoring) using IGATE techniques.	KIIs with Provincial Education Director (evaluation districts)[17]	3/3
	KIIs with Provincial Education Director (non-evaluation districts)	0/2
	KIIs with District School Inspectors	4/4

Reports by head teachers (from the head teacher survey), find that the majority of DSIs visit schools at least once a term. However, there are no significant differences in how frequent these visits are across treatment and control schools.

The frequency of support visits is confirmed in the qualitative data, which shows that DSIs visit schools and also attend workshops, trainings, and activities planned across their districts. When DSIs conduct support visits, they watch teachers in action and then follow up with reports that include suggestions and encouragement. In addition to routine visits, DSIs also attend special events, such as sports days, consultation days, speeches, or prize-giving days. PEDs typically only visit for workshops.

A head teacher in Chivi describes the role of DSIs and their support visits as such:

> The District inspector is the one who come and do inspection of teachers. At times assessment of lessons, even the issue of bicycles and IGATE Programmes they will be involved, observing what is being taught and is it in line with the policy ministry... Um they encourage those teachers who go for IGATE workshops to put into practice and write reports of what they are learning and what they doing at their schools. Yes, they even tell us to incorporate whatever the IGATE programmes are saying if we see it fit for example the numeracy learning.
>
> - KII with Head Teacher, Chivi

[17] KIIs were only conducted with PEDs in evaluation districts (Mangwe and Insiza are in the same province).

Another Head Teacher in Insiza describes the work of PEDs and DSIs as, "talking to us and giving us advice on how to improve education for our children. She supports us by giving us advice and guidance on how to improve on our part...we always try and implement their ideas all the time."

Table 5.9: Sustainability indicator 7 - MoPSE support visits (head teacher survey)

Indicator	Intervention Group (ML)	Control Group (ML)
Frequency of DSI visit[1]		
At least once a week	1.30%	0.00%
At least once a month	12.99%	8.70%
At least once a term	42.86%	43.48%
At least once a year	29.87%	28.99%
Never	11.69%	17.39%

1. Note this referred to visits in the 12 months prior to the midline survey.

A common theme from KIIs with Head Teachers is that Ministry policy is like law - it must be followed to the best of your ability. Official endorsement for IGATE teacher training methods has created a lot of legitimacy for new approaches and has helped promote the adoption of new methods. IGATE Facilitators report that secondary school teachers can be unwilling to learn new methods because it is seen as 'extra work' for teachers already burdened by a severe lack of staff and resources. By having the DSI present, trainings gain more legitimacy. Teachers view the trainings as officially mandated and therefore learn them as required.

Teachers and head teachers confirm the presence and support received from DSIs. IGATE Facilitators also reference the value that DSIs bring, particularly when dealing with problems they encounter when working with schools.

> Yes, although sometimes she (PED) may not be available but the fact that she delegates one of the schools inspectors when we are going out for monitoring, if they are not busy we are usually accompanied by the schools inspectors and even in terms of mobilization we inform her, she then in turn notifies the schools that "please the IGATE team is coming there please assist them however possible" so yah we have never had any problems. And even if we have challenges with the schools, we usually discuss with her on the way forward. [...] they have given us great assistance.
>
> - KII with IGATE Facilitator, Insiza

PEDs are less well-versed in IGATE training content and techniques, but broadly support World Vision and IGATE activities. Half of PEDs can describe the new activities

implemented by IGATE, while others more commonly reference previous IGATE interventions, such as bicycles.

In summary, the evidence around the active role that MoPSE have adopted in conducting support visits using IGATE techniques is overwhelmingly positive and confirmed by multiple sources, including officials themselves, Head Teachers, teachers, and IGATE Facilitators. Not only are officials seen conducting routine visits, their engagement, feedback, and advice is appreciated by schools as helpful and constructive and their enthusiasm for IGATE techniques is genuine. For this reason, a sustainability score of 3.5 is justified. This score exceeds the midline target of 3 and is a marked improvement from the baseline score of 2.

5.4 Setting expectations

This section outlines the project's evaluation of what changes need to be made to ensure that attitudes, behaviours, and approaches are established in order to provide on-going learning and transition for future cohorts of girls and boys in this context

Table 5.10: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period?	Parents and school development committees supporting and promoting learning, attendance and transition of girls. Child Protection Committees receive timely follow-up trainings when requested in order to better understand their role and have their work promoted in their communities and schools. Communities that support learning and are able to engage with school administration to resolve issues affecting their children's learning. Transformed social norms that positively support learning, child safeguarding and gender equity. Community champions who are able to collectively speak out against child abuse, identify learners at risk of dropping out and support them support them to remain in school.	Teachers demonstrating improved FLAN teaching practices and school leaders promoting FLAN Learning for all, supporting all learners to transition and remain in school The program monitors what program activities are being consistently implemented and follows up with relevant staff when activities are not prevalent. Program ensures that schools have the necessary human and material resources to run clubs and activities without placing greater burdens on staff. Program supports teachers to address the needs of struggling learners, continuously practice new classroom techniques together, and review basic skills. Monitoring and support are conducted consistently to support this.	FLAN teaching and learning resources are institutionalized and IGATE teacher development and school leadership practices upscaled Community and school based child protection systems work together to identify and follow up on child abuse cases. Officials are informed about all IGATE activities and their intended benefits. They are invited and actively engaged in activities. Officials inform schools staff on important policy changes that can impact learners, such as changes in school fee policy that may help support improved attendance.

Activities: what activities are aimed at this change?	Communities support learning initiatives such as holiday learning camps, Transition Camps for Grade 7 learners and active involvement and engagement of religious leaders and traditional leaders in following up and tracking attendance and transitioning of girls. Parents and SDC committees prioritise learning in their school development plans and actions. Identification and strengthening of community champions on learning, safeguarding and gender equity Transition mapping	Teachers actively engaged in school based professional development programmes, they are proactive in doing FLAN activities in the classroom and tracking learners progress in acquiring FLAN Fluency. School Leaders take a primary role in leading learning in their schools, they support their teachers in implementing FLAN in the classroom through conducting classroom learning walks and coaching conversations with teachers; promote that everyone in the school feels safe, is respected and valued regardless of gender Strengthening of community and school based CPCs	Actively engage the strategic partners in the co-design process of the project, periodic participation in the programme activities, learning events and implementation (to gain an appreciation of the project scope) as well as carryout joint learning and monitoring visits in the field. Maintain the engagement at all levels and demonstrate good practices and changes that the project is making in improving learning, transition and sustainability.
Stakeholders: Who are the relevant stakeholders?	Parents/caregivers, SDC Committees, CPCs, mentors, Religious leaders, traditional leaders	Primary and Secondary School Teachers, Primary and Secondary School Heads	Ministry of Primary and Secondary Education (MoPSE) Strategic stakeholders: District Inspectorate, Provincial Inspectorate and Head Office

Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms, etc.	Factors that Help achieve: Constituted SDC Committees and traditional leaders as well as vibrant Girls Champion within the community Social norms are currently the major hindering factor. These norms bind people leading to dysfunctional safeguarding systems. If change is going to be seen, tackling social norms should be key.	Institutionalized School based teacher professional programme; Well-designed Cluster based system to support staff development programmes, FLAN Programme commitments the already existing programmes such as PLAP/ERI etc	IGATE Project responds to the strategic priorities set out in the Education Sector Plan of the Ministry of Education; as well as the government blueprint Vision 2030 and the global sustainable development goals.

6. Key intermediate outcome findings

This section considers each of the four intermediate outcomes specified in the IGATE-T project logframe. In sections 6.1 - 6.4, each intermediate outcome is summarized and the disaggregation characteristics specified in the logframe are considered. Section 6.5 extends this analysis to consider the relationships between intermediate and other outcomes.

In general, it has been concluded that the intermediate outcomes are largely still fit for purpose, and have been recommended to be included for endline, with a couple of exceptions where additional targets may be insightful given the findings of the midline analysis.

6.1 Quality of teaching

This section reviews the qualitative and quantitative findings for the first Intermediate Outcome, improved classroom teaching practice. There is evidence of large improvements to teaching practices since baseline. The project fell just short of its target of 50% of instructors trained to support learning in primary and secondary schools (as evidenced by teaching practices noted in classroom observations), with 48% of teachers demonstrating that they have received this training. This is reflected qualitatively as well, where most students at the primary level report their teachers are using child-focused teaching methods, which has improved their engagement in class and ability to learn. These gains are encouraging and should be continued to be tracked at endline as part of the final evaluation. Improvements in teaching methods are cited as an important component of students' school experiences and learning, indicating this will be an important predictor of education outcomes between now and endline.

There are several barriers that prevent teaching quality improvement efforts from being wholly realized. First, many schools are chronically understaffed. For example, a FGD with secondary school girls revealed that there is only one math teacher for the entire school. This severely limits how much face-to-face teaching time can take place and often leads teachers to rely on giving homework and independent learning assignments. In many schools, teachers for key subjects are missing altogether. Second, there is a lack of school resources and supplies reported in every school in the project and highlighted as a major issue by head teachers and teachers in every district. This impedes quality of teaching in general, but also the adoption of IGATE methods, such as games, because teachers do not have access to supplies required for activities they learned through trainings. Third, poor physical school conditions also greatly hinder advancements in teaching quality. The majority of schools lack water access, toilets, and sufficient seating and classroom space. Again, this limits the effectiveness of new methods because teachers are often forced to use a single, sometimes over-crowded classrooms for multiple grades, share basic resources like textbooks between numerous students, and require students to spend time

walking distances to fetch water. The main recommendation from teachers and head teachers for the IGATE project was to expand the program to include support for improving the physical infrastructure and resources at school. The high prevalence and impact of these barriers (e.g. water at schools, insufficient seating) suggest that there are additional or alternative barriers to girls' education that are equally salient in the local context as the barriers being addressed by the project.

The quantitative data shows an increase in the quality of teaching in both control and treatment groups since baseline. One explanation for this is the prevalence of training programs due to the introduction of a new curriculum across Zimbabwe.

Table 6.1: Intermediate outcome indicators - Improved classroom teaching practice

IO	IO Indicator	BL	ML Target	ML	Target achieved ? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Improved classroom teaching practices	IO 1.1: % of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	32%	50%	48%	No	70%	Yes
	IO 1.2: Learner's experiences on teacher's teaching practices	N/A - primary data source is qualitative. Quantitative results from triangulation sources detailed in subsections below.					

Main Qualitative findings

Both female and male primary and secondary students report equal attention given to boys and girls and additional support offered outside of class for those who are struggling with lessons. The majority of KIIs with girls and boys, especially in primary school, stated that when teachers present a lesson, they check if learners have understood. This is appreciated by learners in helping their comprehension and opening space for questions.

Primary school students frequently cite improved learning experiences through the use of interactive teaching methods, such as songs (most commonly referenced activity), group work, games, dances, etc. Their experience is mostly positive and there are no salient gender differences in reported experiences.

In secondary school, there are more mixed learning experiences. Secondary school girls value camp activities that help them with basic literacy and numeracy skills, indicating they are behind in these areas. They also reference improved teaching methods, such as bringing in different teachers for difficult lessons, using discussions instead of dictation, as well as games, music, stories and group work, though less frequently than primary students.

Secondary school boys and girls report that many teachers still rely on physical punishment and verbal abuse, which is confirmed by the quantitative findings. In some areas, secondary school students require extra help with basic skills, but say "dull students" were frequently ignored by teachers, as they prefer to focus on smart students. There is a stark contrast in learning experiences between students who have "friendly teachers who smile and use funnies" compared to those who "shout, belittle, and beat" students. There is some reference to beatings at the primary school level, but it is not as prevalent.

Secondary boys claim that teachers with friendly demeanors and engaging teaching methods attract more students to attend and perform better.

IO Indicator 1.1: Percent of teachers using improved classroom teaching practices

The following tables show how common different child-focused teaching methods are, and includes results disaggregated by gender and school level. Overall, teachers in schools that have been exposed to the IGATE-T program are more likely to play literacy and numeracy games and to encourage group work within their classes. No significant differences were found between male and female teachers. However, there are noticeable and significant differences between primary and secondary school teachers, where primary school teachers appear to be more likely to demonstrate child-focused teaching methods, which is consistent with the qualitative findings in IO 1.2 as well. In both qualitative and quantitative data, the prevalence of physical discipline being used in schools continues to be a concern. Although very few cases were reported in the classroom observations, learner reports show a significant increase in the frequency of physical discipline since baseline.

Table 6.2: IO Indicator 1.1 – Teachers trained to support learning

Indicator	Intervention Group	Difference since BL	Control Group	Difference since BL	Difference in Differences
Classroom Observations					
Play numeracy/literacy games	45%	-32%	17%	10%	-42%
Uses songs/ rhymes/ physical-response activities	30%	17%	22%	9%	8%
Allows pair/ group work	68%	9%	55%	-4%	13%
Uses resources other than textbooks	47%	1%	48%	2%	-1%
Uses phonics	9%	-	5%	-	-
Ensures turn-taking in each task	76%	-	73%	-	-
Ensured learners not excluded	55%	-21%	48%	-26%	5%
Checked learners understood the activity	85%	-	78%	-	-
Physical discipline used	1%	-	0%	-	-
Sample Size	81	81	65	75	
Teacher Received Training (Head teacher survey)					
Maths	86%	8%	44%	-18%	26%
Gender Sensitive Teaching Methods	77%	21%	52%	8%	13%
Writing and Reading	84%	-2%	38%	-33%	31%
Sample Size	**92**	**55**	**87**	**49**	

It is important to note that in the qualitative data, learners emphasize that those who are doing poorly are vulnerable to drop out due to decreased support from teachers and parents (as seen in characteristics and barriers, as well as the transition section). The program may be able to have greater impact on learning and transition outcomes by continuing to encourage teachers to understand the importance of helping struggling students.

The qualitative data contradicts the quantitative findings regarding inclusion. Almost 100% of girls report that their teachers treat boys and girls equally. This generally means calling on both boys and girls to answer questions or help the class, or providing support after class. However, inclusion of children with disabilities or those with low learning levels, as mentioned, are lower.

Qualitative data also suggests that although intervention classes are more likely to use games and interactive methods, additional progress could be made in integrating these methods more consistently, for example, on a daily basis.

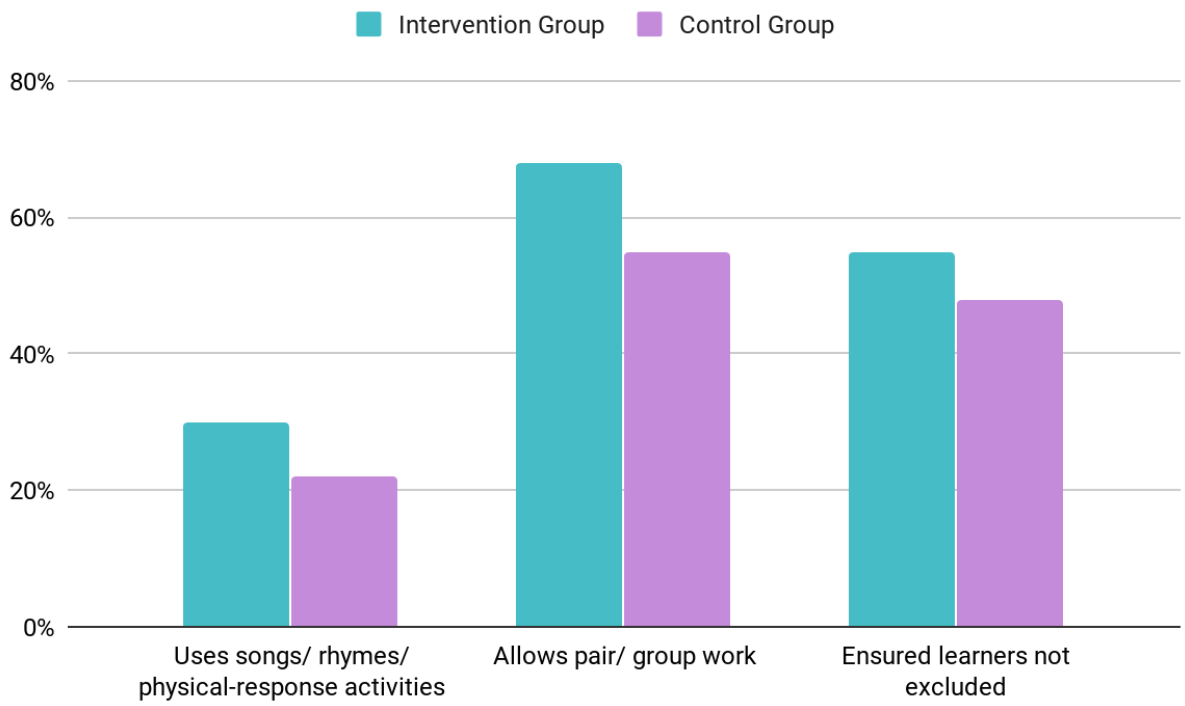

Figure 6.1: Differences in observed behaviours between treatment and control classrooms (midline)

The following tables consider how these results differ across the dimensions of disaggregation specified in the logframe which include school level and teacher gender. The following table shows that male teachers in treatment schools are significantly more likely to demonstrate the use of pair work in English and math classes[18] and to use non-textbook resources than their female peers.

Table 6.3: IO Indicator 1.1 - Teaching Quality by Gender (Intervention Schools)

Indicator	Male Teachers (ML)	Change Since BL	Female Teachers (ML)	Change Since BL	Difference in Difference
Classroom Observations					
Play numeracy/literacy games	44%	40%	46%	32%	12%
Uses songs/ rhymes/ physical-response activities	32%	17%	27%	11%	6%
Allows pair/ group work	81%	21%	54%	38%	-17%
Uses resources other than textbooks	59%	24%	35%	14%	10%
Uses phonics	12%	-	5%	-	-
Ensures turn-taking in each task	73%	-	78%	-	-
Ensured learners not excluded	59%	-18%	51%	-39%	-21%
Checked learners understood the activity	85%	-	84%	-	-
Physical discipline used	2%	-	0%	-	-
Sample Size	**44**	**43**	**37**	**38**	

[18] Note that only English and math classes observed have been kept in the sample. Class observations for other subjects have been dropped.

The following table disaggregates the results by primary and secondary school levels. Teachers in secondary schools are less likely to be observed allowing pair work or checking learners' understanding of the activities done in class. Primary schools are significantly less likely to have been observed playing numeracy or literacy games, though the small sample sizes collected from secondary schools may be responsible for driving this statistical outcome.

Table 6.4: IO Indicator 1.1 - Teaching quality by school level (Intervention Schools)

Indicator	Primary Teachers	Secondary Teachers	Statistically Different
Classroom Observations			
Play numeracy/literacy games	41%	78%	Yes*
Uses songs/ rhymes/ physical-response activities	29%	33%	No
Allows pair/ group work	74%	22%	Yes***
Uses resources other than textbooks	51%	22%	No
Uses phonics	7%	22%	No
Ensures turn-taking in each task	73%	100%	No
Ensured learners not excluded	58%	33%	No
Checked learners understood the activity	91%	33%	Yes***
Physical discipline used	1%	0%	No
Sample Size	**139**	**10**	

To triangulate the results from the classroom observations, the results shown above are compared with the reports of teaching practices from the learners' survey. The following table shows the differences between treatment and control groups, along with the marginal effect estimate from the difference in differences probit estimations for each of these outcomes.

The results show that learners report a statistically significant increase in the use of physical punishments in treatment schools since baseline, and a significant decrease in the number of teachers directing hard questions to boys and girls equally. It is important to recognize that this may not actually represent a change in teacher behaviours in the interventions, but that this may be the result of learners' *awareness* of these types of behaviours because of their participation in the program.

Table 6.5: IO Indicator 1.1 - Learner's perceptions of teaching practices (in-school girls)

Indicator	Intervention Group (ML)	Change since BL	Control Group (ML)	Change since BL	Difference in Difference
Teacher practices (student survey)					
Encourages questions	82%	2%	86%	6%	-4%
Makes suggestions for study improvements	94%	1%	93%	0%	1%
Uses teaching resources	95%	0%	93%	0%	0%
Directs hard questions to boys and girls equally	93%	-1%	94%	0%	-1%
Uses physical punishments	15%	3%	11%	0%	3%
Uses examples in lessons	90%	-1%	91%	-1%	0%
Teacher frequently absent	21%	-6%	15%	-9%	3%
Sample Size	**997**		**1,046**		

To disaggregate the secondary source by teacher gender and the school level, the following two tables have separated the results by these factors. The following table shows that at midline, there are no significant differences across learners' reports of male and female teacher's behaviour at midline. This is consistent with the qualitative evidence, which does not cite teacher gender as an important factor in discussions about the types of teaching methods used.

Table 6.6: IO Indicator 1.1 - Learner's perceptions of teaching practices by teacher gender (in-school girls)

Indicator	Female Teacher	Male Teacher	Statistically Different
Teacher practices (student survey)			
Encourages questions	81%	82%	No
Makes suggestions for study improvements	93%	94%	No
Uses teaching resources	96%	94%	No
Directs hard questions to boys and girls equally	92%	94%	No
Uses physical punishments	18%	14%	No
Uses examples in lessons	90%	89%	No
Teacher frequently absent	22%	21%	No

The following table summarizes the differences across primary and secondary school students' reports. We find that primary school learners are less likely to report experiencing physical punishments, which is consistent with the findings from classroom observations. This is also consistent with qualitative evidence, where learners in secondary school especially note that physical discipline is frequently used at school. Learners are also less likely to report their teachers using examples during lessons when they are in primary school. Qualitative evidence also highlights the value that students get out of playing games during lessons to improve their learning and understanding.

Table 6.7: IO Indicator 1.1 - Learner's perceptions of teaching practices by school level (in-school girls, treatment group)

Indicator	Primary School	Secondary School	Statistically Different
Teacher practices (student survey)			
Encourages questions	82%	81%	No
Makes suggestions for study improvements	93%	95%	No
Uses teaching resources	95%	94%	No
Directs hard questions to boys and girls equally	91%	94%	No
Uses physical punishments	11%	19%	Yes**
Uses examples in lessons	88%	92%	Yes*
Teacher frequently absent	20%	22%	No

IO Indicator 1.2: Learner's experience of teachers' teaching practices

Learner's experiences have been improved since baseline through the integration of new teaching practices and techniques. The majority of students report that teachers provide extra support outside of class for struggling learners, check in with learners during lessons to ensure they have understood, provide examples, and give equal attention to boys and girls.

Primary school girls make many references to their teachers integrating interactive methods, such as games, traditional dances, and group work. The most commonly cited activity is singing songs, which girls cite as helpful for recalling lesson material. They also frequently mention teachers providing examples of the concepts they are explaining, working in groups and discussing topics together, and having time to ask questions and receive clarification during class. The frequency of these references suggest that teachers have successfully adopted new methods into their everyday teaching practices.

> **Moderator**: Are there activities you do in class that are most helpful for you?
>
> **Participant**: Just like helping each other with my friends. Teacher also makes us do games.
>
> **Moderator:** So you play games in class?
>
> **Participant**: Yes
>
> **Moderator**: So are there other activities you do besides games and sitting in groups
>
> **Participant**: Uum yes we sing
>
> - KII with Primary School Girl, Insiza

Students at this level attribute improved performance to the recent changes.

> **Participant**: I want to say that most children used to come to school not even knowing how to write their names, but now teachers have taught them and now they can. And also that they couldn't read and they taught them to.
>
> **Moderator**: and now they can read?
>
> **Participant**: yes
>
> - KII with Primary School Girl, Mangwe

Primary school boys confirm many of the positive changes reported by primary girls, including receiving extra support after class, having more teachers who behave nicely, and

more discussion during class. They value using songs, but also mention the use of practical activities like gardening for agriculture class.

One potential limitation to collecting qualitative data from primary students on the topic of their teachers is the issue of power dynamics. In many contexts, children of this age do not feel empowered to provide feedback on their teachers because of the great discrepancy in age and status. Interviewers often have to repeat questions and use many follow up questions with primary students to gain more detailed information. In KIIs and FGDs with primary school girls, answers about teachers and class activities are frequently generic and undescriptive. Secondary students provide more detailed information on the positive and negative aspects of their classes and the practices used.

Secondary school girls have more mixed learning experiences; they reference positive changes, but also complain of physically punitive teaching approaches that persist.

The most significant positive change in learning experience that secondary school girls appreciate is the change in teachers' demeanor. This includes being friendly, using jokes, laughing along with students, and "making funnies". Other teaching strategies that have had a positive impact on learning include, math games, sounding out letters (phonetics) to help with reading, bringing in different teachers to explain difficult concepts, using songs, working in groups, and teacher's use of stories and folktales to introduce topics.

There are a number of cases where secondary school girls talk about learning vowels and letter sounds to help their reading, suggesting that many students at this level lack basic literacy and so receive great value from revising basic literacy tools. A secondary school girl in Chivi speaks at great length about how much camp activities helped her in being able to read and spell more effectively. On the other hand, IGATE facilitators have indicated that many secondary school teachers are reluctant to use new, interactive strategies for literacy because they believe it is only for young children. Students who do not receive access to such teaching practices through their teachers may still have access to such practices if they participate in camps, potentially suggesting the importance of continuing to offer camps as an alternative while promoting these strategies at upper levels.

Secondary school boys' learning experience is reported differently than that of girls; the positive changes they cite revolve around improved motivation to participate in class through staging plays and jokes posed by teachers, which improves attendance and performance, and the value they get from teachers providing extra support and clarification. The issue of boys "hiding" from school or choosing to drop out is brought up in many other stakeholder interviews. Efforts to keep boys engaged and motivated in school is therefore important to continue to foster.

Despite these positive changes, secondary school students (both boys and girls) describe persistent negative teaching practices that adversely affect attendance and performance. Students claim that many teachers do not explain concepts well and respond rudely if you

ask for help, making them afraid to seek support. There is a recurring theme that many teachers will not give extra help to struggling students, only students that are doing well. This is confirmed in KIIs with Head teachers, who say it is a practice they are trying to improve through trainings and workshops. Although this persists and warrants continued attention, it also indicates that great strides have been made in the majority of primary schools where students frequently speak about extra support now being available for everyone.

> **Respondent 9**: if you are dull they don't help you, they will say ahh, if there's nothing that you even know when you go to ask if its English if you don't know s/he will tell you that if you can't read go away but if they can help me to read ..It will be progress
>
> **Respondent 7**: Those who are known that they are intelligent they are not scolded a lot ...they will be helped but if they are dull they will be told that I don't waste my time...
>
> - FGD with Secondary School Girls, Chivi

Other teachers still rely on dictation or passively writing notes, followed by tests, which can include material that was not covered in class. The most concerning reports from secondary school girls and boys include frequent mention of shouting, belittling comments, and beatings from teachers. When these comments occur in focus groups, other students tend to laugh and agree vociferously. The frequency of beatings and belittling insults from teachers was highest amongst secondary school girls in Mangwe.

An important related theme that arose across all students is the importance of "being taught nicely," where teachers are "free and happy," rather than being threatening, shouting at students, or beating them. The contrast of teacher demeanor is stark and the most commonly cited positive change in learning experience comes from teachers being more friendly and providing support to students who need it. Students claim to be more willing to attend classes and exert effort when their teachers are friendly.

> I saw that teachers are supportive on that, if they do not teach with a harsh voice, even the children will be happy to be going to school and when we go home and tell others, they will wish that they came to school. That is what made teachers supportive, because they have to smile and this brings children to school because if you teach with a harsh voice especially me, I am very afraid, being beaten I am really afraid (smiling).
>
> - KII, Secondary School Girl, Chivi

6.2 Attendance

This section summarizes the qualitative and quantitative findings for the second intermediate outcome, attendance. There is no significant evidence that the program has lead to improvements in learner attendance since baseline, with a 1 percentage point increase in the number of girls who have missed more than 3 days of school. In both quantitative and qualitative data, the most common reported reason for absences from school is illness.

There are a number of external factors that influence attendance, including weather, teachers strikes, and the presence of the Basic Commodities Supply Side Intervention programme. Changes in weather, such as heavy rains, cause rivers to flood and prevent students living in certain areas from being able to cross bridges to attend school. Also, because of the difficult economic conditions and high inflation in Zimbabwe, the government introduced the Basic Commodities Supply Side Intervention programme (Bacossi), where low-cost hampers of food and supplies are distributed in markets. Many community members travel in order to receive these commodities, leading to absence of teachers and students during market days. Although these do not constitute major barriers, they will influence attendance patterns during certain time periods.

A notable new factor that may influence attendance is a new national policy that does not allow teachers or administrators to send children home for failing to pay fees. This policy was recently adopted and its impact may be more evident at endline.

Attendance rates are generally very high. Boys and secondary school students have lower attendance rates compared to girls and primary school students, respectively. It may therefore be useful to set attendance targets specifically for secondary school students and boys separately. In general, attendance outcomes are still very relevant to the project and should be kept in the project at endline. As we discussed above, the recent context changes (severe weather patterns, difficult economic conditions) may make attendance patterns more unstable for youth in these areas, and will certainly be a relevant barrier up to endline.

Table 6.8: Intermediate outcome indicators - Attendance

IO	IO Indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Attendance	IO 2.1: % of girls in primary and secondary schools who missed 3 or more days in the past 20 school days	14%	10%	16%	N	7%	Y
	IO 2.2: Learner's views about what influences their school attendance	N/A - primary data source is qualitative. Quantitative results from triangulation sources detailed in subsections below.					
	IO 2.4: Girls enrolled in CBE who attend 70% of their scheduled sessions	N/A	N/A	55%	Y	80%	N/A

Main Qualitative findings

IO 2.1
In contrast to the quantitative results, all stakeholders, including students, parents, teachers, and community leaders, report increased enrollment and attendance across all districts. Many stakeholders attribute this to sensitization on the importance of education. Every stakeholder has also noted the positive influence of bicycles in reducing barriers to attendance (including distance, alleviating time pressure of chores, and providing more security while travelling) and express a great desire for the program to continue.

IO 2.2
There are a wide variety of barriers to attendance reported by primary and secondary school students.

The main reason for missing school, reported by girls and boys at both primary and secondary school, was being sick. Other common reasons for single missed days were attending a funeral, staying home while parents were travelling, and feeling lazy.

There are other, more systemic deterrents to attendance that go beyond single missed days. Orphans and children staying with extended family are particularly vulnerable to missing class. Secondary school girls report facing abuse on the road to school, pregnancy, and poor performance/pressure from peers as reasons for deciding not to attend. Primary and secondary boys are more likely to miss school because they are being 'naughty,' not listening to parents, or hiding. Secondary school boys are more likely to leave school to work, either outside Zimbabwe or in gold mining.

At a secondary school level, girls also frequently reported menstruation as a barrier to attendance, due either to having menstruation pain or a lack of sanitary supplies.

IO 2.4

CBE participants report missing class because of unmet expectations in course content; they value literacy and numeracy training, but have a greater desire to learn vocational skills and become disappointed when they must continue with theory.

In some areas, CBE programs have not been fully established.

IO Indicator 2.1: Percent of girls who missed three or more days in the past twenty school days

The following tables summarize the attendance rates measured at midline, disaggregated by gender and school level. In general, attendance appears to be relatively high (especially according to the spot checks done at primary schools), with boys and secondary school students attending less regularly.

Table 6.9: IO Indicator 2.1 - % of girls in primary and secondary schools who missed 3 or more days in the past 20 school days (in-school girls)

Indicator	Intervention Group (ML)	Control Group (ML)	Marginal Effects from DiD Regression
Regularly misses school	15.6%	16.1%	1.3%

This indicator is disaggregated by school level, and by gender. The following table highlights the differences in attendance between primary and secondary school girls since baseline. Primary school girls' attendance is slightly worse since baseline, but secondary school girls' attendance has fallen by significantly more than primary girls'. Girls in secondary school (in the intervention group) are 5.4 percentage points more likely to miss three or more days of school in the last 20 days than they were at baseline. This increase in secondary school girls' absenteeism from school is not surprising given they have less exposure to the program, and typically experience different barriers than girls in primary school.

The main reason that both primary and secondary girls miss school, according to KIIs and FGDs, is sickness. Other prominent reasons include being kept at home while caregivers are travelling for funerals or other family/religious obligations, helping with chores, or lacking fees. Another common and recurring event that pulls many students from school is "Bacossi", the Basic Commodities Supply Side Intervention programme introduced by the Reserve Bank of Zimbabwe, which provides rural residents with heavily subsidized grocery items at nearby markets. Because of the challenging economic conditions, many teachers and students regularly miss school on Bacossi market days. It is unlikely that the program will be able to address these reasons for absenteeism, however there are still opportunities to make progress in addressing other common barriers.

As discussed in previous sections, secondary girls face significantly more barriers, which negatively impact attendance rates. This includes safety issues during their commute, longer distances from school, higher chore burdens as they gain more responsibility in the household, greater financial burdens due to higher fees in addition to school supplies and transportation costs, and diminished value for education at the secondary level. These challenges have the greatest negative impact on students from very poor households and those who do not live with both their parents (orphans, single parent households, or being taken care of by relatives). In addition to these barriers, girls often face increased peer pressure at secondary school. They reference pressure to become involved in relationships, attend parties, and or skip class. The program has an opportunity to address barriers from a community level to continue to foster positive attitudes towards education generally, but also completion of secondary school specifically, as well as the attitudes among girls to increase their own appreciation of the benefits of education, the importance of supportive peer relationships and good decision-making, and resilience against peer pressure. This is still reflective of the theory of change, although more effort could be made to target vulnerable subgroups, secondary school girls, and to use program activities to address issues of negative peer pressure.

Table 6.10: IO Indicator 2.1 - % of girls in primary and secondary schools who missed 3 or more days in the past 20 school days (in-school girls in treatment schools, by school level)

Indicator	Primary School (ML)	Change since BL	Secondary School (ML)	Change Since BL	Statistically Different at ML
Regularly misses school	14.1%	2.5%	17.5%	6.4%	No

The following table compares boys and girls since baseline, showing that boys' attendance has become significantly worse than girls' since baseline. Boys absentee rates have increased by 6.5 percentage points since baseline, versus only 4.1 percentage points for girls. This is consistent with qualitative evidence, which finds boys are much more likely to choose to purposefully skip school than girls in this context. Boys are also more likely to report missing school to do chores (such as dipping cows), engage in mischief with peers, or migrate for work. Secondary school boys often feel like they are "too old" or "too grown up" for school, especially if the teacher uses physical discipline or is not engaging or supportive.

Table 6.11: IO Indicator 2.1 - % of students in primary and secondary schools who missed 3 or more days in the past 20 school days (treatment group by gender)

Indicator	Girls	Change since BL	Boys	Change since BL	Statistically Different at ML
Regularly misses school	15.6%	3.9%	18.2%	6.5%	No

Together, these tables show the differences in attendance based on demographic characteristics. For this reason, it may be beneficial for the project to adopt different attendance targets for boys, primary school girls, and secondary school girls separately so the change can be appropriately evaluated given each subgroup's unique barriers.

To triangulate the data on attendance, attendance spot checks were done in primary schools.[19] Spot checks consistently find relatively high attendance rates (approximately 94%). Although boys and girls attend in equal rates at midline, boys' attendance relative to the control group has not increased by as much as girls (though this difference is not significant).

Table 6.12: IO Indicator 2.1 - Attendance rates during spot checks

Indicator	Intervention Group (ML)	Change since BL	Control Group (ML)	Change since BL	Difference in Change since BL
% of girls in attendance	94.4%	4.3%	93.9%	3.3%	1%
% of boys in attendance	92.5%	4.3%	93.5%	6.1%	-1.8%

Regionally, there remain differences between attendance rates. As shown in the table below, Insiza has higher rates of non-attendance than the other three districts. Insiza has also has the biggest increases in non-attendance (decreases in attendance) since baseline compared to the other districts. It is unclear from the qualitative what might be driving this results, however it is likely that the contextual changes (the recent drought, for example, affected the livelihood zone surrounding Insiza harder than the neighbouring regions. This may have had economic consequences that influences households to stay home more often.

Table 6.13: IO Indicator 2.1 - % of students in primary and secondary schools who missed 3 or more days in the past 20 school days (treatment group by district)

Indicator	Chivi	Change since BL	Insiza	Change since BL	Mangwe	Change since BL	Mbereng wa	Change since BL
Regularly misses school	15%	+4%	21%	+10%	14%	-1%	16%	+6%

IO Indicator 2.2: Learner's views about what influences school attendance

When asked the reason for the last time they had missed school, the majority of both primary and secondary students reported it was due to being sick. This was true for both

[19] The data collection field team failed to interpret the protocols specifying that attendance spot checks should be done at 50% of all schools (not just primary schools), so primary/secondary disaggregation of attendance spot checks is not possible at this time.

girls and boys. The other most common influences on attendance were lacking school fees or supplies (such as books, pens, uniforms, etc.), attending a funeral, or being told to stay home when the learner's parents were travelling away from home.

> **Moderator**:... Alright to those who missed school last term, what were the reasons for missing school?
> **P1**: I was sick
> **P3**: I was sick {they all laugh}
> **P9**: Sick
> **P4**: All my uniforms were dirty, I had been rained and my uniforms did not dry.
> **P7**: Because Ndawanda [river] was full
>
> - FGD with Secondary School Girls, Insiza

The following table disaggregates the most commonly cited reasons for missing class by primary and secondary school level.

Table 6.14: Commonly cited barriers to attendance by school level

Primary School Responses	Secondary School Reponses

• Sickness
• Lack of resources
  ○ Fees for school
  ○ Books and supplies
  ○ Uniforms
  ○ Getting sent home repeatedly for fees
  ○ Don't have water or food at home
• Funeral of family member
• Parents are away
• Religious reasons
• Don't have or don't live with parents
  ○ Increase likelihood of being kept home for chores
  ○ Mistreated by guardians
  ○ Elders don't understand the importance of education
• Don't listen to parents, hide on the road to school, misbehave, get expelled for being naughty.
• Abuse on the road
• Cold weather, high water levels
• Learner decides to skip
  ○ Afraid of teacher
  ○ Lazy
  ○ Boyfriends
	• Sickness
	• Lack of resources
	  ○ Fees for school
	  ○ Books and supplies
	  ○ Uniforms
	  ○ Getting sent home repeatedly for fees
	  ○ Don't have water or food at home
	• Don't have or don't live with parents
	  ○ Increase likelihood of being kept home for chores
	  ○ Mistreated by guardians
	  ○ Elders don't understand the importance of education
	• Distance - secondary schools are typically further away
	• Menstruation
	• Poor performance
	• Funerals
	• Don't care about school - arrive late or don't attend, hide, mischief
	• Migrate for work
	• Parties[20]
	• Bullying and peer pressure
	• Church
	• Pregnancy or marriage
	• Bacossi
	• Cold weather, high water levels

There are also several systemic issues that deter learners from regular attendance. Boys tend to miss more school than girls for the purpose of chores or because of "mischief" and the bad influence of their peers. Hiding in the road, skipping, being expelled for playfulness, or deciding not to go are all named as reasons for why boys do not attend class. This is consistent with the quantitative evidence which finds boys attending less regularly. The chore burdens for boys as a barrier to attendance indicates that this barrier may not just be relevant to girls.

Girls face more systemic barriers, but also describe themselves as more "obedient" and so seem to attend more regularly, which is reflected in the quantitative data shown above. Barriers specific to female students, especially in secondary school, include menstruation pain or lack of supplies, abuse encountered on the way to school, and being held back by

[20] This is very prevalent in Mangwe, but not referenced in other districts.

grandparents or guardians to do chores. Chores tend to become a more salient barrier when girls live with caregivers other than their parents.

Although chores were referenced as a common speculation for why children would miss school, very few learners reported personally being kept at home for chores. However, orphans and children living with non-parent guardians, such as grandparents or extended family, seem particularly vulnerable to being kept at home for chores or other reasons. A secondary school girl in Chivi describes this issue as learners who "don't have parents who take care of them." Community leaders also provide insight on this issue, saying that older generations who did not attend school have less value for education and that when families have limited resources, they prefer to pay school fees for their own children first, before investing in their relative's children.

Another deterrent that arose among primary and secondary students, and was confirmed by teachers and parents, is the lack of school supplies. This becomes a barrier for multiple reasons. First, when children are frequently sent home for fees, they become discouraged and stop attending. Second, if children attend school without sufficient supplies or clothing they become "troubled." It creates ostracization from their peers, lowers self-esteem, reduces performance and ability to study, and increases the stress of the learner. Many students, especially at the secondary level, report that when they perform poorly at school, they are pressured to drop out by peers and, to a lesser extent, are discouraged by teachers and family members. Lacking resources from home also encourages girls to seek out boyfriends who can provide clothing, snacks, gifts, or general fiscal or material stability for them.

IO Indicator 2.4: CBE Attendance

Using the CBE registers we find that in operational CBEs from cohort 2 and 3 of the program, 55% of girls enrolled attend the program (see the following table). This is slightly below the ML target, and is lower than estimates from attendance spot checks, which find that 73% of girls are in attendance at a given session.

Table 6.15: IO Indicator 2.4 - CBE attendance rates during spot checks

Source	Reported Attendance Rate
Girls Club Monitoring Tool	55%
Attendance Spot Checks	73%

According to qualitative data there are a variety of factors that can inhibit attendance of CBE classes, the most common being chores. Chores, such as having to weed or work the fields during planting and harvesting seasons, were referenced by girls in every district. This sometimes reflects the priorities of their households more generally and the lower value placed on education. Therefore, some of the issues that lead to girls dropping out of school still affect their ability and willingness to attend CBE classes as well. However, many

girls, when reflecting on why they dropped out of school, talked about the difficulty their family faced in collecting school fees, especially after the loss of a parent. Therefore, "chores" can also refer to the necessary livelihoods activities they are relied upon to do in order to support their families. This responsibility does not result from inequitable gender attitudes, per se, but of poverty. Transforming community attitudes may be marginally helpful, but would not address this barrier directly.

> We did breaks because at times the chores are a lot so sometimes I would come and at times not attend
>
> - Focus Group Discussion with OOSG, Chivi

In other cases, caregivers or husbands sometimes prevent girls from attending because they do not see value in it, either because of the girl's past history of acting mischievously, the opportunity cost of losing labour, or because the aforementioned issue of not valuing education. As demonstrated by one Out of School Girl in Insiza, girls who become pregnant and get married often lack decision making power in their new household and become constrained by their husbands' preferences:

> **Moderator**: you will go back, what about P4, do you wish you were part of the CBE?
> **Respondent 4:** even if I wish to, he'll tell me that he can't send me to school and send N (her son's name). If my parents failed there when I was still at home, what more this one who has married me, he doesn't have my interests at heart...Unless I do, but then I will be just doing what I want and that won't go well.
>
> - FGD Out of School Girls, Insiza

This also demonstrates the continued need to support pregnant and married girls who are at risk of, or have already dropped out of school. This includes connecting girls with broad support systems that can help them safely advocate for their interests while simultaneously encouraging community and religious leaders to promote education and the ability and advantages of returning to school.

Girls also sometimes choose not to attend themselves when they are sick, too occupied by errands or travel for church or family obligations, or feel "lazy" or engage in "mischief." This could reflect a lower value for education that the girls have themselves, or have adopted from their households.

Finally, some CBE centres suffer from low activity. In some cases, CBE facilitators cancel lessons when they are busy with other commitments, or there are long delays in between modules, so participants become discouraged and leave the program.

> **Respondent 2**: Ahh I'm not seeing it's future

Moderator: Oh you are not seeing its future how?

Respondent 2: Because when they last spoke to us ahh! It's long back, meaning that they were not even thinking of us so ahh it was already a long time we thought It's no longer important

- Focus Group Discussion, OOSG, Chivi

6.3 Life skills

The following table summarizes the qualitative and quantitative findings for the third intermediate outcome, life skills. There is no significant evidence that there have been improvements in average learner leadership scores since baseline. However, this does vary by district, with certain districts barely mentioning leadership clubs or claiming they do not exist in that area in qualitative interviews. In districts where girls report attending leadership clubs, girls describe how leadership clubs have improved their ability to make decisions about their lives. Although there have been no quantifiable, significant gains in leadership scores since baseline, it is still recommended that this indicator be included in the endline evaluation given how fundamentally important of girls' sense of agency is to this project and how important it seems to be based on the qualitative findings.

Notably, the leadership clubs in these areas also appear to be having a strong effect on boys, leading some to adopt more positive attitudes about the importance of girls education and equality after participating. There is evidence from the qualitative data that when boys participate and learn to value leadership qualities of girls, they also become more supportive.

Girls who have participated in camps and clubs have improved their goal-setting skills, particularly in regards to career goals. This is important because it helps girls understand the value of education in achieving the goals that they have set for themselves, which in turn may improve their ability to advocate for themselves and their interests in education.

In general, girls do not show demonstrable improvement in their self-perception of their leadership qualities. However, secondary sources, such as caregivers and teachers, make frequent reference to improved leadership qualities amongst girls in KIIs. They state that girls are participating in debate teams, feel more comfortable with public speaking at school assemblies, leading church activities, speaking in front of guests at home etc.

According to KIIs and FGDs with primary and secondary girls, girls feel they have very little authority about major decisions in their life. It is therefore difficult to assess their "decision-making" abilities as it is phrased. It may be worthwhile to consider an indicator that can capture these results as well. Empowerment may be a more appropriate alternative. For example, despite feeling as though they lack decision making powers, girls are able to reference support systems and ways to utilize these supports to advocate for their interests.

Table 6.16: Intermediate outcome indicators - Life skills

IO	IO Indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Life skills	IO 3.1: % change in Youth Leadership Index	56.1	58.5	56.9	N	63.0	Yes
	IO 3.2: Adolescent girls demonstrating application of leadership competencies	N/A - primary data source is qualitative. Quantitative results from triangulation sources detailed in subsections below.					
	IO 3.3: Girls feel empowered to make informed and relevant choices on their transition pathways	N/A - primary data source is qualitative. Quantitative results from triangulation sources detailed in subsections below.					
Main Qualitative findings							
IO 3.1	The qualitative data suggests leadership clubs are not fully active in many districts, or not attracting a lot of participation. Mangwe has good participation, Chivi and Mberengwa have some participation, but Insiza has little to no participation, according to reports from girls. The limited references to leadership clubs may be because schools often have numerous clubs and activities and the leadership clubs become subsumed or renamed, or because they have not stood out as salient experiences for girls. Monitoring data shows that school and community mentors have undergone training, but it remains unclear if this has lead to the establishment of regular clubs. Some teachers report not having time to actually implement clubs in their schools. More investigation into this issue is necessary.						
IO 3.2	Secondary school girls demonstrate significantly more leadership qualities than primary school girls, who rarely reference the presence of clubs or activities at their schools. Leadership clubs are present at the secondary level in some communities in Chivi, Mangwe, and Mberengwa and have fostered increased confidence, demonstrated through participation in sports, debate teams, public speaking and club activities for those who participate. There are no references to leadership clubs from secondary or primary girls in Insiza. Some clubs have low activity because the teachers assigned to lead them do not have enough time to do so.						
IO 3.3	The ability to make major decisions about transition at school is still limited among both primary and secondary school girls. However, secondary school girls express more confidence in their ability to advocate for their interests in education to those who make do make decisions (typically, parents and guardians). They also demonstrate education-related decision making in other ways, such as committing to better study habits, surrounding themselves with positive peer influences, and studying more, which may support positive outcomes for transition if their parents appreciate their progress.						

Notably, both primary and secondary school girls identify sources of support in their community that they feel confident accessing if their parents make decisions they do not agree with. These resources can help girls advocate for their interests.

IO Indicator 3.1: Change in Youth Leadership Index

Girls in treatment areas are not more likely, overall, to demonstrate increased leadership qualities according to the Youth Leadership Index. However, there are significant changes in specific subparts of the index.

Table 6.17: IO Indicator 3.1 - Change in youth leadership index

Indicator	Intervention Group (ML)	Control Group (ML)	DiD Regression Coefficient
Youth Leadership Index	56.9	57.3	-0.31
Sample Sizes	**997**	**1,046**	

To disaggregate these results further, these results have been separated out by school level and gender. Boys' self-perceptions of their leadership abilities have increased slightly more than girls' since baseline, and primary school girls have increased slightly more than secondary. However, there are no statistically different differences, as shown in the following two tables.

Table 6.18: IO Indicator 3.1 - Change in youth leadership index by school level (intervention group)

Indicator	Primary School (ML)	Change since BL	Secondary School (ML)	Change since BL	Difference in Differences
Youth Leadership Index	55.7	1.6	58.5	0.1	1.5
Sample Size	527		470		

Table 6.19: IO Indicator 3.1 - Change in youth leadership index by gender (intervention group)

Indicator	Girls (ML)	Change since BL	Boys (ML)	Change since BL	Difference in Differences
Youth Leadership Index	56.9	0.8	55.7	3.1	-2.3
Sample Size	997		126		

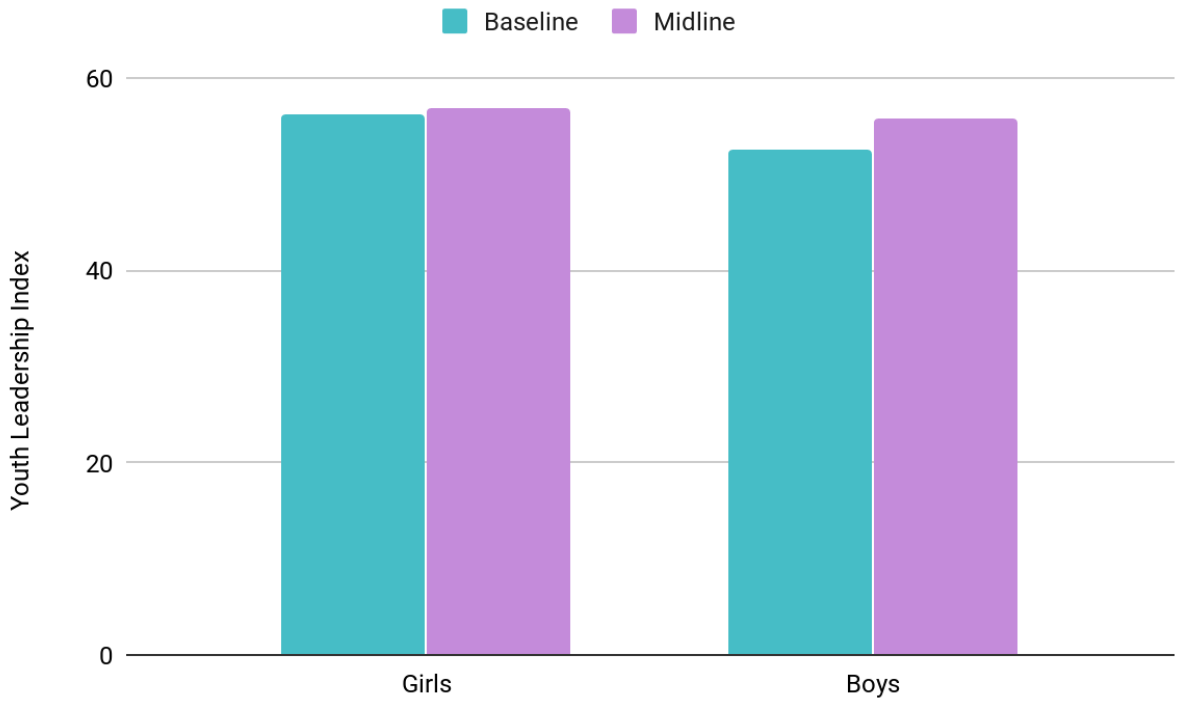

Figure 6.2: Youth Leadership Index Changes by Gender

The following table summarizes the Youth Leadership Index scores for girls who have participated in different types of clubs. Girls who participated in leadership clubs typically achieved a higher YLI score at midline than girls in the treatment group overall, and this results is statistically significant at the 5% level for 3 of the 5 types of clubs, specifically the holiday and grade 7 clubs/camps. Although this analysis cannot be interpreted as causal since the participation in clubs is voluntary introducing selection bias into the analysis, this is still a positive signal for the program's impact from the clubs.

Table 6.20: Youth leadership index scores by club participation (treatment group, all reconnects)

Activity	YLI Score	Change since BL	Sample Size
Overall (Treatment Group)	56.9	0.8	997
Leadership Club Participants			
In-school leadership clubs	58.8	1.5	323
Community leadership clubs	58.6	0.4	149
Holiday leadership clubs	59.1	3.1**	205
Grade 7 camps	64.5	7.8**	31
Holiday camps	60.3	2.7*	237

IO Indicator 3.2: Adolescent girls demonstrating application of leadership competencies

The demonstration of leadership competencies is much more salient among secondary school girls compared to primary school girls. Primary school girls rarely reference leadership clubs or activities in their schools and communities. Secondary school girls in Chivi, Mangwe, and Mberengwa describe attending leadership and/or health clubs; however, secondary school girls in Insiza report that these clubs do not exist. According to the data from the girls' club monitoring tool (collected July 2019), over 14,431 girls and boys have been enrolled in leadership clubs and over 80% attend regularly in all districts.[21]

In Chivi, secondary school girls attend health clubs where they learn about menstruation and are encouraged to avoid early marriages. They also participate in sports and activities where they make goals for the future and are taught to value themselves. Many girls are able to describe their leadership qualities, resilience, and decision-making *abilities*, though few have examples of having made a decision in relation to their education.

> You are not supposed to look down upon yourself because tomorrow you may actually be number 1...because if you look down upon yourself you will actually be leading yourself to fail.
>
> [...] as an individual you should have vision, of what you want to do in your future for you to have a better tomorrow, also you should have confidence, be able to represent yourself because if you can't, you will never be able to excel because someone is frightened to stand in front of people so if you are scared you have no confidence.
>
> - KII with Secondary School Girl, Chivi

The most significant improvements in confidence and leadership among secondary school girls are taking place in Chivi and Mangwe. In Mangwe, the majority of secondary girls speak about leadership club activities and teachings. Secondary school girls in Chivi and Mberengwa also describe this, but less frequently. None of the girls interviewed in Insiza are aware of leadership clubs and have few examples of how they personally demonstrate leadership qualities.

Notably, in communities in Mangwe, Mberengwa, and Chivi, teachers, head teachers, and caregivers all describe increased confidence of girls and provide concrete examples of girls applying these qualities. Examples include being able to stand up and speak in front of

[21] This instrument was collected by the project as part of the project's monitoring efforts. The tool provides useful insights into the participation of project beneficiaries across all the districts, but does not offer any details about learners' application of leadership skills, making it less relevant as a source for this specific indicator.

guests, confronting and denying men who propose to them while in school, seeking help for abuse, participating in debate clubs, and demonstrating a greater desire to learn and do well in school.

> **Moderator**: Alright um let us look at a girl's confidence and self-esteem. Do you see any change in girls' confidence and self-esteem before IGATE started and now? Is there any change?
>
> **Respondent 8:** Eh there is a change that I observed eh girls now because of education and their understanding of what education is, eh they can stand on their own, even if they are confronted by those men with the perception that this child should just come and be my wife. Now she can say this is impossible, but in the past when the man says I want to do this on you she would just accept the proposal out of fear. But that fear was removed by education that she can say this I don't want and even if she is abused, she can go to the other person say X is doing this to me, which was not happening in the past.
>
> - Focus Group Discussion with Male Caregivers, Mberengwa

Finally, there is evidence that including boys in these leadership clubs may also foster some positive benefits for girls. In Chivi, a secondary boy reported that boys typically look down on girls and would not accept it when girls attempted to lead, but now many boys appreciate that boys and girls are equal and should be treated the same.

IO Indicator 3.3: Girls feel empowered to make informed and relevant choices on their transition pathways

Evidence from the qualitative data suggests that both primary and secondary girls lack the authority to decide fully whether or not they are allowed to attend or transition in school. This is particularly true for primary school girls, who immediately defer to the decisions of their parents in regards to both education and marriage. These findings are similar to responses at baseline, where most girls said that the decision for them to attend school or not was made by their caregivers. A more nuanced comparison is not possible, however, because the girls were not specifically asked questions about their decision-making at baseline.

When asked in focus groups if they have made decisions for themselves, primary school girls commonly reply with "I have never." In a separate KII, a girl said that she is not confident about making choices and decisions about education because young girls "are not supposed to be bossy."

> **Moderator**: So who makes the decision for you that you should or should not attend school today?

Respondent: It is my mother

Moderator: So who should be around to make the decision that Samantha should get married?

Respondent: Her parents

Moderator: So do you see yourself capable of making decisions for yourself?

Respondent: No

Moderator: Why are you saying that you are not capable?

Respondent: I will want someone to help me as well

- KII with Primary School Girl, Mberengwa

Secondary school students express more confidence, but have mixed answers in terms of having actually exercised decision-making power. Although many secondary students still report that their parents or guardians decide whether they will attend class and continue with school, they are more confident in expressing their wish to go to school, the education and career goals they have set for themselves, and their ability to advocate for their preferences.

Secondary school girls also frequently demonstrate decision-making on school-related issues. This includes deciding to form better study habits, surround themselves with supportive peers, and try harder at school. Even though these decisions do not directly determine successful transition, they are still important to their overall education, and so should be considered important influences on transition.

Moderator: Have you ever made a decision about your schooling in the past year? Are there decisions you make about your schooling?

Respondent 1: yes

Moderator: How about others, are there decisions you have made about your schooling? Number 1 what decisions did you make about your schooling?

Participant 1: There are friends I used to have but when I realized that they did not bring anything good to me I decided to drop them.

Moderator: Others? Number 3, are there decisions you have made about your education?

Participant 3: I never used to study, I will just go and write exams but now I study

- Focus Group Discussion with Secondary School Girls, Insiza

When presented with a vignette about a young girl who has been approached by a pastor for marriage, both primary and secondary school students respond that the decision to marry or not should be made by the girl's parents. However, almost all the girls also reference other sources of support that are available in the community if her parents want her to get married against her will. This indicates that although the girls do not have direct decision making power, they have the resources to help them negotiate decisions according to their preferences and may be able to advocate for themselves.

These mixed findings are consistent with the quantitative data. The following table measures how empowered girls feel in making decisions about their education and their future. No statistically significant change in their sense of empowerment can be detected for decisions about school or employment since baseline. However, like in the learning results, it may be true that even if girls did feel more capable and empowered to make decisions, situational changes regarding food and water security, combined with a difficult economic situation may make these impacts harder to detect in these assessments. In general, roughly half of the students do not feel empowered to make decisions about their future, suggesting there is still room for the project to make an impact on this intermediate outcome.

Table 6.21: IO Indicator 3.3- Girls feel empowered to make transition choices

Indicator	Intervention Group (ML)	Control Group (ML)	DiD Regression Coefficient
Makes decisions about school	54%	52%	0.5%
Makes decisions about continuing school	53%	52%	0.6%
Makes decisions about transition to employment	79%	81%	-3.5%

The results have been disaggregated by grade level and gender in the following two tables, showing there are no statistically significant differences between these subgroups since baseline (or of these groups at midline).

Table 6.22: IO Indicator 3.3- Girls feel empowered to make transition choices (intervention group, by school level)

Indicator	Primary School	Change since BL	Secondary School	Change since BL	Difference in Differences
Makes decisions about school	48%	1%	59%	2%	-2%
Makes decisions about continuing school	44%	2%	59%	4%	-2%
Makes decisions about transition to employment	65%	10%	85%	8%	2%

Table 6.23: IO Indicator 3.3- Youth feel empowered to make transition choices (intervention group, by gender)

Indicator	Girls	Change since BL	Boys	Change since BL[22]	Difference in Differences
Makes decisions about school	54%	-1%	58%	-	-
Makes decisions about continuing school	53%	1%	57%	-	-
Makes decisions about transition to employment	79%	5%	74%	-	-

6.4 Attitudes

The following table summarizes the qualitative and quantitative findings for the fourth intermediate outcome, which focuses on community attitudes towards girls' education. The project has nearly achieved their target of 75% of households demonstrating support towards girls' education financially. This in turn appears to have increased enrolment in these areas, according to community leaders and other stakeholders. However, it is widely reported that school fees remain a substantial barrier for most households and that due to the difficult economic situation in the region many households are not able to contribute to school fees (or may only pay a portion of girls' tuition fees).

Table 6.24: Intermediate outcome indicators - Attitudes

IO	IO Indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Attitudes	IO 4.1: % of households demonstrating support towards girl child's education financially	69%	75%	74%	Yes	80%	Yes
	IO 4.2: Change in apostolic and zionist practices on marriage for girls	N/A - primary data source is qualitative. Quantitative results from triangulation sources detailed in subsections below.					

[22] Empowerment questions were not asked of boys at baseline.

	IO 4.4: Change in traditional leaders attitudes toward supporting survivors of abuse, early marriage, and teenage pregnancy	N/A - primary data source is qualitative. Quantitative results from triangulation sources detailed in subsections below.
Main Qualitative findings		
IO 4.1	Caregivers report increased value for education and willingness to pay for fees. Community leaders claim that enrollment and attendance has increased drastically because people's value for education has increased. Caregivers confirm that support has increased, but say that it is happening "bit by bit." Teachers reports are more pessimistic. They still report difficulty collecting fees, low participation of caregivers in school activities or performance reviews, and difficulty getting labour from community members for school infrastructure. However, because of the difficult economic conditions, communities' value for education may not always be possible to express through increased payment of fees. Stakeholders confirm this and say, despite difficult circumstances, they are trying to contribute something towards fees as they are able to.	
IO 4.2	In all districts, religious leaders strongly condemn early marriages and encourage children to finish school and wait until they are mature (typically mid 20s) before getting married. Many stakeholders report that the incidence of early marriage is decreasing, including among Apostolic communities, with the exception of Mberengwa. In Mberengwa, the Apostolic churches still actively practice "Komba" and early marriages.	
IO 4.4	Traditional leaders are strong supporters of continuing education and providing support for girls who have experienced teen pregnancy, abuse, or early marriage. A common theme throughout qualitative data is frustration with the prevalence of teenage pregnancy. However, despite this - or possibly because of it - leaders and caregivers accept girls who fall pregnant and most encourage her to return to school. Leaders are also active in encouraging community members to report cases of abuse, either to local leaders, or to the police in cases of rape. This is seen across all districts. Early marriage remains an issue in Apostolic churches in Mberengwa, but all other religious leaders strongly condemn it. Child protection committees report that attitudes in their communities have changed significantly and desire additional training for secondary school students, who experience significant sexual and physical harassment while travelling to school (this is most prevalent in Mangwe and Insiza), and mothers or female community members who often face abuse at home but do not have the confidence to address it (Mberengwa).	

IO Indicator 4.1: Households demonstrating support toward girl's education financially

The following table shows that 75% of households at midline now report contributing to school fees, which is a statistically significant improvement since baseline compared to the control group. A smaller proportion of households are contributing to school levies, which are not as consistent across schools. Given the importance of school levies, it may be worth adding a target for school levy contributions to the endline evaluation.

Table 6.25: IO Indicator 4.1 – Household contributing to girl's education financially

Indicator	Intervention Group (ML)	Control Group (ML)	DiD Regression Coefficient
Contributing to school tuition fees	74.34%	71.88%	5.5%*
Contributing to school levies	63.28%	61.84%	-

The following tables disaggregate the results by school level and head of household gender. We find households of primary school girls are slightly more likely to contribute to school fees, but not levies. The gain in the proportion of households paying school fees is larger for girls in primary school (and the difference is statistically significant), possibly because the interventions have not been fully implemented in secondary schools yet. This is particularly interesting considering the economic challenges faced by households during this time period. There are no significant gender differences across male and female heads of household, so it is not recommended that disaggregated targets are considered for this indicator.

Table 6.26: IO Indicator 4.1 – Household contributing to girl's education financially (intervention group, by school level)

Indicator	Primary School Girls (ML)	Change since Baseline	Secondary School Girls (ML)	Change since Baseline	Difference in Differences
Contributing to school tuition fees	73%	5%	77%	4%	1.0%
Contributing to school levies[23]	64%	-	62%	-	-

[23] There is no data available on school levy contributions at baseline as this question was added to the instruments at midline.

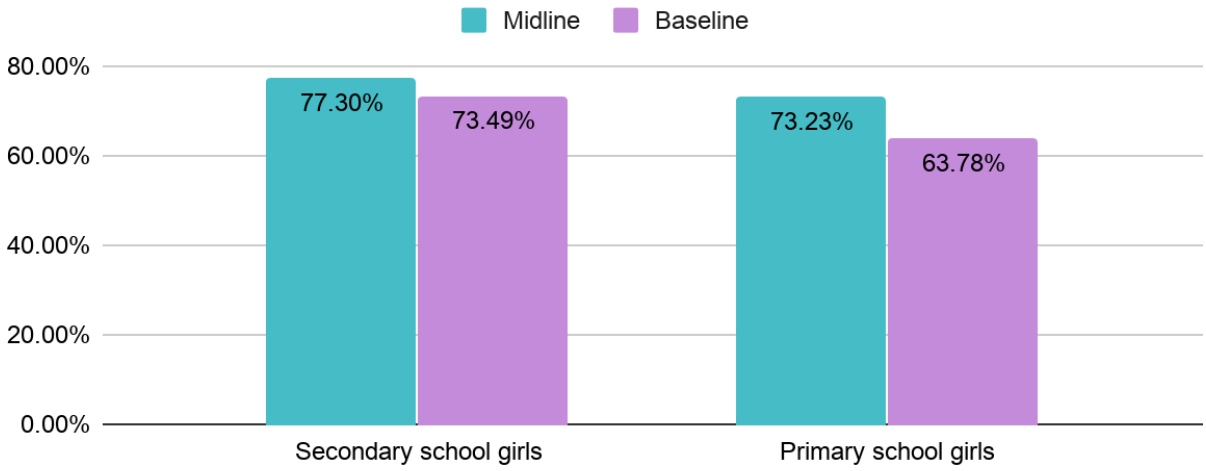

Figure 6.3: Change in household contributions to school fees by school level

Table 6.27: IO Indicator 4.1 - Household contributing to girl's education financially (intervention group, by head of household gender)

Indicator	Male Head of Household	Change since Baseline	Female Head of Household	Change since Baseline	Difference in Differences
Contributing to school tuition fees	74%	5%	74%	5%	0.7%
Contributing to school levies	64%	-	63%	-	-

The following table considers reports of tuition fee payments from households, as reported by head teachers. Like baseline, head teachers report fewer households paying school fees compared to household reports. However, like household surveys, more households in treatment areas are reportedly paying their children's school fees at midline.

Table 6.28: IO Indicator 4.1 - Households paying most recent complete school term's fees (head teacher survey)

Indicator	Intervention Group (ML)	Change since BL	Control Group (ML)	Change since BL	Difference in Difference
Households that paid tuition in full	52%	10%	49%	5%	5%

IO Indicator 4.2: Change in Apostolic and Zionist practices on marriage for girls

Positive changes are taking place in Chivi, Insiza, and Mangwe in relation to religious attitudes towards the marriage of girls according to KIIs with religious leaders. This is supported by other sources, such as community leaders and girls and boys in the community as well.

In Chivi, the incidence of young girls being married off has significantly decreased according to KIIs with community leaders and religious leaders. A religious leader in Chivi states that it is a crime for girls to marry before they turn 18 and that although the Apostolic sect used to practice early marriage, it is no longer happening. She also states that cases of young girls being selected for marriage are now reported to the police. This is confirmed by KIIs with girls, boys, and caregivers in the community. The church leader in Chivi attributes much of the progress she has seen in increasing support for girls' education and decreasing the incidence of early marriage to IGATE workshops and knowledge. She states that:

Moderator: Is there any change in past year terms of age that girls are getting married in this community? Is there any change?

Respondent: Here we view it as much better. Because children are now able to go to school, the girls. They are now writing O Level. Even though they go away before the result are out. It's much better than what used to happen. Children would get to grade seven and go. It's now better.

Moderator: Eh . This improvement what caused this change?

Respondent: We attribute it to increase in knowledge. The children themselves are learning and listening seeing what is good for them. So that a child learns and be able to see where something is written and find something she can do in life and then decide to get married.

Moderator: Who is giving them this knowledge?

Respondent: Mostly we see these workshops by IGATE. They come and teach that a girl child should do this and that. It very helpful because long back before it was there was no one who had time with children to sit down and teach them. It was rare.

Respondent: there is a huge change. We can say IGATE worked a lot to change people's minds from the backwardness we had, where we did not see women as human beings. Now females are seen as people with good value in the society.

However, these changes are taking place in a non-Apostolic/Zionist church. She later states that "in some cases it is different... In some churches...they don't care about it." This suggests that although progress is being made in regards to religious attitudes, the program may not be effectively targeting the more difficult, non-compliant denominations.

In Insiza, a religious leader reported that the church does not support early marriage; girls should be at least 18 and ideally, the age gap between the couple should not be too great because it will cause problems in the marriage.

After she is over that (18 years old) when she is now more able, then the church will also encourage that the child should finish schooling, at least she would have been done with another problem so she can now face another problem of marriage.

- KII, Religious Leader, Insiza

The religious leader also stated that the church encourages children to finish their schooling and that the issue of early marriage is now decreasing. This religious leader is also not from an Apostolic or Zionist church and does not speak to their practices, but demonstrates positive attitude changes within his own teachings, which he also attributes to IGATE teachings. The community leader from the same area confirms that there are no Apostolic churches in their community.

Moderator: Have you noticed any changes to issues of young marriages in the past year?

Respondent: Yeah. Young marriages are now a things of the past. It now rarely happens. The education that we received made sure that this does not happen.

Moderator Who was giving you this education?

Respondent: Its the IGATE people who did some workshops with us on all these issues

- KII with Religious Leader, Insiza

In addition, the community leader in Insiza makes a caveat to the lack of child marriages taking place in churches; although children are not being selected for marriage, they now fall pregnant or choose to get married at younger ages (between 15-17) of their own volition. This is presented as a more concerning issue than that of child marriage in their area.

In Mangwe, early marriage is also viewed as a crime. The religious leader in one community states that girls should wait to get married, but also expresses significant frustration that young people are entering into relationships with each other too soon. Many girls drop out to get married to equally young boyfriends, either out of their own volition or because they become pregnant. The religious leader condemns this practice as well, stating that the couple is too immature to handle marriage. He also condemns a growing trend where girls are deceived into having sex by boys through cheap gifts. This issue, also referenced by caregivers, seems to be more troubling and prevalent in this community compared to religious practices of early marriage, much like in Insiza. This recurring issue is also completely absent from the Theory of Change. The program is strongly advised to consider this, as well as the incidence of sexual harassment during school commutes, as a serious issues that need to be addressed through adaptations to existing activities, such as leadership clubs and CPCs.

Throughout these three districts, religious leaders all share a common view that marriage can be a difficult endeavor and consequently, couples should be adequately prepared to take it seriously. A common theme across KIIs with religious and community leaders is that they recognize the legal age for marriage as 18, but believe that couples should wait until they are more mature, preferably in their 20s, before getting married. They argue that couples who get married too soon will not be able to build a strong household and will need additional support from the community, which creates a burden for parents and community members. This is a sentiment that is also reflected in FGDs with male and female caregivers. The views of religious leaders at baseline were mostly supportive and open to the objectives and opportunities to work with IGATE at baseline. At midline, however, they are much more specific in their condemnation of early marriages. They also offer much more descriptive explanations of the challenges girls face and the manner in which the church is able to offer support for pregnant girls.

The issue of early marriages for religious reasons is still prevalent in Mberengwa, however. The problem is highlighted by religious leaders, community leaders, teachers, and girls. Religious leaders who do not endorse early marriages strongly condemn the ongoing practices of Apostolic and Zionist churches in their communities but have little influence on them. This is demonstrated by the following dialogue:

Moderator: Alright, so looking at girl child marriage, people at the churches say at which age should a girl get married?

Respondent: ...We expect that a child should get married at 24 going forward instead of getting married under age. Yes we know under age is being below 18 years but we teach that of course 18 years she is old enough but she is not yet old... so we expect that she should get married at 24years. She will now be knowing what a house means, because some going at 18 or 19, some will end up coming back.

Respondent:...we have other churches that said children should not go to school they have to be children who should be doing those kind of jobs such as crocheting some tin-can making (kukoma migomo) that's your job, education is not important. Some would take girls and make them to stop school but they are leaders and they take those children to make them their wives. So these are some of the things that were difficult for us from other churches... there is a church that did it, such that when we say leaders of different churches let us meet at ACCZ were leaders of the church meet. If we say let us discuss about the issue, those of the churches that do it will not be around so that we can correct each other whilst we are alone. So we will just be talking about it, but if those who do it are not around it does not help. They will just continue doing it.

- KII with Religious Leader, Mberengwa

Teachers, caregivers, community leaders, and religious leaders from non-Apostolic churches in Mberengwa frequently reference the issue of child marriages during KIIs. Teachers and girls in Mberengwa repeatedly reference religious ceremonies (Komba), where girls are initiated into marriage and their families are given dowries. After these ceremonies, girls rarely return to school. Thus, although regular churches in Mberengwa seem to have increased their engagement in supporting vulnerable girls, Apolstolic and Zionist churches do not seem to have made positive changes since baseline.

Respondent: Some people believe that some religions discourage their children to attend to education because of religious beliefs.

Moderator: Okay religious' beliefs such as which ones?

Respondent: For example, there is the Apostolic sect and this side there is zion. These ones come but there has got a ceremony that they do which is called KOMBA. As we see it anyone who goes there will not continue with the education, she will be married as the KOMBA specifically targets the girls. We have many girls whom we know. If they go there, they won't spend one or two terms rather you will hear that they have dropped out, reason KOMBA. It teaches marriage related issues (laughs), even when you are a teenage once you go there it will teach you things related to marriage so you will get married anytime.

- KII with Teacher, Mberengwa

Apostolic girls in Mberengwa do not volunteer much information about their church practices. In one KII with an Apostolic girl, she was able to relate to a vignette about a young girl who is approached by a pastor for marriage by identifying other girls in her community who had similar experiences. None of the Apostolic girls interviewed in Mberengwa identify any religious practices as limiting their ability to go to school, but non-Apolstolic girls talk about incidences early child marriages and the practice of "komba," which lead to girls dropping out of school. In the future, interviews should explicitly confirm the student's denomination to ensure the data is appropriately reflective and ensure that Apostolic girls feel comfortable talking about such issues.

With the exception of Mberengwa, where Apostolic churches are still engaged in concerning practices around child marriages, religious leaders portray mostly positive progress in changing the practice of early marriage since baseline. When triangulated with KIIs and FGDs with primary and secondary school girls, the results are more vague. Some girls report that the practice of early marriage is decreasing, while others say it continues.

Secondary school girl's description of the issue does not always centre around arranged marriages at the church, though; they are primarily because girls do not "heed" their parents and community's advice and get involved in teenage relationships, often resulting in pregnancy. In other cases, as mentioned, teenage couples decide on their own that they want to marry.

> **Respondent 9**: It hasn't changed because last year it happened and this year it happened, I'm not seeing any action being taken to discover how to end this problem…
>
> **Moderator:** R7
>
> **Respondent 7**: It hasn't changed because most people are..went to get married and some are just dropping out by choice and some are being counselled but they don't want to heed
>
> **Moderator**: R6
>
> **Respondent 6**: …It hasn't changed because in this year some just went now to get married…
>
> **Respondent 5**: Yes. [there is a change] Girls refuse to be married
>
> - FGD with Secondary School girls, Chivi

The response from Respondent 5 in the above dialogue indicates a promising development where some girls feel empowered to refuse proposals of marriage, but this remains a marginal theme and is not explicitly attributable to IGATE interventions.

Primary school girls seem more optimistic about their communities, stating that early marriages are now much less common. However, their perspective may be due to their age; the incidence of marriage among their peers in primary school is expected to be much less frequent than at a secondary level. They also indirectly reference the legal age of marriage, speaking to the importance of national policies and how they can be effectively disseminated to communities through local leaders. This validates the program's approach of sensitizating communities through local authority figures.

Moderator: Oh alright, so in the past year is there any change to the way these children who get pregnant are treated by their families?

Respondent: Huh these days they are getting married when they are older, like in this book of us Mukuta

Moderator: In what?

Respondent: Our village Mukuta

Moderator: oh alright, so what brought about this change?

Respondent: Our village head talked with girls at secondary level that, you should get married when 18 years and above, so the children listened and there is no one getting married below 18.

Moderator: So its only the village head no one else?

Respondent: It's the village head as well as parents who were encouraging it.

– KII with Primary School Student, Chivi

Finally, national laws dictating the legal age of consent and marriage seem to be major influences for the adoption of strict attitudes towards appropriate age of marriage for both religious leaders, community leaders, and caregivers. Trainings provided by IGATE, if they do not already, can use this to increase the legitimacy and adoption of attitudes against early marriages.

IO Indicator 4.4: Change in traditional leaders attitudes toward supporting survivors of abuse, early marriage, and teenage pregnancy

Across all four districts, religious leaders' attitudes towards supporting girls who have experienced abuse, early marriage, or teenage pregnancy have been very positive. Community leaders agree that there have been great strides in fostering more supportive attitudes among leaders and that this, in turn, is reflected in more tolerant attitudes among parents. However, this does not seem to be decreasing the *incidence* of abuse or pregnancy.

The Child Protection Committees, parents, and community leaders in all four regions state that when faced with issues of sexual abuse, issues are reported directly to the police and counselling or support is offered to the victim. The prevalence and willingness to report has increased universally. The program could benefit from encouraging this practice and facilitating relationships between communities and local police authorities to address extreme cases of abuse and to educate police on these issues.

Early marriage is condemned by all the religious leaders interviewed, although the practice still persists among Apostolic churches in Mberengwa according to the (non-Apostolic) religious leaders interviewed in the region, as well as local teachers and students. Interestingly, none of the religious leaders interviewed were from Apostolic or Zionist churches. Because of the distinct social and religious practices of these denominations, their isolation naturally creates barriers to the program's influence. Leaders of other church denominations have limited "peer" influence as well because Apostolic church leaders do not participate in the same religious organizations and forums, limiting their interaction. Although the program has been effective in transforming gender beliefs in many communities, there is only secondary reports about the influence on Apostolic and Zionist practices. KIIs with Apostolic girls are generally uninformative. If possible, more direct targeting of these leaders in implementation and data collection would be useful and provide more insight on if there has been a change.

In some districts, there is a reported reduction in early marriages in Apostolic churches according to secondary sources. Non-Apostolic church leaders advocate that children should finish school before getting involved in relationships and wait beyond the legal age of 18 before marrying so that the couple will be mature and equipped to handle the challenges of marriage and children. The legal age of marriage is frequently referenced by almost all stakeholders, including secondary students, male and female caregivers, teachers, as well as community and religious leaders when asked what age a girl should be able to get married. It is often spoken in a way that seems scripted or verbatim from another source. This is likely due to the influence of a new policy introduced in Zimbabwe in 2016, which has named 18 the legal age of marriage in an effort to combat child marriages. This policy has been widely disseminated and is one of a number of

gender-focused laws that stakeholders, and especially male caregivers, reference during KIIs and FGDs. Even when expressing discontent or disagreement with national policies, male caregivers nonetheless accept them as the new status quo. Although this implies that the change is not fully attributable to the IGATE program, these policies can be used to bolster the legitimacy and adoption of new ideas and so support the program's Theory of Change.

Whereas condemnation of early marriage is almost universal across districts, attitudes towards teenage pregnancies are more nuanced. Teenage pregnancy is lamented as a common, but greatly distressing pattern in all communities. The issue does not primarily stem from concerns about a girl's "purity," or "honour." It also is not seen as unforgivable by God, or result in condemnation from a religious sense, as exhibited by religious leaders responses. The main fear among female and male caregivers when faced with the issue of teenage pregnancy arises from the consequences it holds for household resources. When a girl falls pregnant, her family is the one who bears the burden of raising and supporting both the new mother and child. They must invest additional time, money, and resources to raising the baby while also "losing" their investment in the girl's schooling, since most drop out. Further, most caregivers expect it will be more difficult for their daughter to find a husband afterwards who can take that responsibility from them. Consequently, the issue of teenage pregnancy is discussed at length by community leaders and caregivers as one of their primary worries. The prevalence of this issue is also viewed as a reflection of increasing irresponsibility, immaturity, and fickle or mischievous behaviour amongst male and female youth according to caregivers, who claim that youth do not appreciate the gravity of marriage or the effort required to keep a household and raise a family. Next, we discuss these views according to each district examined.

In Chivi, attitudes towards teenage pregnancy are mixed. Community leaders understand the importance of education and advise community members that girls should return to school when pregnant. Meanwhile, church leaders in Chivi say the girls will be welcomed back to *church*, but remain silent about whether girls should go back to school. Church leaders therefore have somewhat supportive attitudes, but progress can still be made in gaining their patronage to encourage pregnant teens to return to school.

> We welcome her. Because we know that, if it's the bible it says everyone sinned. We don't give her a judgement that we don't want to see you. Stop coming to church. If we do that to her, she is gone for good. We would have sent her to Satan we would have say Satan take this person if a child is impregnated we continue to follow up on her to come back to church. Counselling that falling pregnant is not the end of life.
>
> – KII, Religious leader, Chivi

In Insiza, an interview with a pastor's wife revealed great support for girls in their community from the church and its congregates. The woman, who clearly was actively involved in the church alongside her husband, said the church not only welcomes pregnant

girls back to the congregation, the ladies at the church are available to provide counselling and support so the girl can return to school.

A religious leader in Mangwe expresses great frustration at the prevalence of teenage pregnancy in the community and tries to encourage young people to wait to get married and have children. Nonetheless, religious and community leaders in one community both say they accept teens when they become pregnant. They have also played a strong role in educating the community on the importance of reporting abuse and gender-based violence. According to the CPC, this marks a major shift in attitudes; previously, pregnant girls would be chased away from their homes, but that it "no longer happens".

Similarly, in Mberengwa, church and community leaders encourage girls to return to school after they have a child, even if they are not married. Again, the CPC reports that teenage pregnancies are now treated very differently than in the past; girls used to be "dumped" but are now being sent back to school and are doing well. The CPC chair elucidated that local role models have been a positive influence in this regard, explaining how there are now a few examples of girls in the community who had children, got married, and then returned to school and passed their exams with A's. These mothers now serve as positive examples for the rest of the community. Another major influence in Mberengwa is found in frequent references to laws that stipulate girls must be allowed to complete school, although there is no specific law stating this.

Overall, the attitudes of both religious leaders and community leaders seem to be growing more supportive. In turn, this has influenced caregivers to increase their support as well. These shifts are attributed to the messaging disseminated in trainings, the influence of national policies, as well as the sheer prevalence of teenage pregnancies.

As discussed in section 5, the quantitative data has insights into resources youth claim to have available to them. The table below has been supplemented to also include the number of children who report being willing and able to speak to members of their church community to report mistreatment, without being prompted. More broadly, nearly all children report having someone within their community whom they can reach out to for support if they experience or witness mistreatment.

Table 6.29: Child protection committees

Indicator	Intervention Group	Control Group	Statistically Different
Learner Surveys			
Answered yes to "There is an adult in school to talk to about mistreatment"	94%	95%	No
- Teacher	66%	63%	
- Head teacher	21%	28%	
- CPC	6%	3%	
- Other adult	2%	2%	
- Answered yes to "This is someone students feel comfortable asking for help"	92%	91%	No
Could identify another community member that they would be able to report mistreatment to	96%	99%	No
Head Teacher Surveys			
School has a child protection committee	99%	86%	Yes***

Despite these positive changes, there are still areas of concern, particularly in Insiza and Mberengwa. As previously mentioned, there are still Apostolic churches in Mberengwa that practice "Komba" and early marriage. The religious leader interviewed in this area feels unable to influence Apostolic leaders because they do not attend religious conferences where such issues are discussed. In Insiza, the issue of early marriage is decreasing, but there is a high incidence of sexual abuse and harassment. This is frequently referenced by caregivers, girls, community leaders, and teachers. Although the community is working to address cases of abuse, the influx of migrant labour creates many on-going issues. Mangwe also reports sexual and physical abuse of girls, but the perpetrators are typically male youths that wait in the road for girls travelling to and from school. This issue primarily affects secondary school girls and can negatively affect their performance and attendance at school.

6.5 Relationship between outcomes

In this section, we examine the relationships between transition and learning, teaching quality, attendance, life skills, and community attitudes to continue validating the Theory of Change. This analysis will test the validity of the relationships between the intermediate and primary outcomes presented by the Theory of Change.

The following two tables consider the relationship between learning and the quantitative outcomes. There are no statistically significant relationships between any of the intermediate outcomes and the change in literacy test scores. This may not be a reflection of the theory of change not predicting the channel for change, and may instead be a result of the disruption in intervention timelines immediately before midline data collection or additional time being needed before intermediate outcomes lead to improvements in learning and transition measures.

We know from the qualitative data that often, support and willingness to pay for school fees and levies is justified through the child's performance. Similarly, value for education is only prevalent if caregivers see learning outcomes. Therefore, tangible improvements among learners, like being able to write their name, generate big impressions on caregivers and affirm the value of education. In both literacy and numeracy we do see that teacher absences are indeed associated with larger decreases in test scores, which is consistent with the project's theory of change.

Table 6.30: Standardized literacy test scores and intermediate outcomes (in-school girls)

Intermediate Outcome at BL	ML literacy score (Intervention Group)	Change in Intervention Group	ML literacy score (Control Group)	Change in Control Group	Difference in Differences
Overall	0.39	0.31	0.44	0.31	0.00
IO 1: Teaching Quality					
Teacher encourages questions	0.43	0.31	0.48	0.31	0.01
Makes suggestions for study improvements	0.40	0.31	0.46	0.29	0.01
Frequently absent	0.38	0.35	0.53	0.35	0.00
IO 2: Attendance					
Missed three days of school	0.29	0.35	0.29	0.35	0.00
IO 3: Life Skills					
YLI (1st quantile)	0.18	0.32	0.20	0.34	-0.02
YLI (2nd quantile)	0.43	0.34	0.51	0.30	0.04
YLI (3rd quantile)	0.28	0.31	0.46	0.36	-0.04
YLI (4th quantile)	0.45	0.27	0.47	0.27	0.00
YLI (5th quantile)	0.53	0.30	0.60	0.27	0.03
Feels empowered to make decisions about school	0.18	0.14	0.42	0.18	-0.04
IO 4: Attitudes					
Households demonstrating support towards girl's education	0.48	0.30	0.50	0.32	-0.01
Sample size	997		1,046		

Table 6.31: Aggregate numeracy test scores and intermediate outcomes (in-school girls)

Intermediate Outcome at BL	ML numeracy score (Intervention Group)	Change in Intervention Group	ML numeracy score (Control Group)	Change in Control Group	Difference in Differences
Overall	0.27	0.22	0.39	0.29	-0.07
IO 1: Teaching Quality					
Teacher encourages questions	0.31	0.14	0.41	0.24	-0.10
Makes suggestions for study improvements	0.28	0.15	0.41	0.28	-0.13
Frequently absent	0.26	0.17	0.41	0.32	-0.15
IO 2: Attendance					
Missed three days of school	0.24	0.24	0.25	0.25	-0.01
IO 3: Life Skills					
YLI (1st quantile)	0.14	0.38	0.18	0.28	0.10
YLI (2nd quantile)	0.29	0.30	0.54	0.43	-0.13
YLI (3rd quantile)	0.21	0.19	0.38	0.31	-0.12
YLI (4th quantile)	0.32	0.12	0.46	0.21	-0.09
YLI (5th quantile)	0.35	0.15	0.40	0.18	-0.03
Feels empowered to make decisions about school	0.02	-0.13	0.28	0.13	-0.26
IO 4: Attitudes					
Households demonstrating support towards girl's education	0.36	0.18	0.45	0.27	-0.09
Sample size	**997**		**1,046**		

The following table examines the relationship between transition and intermediate outcomes. Notably, the program has increased the transition rate of girls who report their teachers are frequently absent, compared to the control group since baseline. There has also been no positive, detectable impact on girls who feel empowered to make decisions about their education. However, learners who frequently miss school are significantly more likely to fail to transition through school. This is very consistent with the project's theory of change, which advocates for regular attendance as an essential contributor to learners' transition. We know from qualitative findings that many factors such as high chore

burdens, households being unable to afford their basic needs, and learners' orphan status are often associated with poor attendance. Note these statistics come only from the learner portion of the transition sample (not the caregiver portion, since most of the IOs come from learner data which is not available when the caregiver is the source of the transition sample).

Table 6.32: Transition rates and intermediate outcomes (in-school girls)[24]

Intermediate Outcome at BL	ML transition rate (Intervention Group)	Change in Intervention Group	BL transition rate (Intervention Group)	Change in Control Group	Difference in Changes
Overall	90.4%	-3.8%	88.5%	-5.7%	1.9%
IO 1: Teaching Quality					
Teacher encourages questions	82.6%	-0.3%	84.8%	1.2%	-1.5%
Makes suggestions for study improvements	82.5%	0.5%	85.4%	1.5%	-1.0%
Frequently absent	84.6%	3.8%	86.6%	4.1%	-0.3%
IO 2: Attendance					
Missed three days of school	81.0%	2.0%	85.0%	3.1%	-1.1%
IO 3: Life Skills					
YLI (1st quantile)	79.2%	-1.7%	82.7%	0.5%	-2.2%
YLI (2nd quantile)	80.8%	2.7%	86.3%	4.6%	-1.8%
YLI (3rd quantile)	82.4%	-0.6%	86.0%	0.0%	-0.6%
YLI (4th quantile)	86.1%	2.1%	82.9%	-0.9%	3.0%
YLI (5th quantile)	80.7%	-1.5%	84.8%	0.0%	-1.5%
Feels empowered to make decisions about school	77.8%	-1.9%	86.1%	2.0%	-3.9%
IO 4: Attitudes					
Households demonstrating support towards girl's education	83.6%	-10.1%	86.7%	0.1%	-3.2%
Sample size	**997**		**1,046**		

[24] Note that since the intermediate outcomes come from data that is only collected from girls where a learner could be contacted, only the learning sample is included in these results, not the transition sample (which includes caregivers in place of girls who could not be recontacted at midline).

In general, no significant, positive, relationships could be identified between intermediate and learning and transition outcomes. Again, this is not necessarily evidence that the theory of change is no longer appropriate. It may be that the intervention's impact is being moderated by the implementation delays leading up to the midline data collection, or the need for a longer time horizon before improvements in intermediate outcomes or foundational learning skills become observable in aggregate learning and transition measures.

It may also be the case, however, the lack of a detectable relationship between intermediate outcomes and primary outcomes may be an indication that other factors are very important for learning and transition outcomes beyond the four intermediate outcomes the project has identified, particularly under the changing conditions in the context. For example, we know from qualitative evidence that caregiver support is strongest for learners who show good performance in school, and that caregivers are generally more likely to provide support (in terms of how chore burdens and monetary resources are allocated) to their own children before other children they are caring for. This may indicate that intervening with the poorest performers, as the project has successfully done at midline by improving foundational skills, will lead to ultimately better outcomes for these learners.

Project Checks on Intermediate Outcomes

The project's response to this section will be incorporated into the Project Management Response (see Annex 20).

7. Conclusion and recommendations

7.1 Key Findings

The midline evaluation collected 13,325 surveys and 111 qualitative interviews to evaluate the IGATE-T project's impact on education outcomes of marginalized girls in rural Zimbabwe. The sample composition remains largely consistent since baseline. Barriers such as children living without parents, long distances to schools, children who come from Aposotlic households, and households limited ability to meet basic needs all remain salient at midline. In particular, orphanhood, high chore burdens, and distance to school appear to have significant implications for learning and transition outcomes. Qualitative findings also suggest that households are experiencing increased levels of financial distress since baseline, leading many to face increased difficulty affording food and other basic needs. Given the characteristics and barriers within the sample, this evaluation finds that the project's theory of change is still appropriate to the context, though some of the definitions of barriers could be expanded to improve the ToC's assumptions.

This evaluation finds that, in general, the IGATE-T project did not successfully reach most of the midline evaluation targets in the project logframe set by the GEC. A significant impact could not be detected for overall literacy and numeracy scores and education transition rates across all program participants. At the same time, however, the evaluation shows that the project performs well on its intermediary outcome targets, such as improving attitudes about girls' education and the IGATE-T program and providing training to teachers. The evidence consistently suggests that the program is succeeding in developing a stronger foundation on which future gains may be built. Experience suggests that it can take time for interventions involving changing teaching practices and improving foundational learning skills to achieve substantial improvement in more advanced literacy and numeracy skills, so the improvement in literacy skills is an encouraging finding for the project. We anticipate that the project will result in larger and more-significant gains in overall learning outcomes between midline and endline.

It is likely that the observable impact of the program at midline has been limited by disruptions to schooling and implementation that occurred between January 2019 and the beginning of data collection in May 2019. During this time, Zimbabwe experienced fuel price shocks, economic instability, a currency regime change, teacher strikes, a severe drought, a cyclone, and other changes. This instability led to most of the project's interventions being temporarily postponed or interrupted, which may temporarily reduce the measurable impact of the program at the midline data collection point.

Similar to learning outcomes, the project overall has not achieved the transition target specified by the logframe for midline, although the data demonstrate a slightly higher transition rate for learners in the treatment group compared to the control group (2.2

percentage points higher). Transition rates have also improved for certain subgroups, such as children who don't speak the language of instruction and children who experience high chore burdens. Distance and safety during commutes remain important challenges that negatively affect transition rates. We also find improvements in transition for those who performed the worst on literacy tests at baseline.

In comparison to baseline, the project has seen improvements in sustainability scores at midline. The overall sustainability score is now 3. We find compelling evidence that important changes are becoming established, particularly at the system level where we find education officials to be highly supportive of the types of activities that are part of the IGATE-T program. The system level sustainability score is 3.25 to reflect this. At the school level, there is a strong indication that many teachers have received training on teaching methods and have integrated these into their classrooms. This is reflected in both quantitative and qualitative evidence. Consequently, the school level score is 3 at midline, compared to 1.7 at baseline. Finally, at the community level, local institutions, such as Child Protection Committees, have been established and community members' attitudes are growing in favour of girls' education. The community sustainability score remains at 3 because attitudes are not yet fully established and will likely require continued program support and engagement in the short term.

The intermediate outcomes provide valuable insights to the results of learning, transition, and sustainability. There are marked improvements in teaching quality since baseline; at midline, 48% of teachers in classroom observations demonstrated application of skills to support learning (2% below the ML target of 50%). Households are also more willing to support education. There is a statistically significant 5% increase in the probability that the household contributed to school fees at midline compared to the control group.

Learners' experience of teaching practices has also improved with the integration of new techniques, such as group work, discussion, the use of songs, games, and activities, time for questions, and teachers having more friendly and approachable dispositions. Learners also almost unanimously report equal support is given to girls and boys. The changes in teaching practices have made learning more engaging and effective according to numerous reports. Outstanding issues include the use of physical or verbally abusive disciplinary practices and resource limitations.

In regards to attendance, at midline, 16% of learners were missing 3 or more of the last 20 school days. This is 6% away from the target of 10% and statistically insignificant from the attendance rate at baseline. Attendance rates are worse for both secondary school girls (17%), and for boys (18%), than for those in primary schools. There are a variety of different reasons that learners report as the reason for missing class. Both quantitative and qualitative data confirm the most common reason is illness. Other reasons include a lack of resources to pay fees or buy school supplies, family obligations, religious reasons, weather,

menstruation (among secondary girls), among others. Children who do not live with their parents are particularly vulnerable to missing class more regularly.

The midline youth leadership scores increased, but did not reach the logframe target. From qualitative interviews with older girls combined with interviews and focus groups with caregivers, teachers, and community leaders, report that girls are demonstrating more leadership abilities in their daily lives. This includes being able to speak publically, set future goals, participate in leadership positions at church and school, and advocate for their rights. There is no detectable changes in girls' sense of agency or empowerment. This may be a result of the majority of girls feeling as though they lack the authority to decide whether or not they attend school.

Finally, the intermediate outcomes on community attitudes demonstrate positive changes since baseline. At midline, 75% of households demonstrated financial support for girls' education by paying for school fees, signifying the project achieved the target of 5% increase from baseline. The household willingness to pay is lower for secondary school students, however.

Additionally, qualitative data shows that most religious leaders, as well as community leaders and caregivers, strongly condemn early marriages and that they encourage children to finish school before getting married. There are some reported exceptions to this. Traditional leaders also strongly support continuing education and are supportive towards girls who have experienced pregnancy, abuse, or early marriage across all districts.

The midline evaluation also considered GESI minimum standards in the analysis. The program clearly addresses gender considerations in their data, indicators, and program design. The program effectively addresses cultural norms and attitudes that create gender barriers to education and has produced positive impacts on the poorest performing learners. The program's efforts to engage CPCs and religious leaders have been cited in both qualitative and quantitative data as being very beneficial for improving attitudes to girls' education. In particular, caregivers express more willingness to divide chores equitably between male and female children to allow girls increased study time, and view girls education as a beneficial area of investment for the future of their communities. Additionally, CPCs are actively addressing reported issues of GBV in most communities and girls facing pregnancy or marriage are gradually receiving more support from schools, community leaders, and caregivers. However, some marginalized groups such as orphans and girls with disabilities appear to perform worse under the program. Boys also have lower attendance rates compared to girls, and some prominent barriers to education are not directly addressed by the theory of change and the program, including the prevalence of gender-based violence during girls' travel to school.

7.2 Recommendations

The following table summarizes the key evaluator recommendations regarding the project. The recommendations are broken into three categories: recommendations for evaluation, recommendations for program design, and recommendations for additional learning. Although we believe that all recommendations are worth considering, some of the action items should be prioritized by the evaluator, FM or project. These priority action items are provided in bold in the table.

Table 7.1: Findings with Implications for Evaluation and Program Design

Finding	Recommendations
Evaluation Recommendations	
Attrition rates among in-school girls were lower than expected	1. The in-school sample is likely large enough to support endline analysis of learning and transition; no additional sample is required at this time
Qualitative data has been very insightful, but it has primarily been collected from treatment locations	2. **Expanding qualitative evaluation to also include control location will provide greater insights into how the program has impacted barriers, attitudes, and outcomes**
OOS quantitative data has several issues that will limit the evaluation of the CBE program. Issues include high attrition rates, small sample sizes, and issues with timing of data collection.	3. Quantitative data will not support causal impact analysis of the OOS program at endline 4. Qualitative data is likely to be more important than quantitative data in providing insights into OOS youth and the CBE program 5. **Should assess the costs and benefits of pursuing additional quantitative data collection with OOS girls before endline**
Implementation of the program within secondary schools was limited at midline, reaching only 30% of intended schools (although this number has increased since data collection)	6. The observed impact on secondary school students is likely lower than it would have been had the program been implemented more fully by baseline data collection 7. Interpretation of the results regarding the impact of the program on secondary school students should be made with this understanding
There continues to be very high transition rates in both treatment and control locations	8. We have previously argued that the official transition rates improvement targets are too high, and not feasible given the high transition rates among students 9. We previously argued that a 2 percentage point increase (equivalent to approximately a 20% decrease in failed transition) was more reasonable (this project saw a 1.6 percentage point improvement at midline) 10. It is important to choose performance targets that are challenging yet within reach 11. **We continue to recommend that the magnitude of the transition targets are out of reach**
Program Design Recommendations	
Some marginalized groups such as orphans and girls with disabilities appear to perform worse on some dimensions under the program	12. **Review program design to make sure that it is not directly or indirectly redirecting resources and support way from these groups**

	13. **Consider expanding the role of the CPCs, which are active in most communities, to provide additional support for marginalized subgroups**
There is substantial variation in the training needs of OOS youth. Some benefit greatly from basic literacy training, others express frustration that the program initially focused on basic literacy (rather than vocational) training	14. **Consider a revision of the program design to simultaneously provide both literacy and vocational training, as this may provide greater value to (and increase participation from) youth who do not need or see value in basic literacy training**
CBE trainers expressed frustration that they were not compensated	15. Consider providing monetary or in-kind contributions to trainers
Some prominent barriers to education are not directly addressed by the theory of change and the program	16. The scope of the theory of change could be expanded to address sources of gender based violence (such as long commutes to schools), or increase learning resources to account for the limited infrastructure and resources available in the schools (such as seating and water access).
Additional Learning Opportunities	
Some evidence suggests that the highest-performing students at baseline may do worse, and that numeracy scores could fall slightly under the program	17. Review program design to understand the extent to which it is directly or indirectly redirecting resources and support away from mathematics learning or higher performing youth 18. **Collect additional qualitative data at endline to further explore the channels through which the program may have led to a decrease in performance of some youth or in certain areas**
No evidence that the IGATE-T leadership clubs are leading to a substantial increase in girl's learning or transition	19. The lack of observable impact from these (mixed gender) clubs stands in contrast to the robust impact of the (girls') Power Within clubs during the first IGATE program (evidence from Limestone's independent evaluation, not the official project evaluation) 20. Between midline and endline, the program could adjust the design of some leadership clubs to explore whether changes in leadership club design improved student performance 21. For example, the project could consider implementing girls-focused in-school leadership clubs in some locations to test whether these clubs are more effective at improving learning and transition outcomes 22. May still be important to engage boys on topics, but perhaps in separate clubs

Project contribution: Response to conclusions and recommendations

The project's response to this section will be incorporated into the Project Management Response (see Annex 20).

Annexes

Annex 1: Midline evaluation submission details

Table A1.1 List of Annexes

Annex	Location
Annex 1: Midline evaluation submission process	-
Annex 2: Intervention roll-out dates	Midline report document.
Annex 3: Evaluation approach and methodology	Midline report document.
Annex 4: Characteristics and barriers	Midline report document.
Annex 5: Logframe	Accompanying midline report package.
Annex 6: Outcomes spreadsheet	Accompanying midline report package.
Annex 7: Project design and interventions	Midline report document.
Annex 8: Key findings on output indicators	Midline report document.
Annex 9: Beneficiary tables	Midline report document.
Annex 10: MEL framework	Accompanying midline report package.
Annex 11: External Evaluator's Inception Report	Accompanying midline report package.
Annex 12: Data collection tools used at Midline	Accompanying midline report package.
Annex 13: Datasets, codebooks, and programs	Accompanying midline report package.
Annex 14: Learning test pilot and calibration	Accompanying midline report package.
Annex 15: Sampling framework	Accompanying midline report package.
Annex 16: External Evaluator declaration	Midline report document.
Annex 17: Sustainability scorecard	Midline report document.
Annex 18: Aggregate score details	Midline report document.
Annex 19: Distribution of scores by subtask and grade	Midline report document.
Annex 20: Project Management response	Midline report document.

Annex 2: Intervention roll-out details

Table A2.1: Intervention roll-out details

Intervention	Start date	End date
TPD Module 1 [Heads and Teachers]	February 2018	February 2018
Chivi	February 2018	February 2018
Insiza	February 2018	February 2018
Mangwe	February 2018	February 2018
Mberengwa	February 2018	February 2018
TPD Module 2 [Heads and Teachers]	May 2018	June 2018
Chivi	May-June 2018	May-June 2018
Insiza	June 2018	June 2018
Mangwe	June 2018	June 2018
Mberengwa	June 2018	June 2018
TPD Module 3 [Heads and Teachers]	September 2018	September 2018
Chivi	September 2018	September 2018
Insiza	September 2018	September 2018
Mangwe	September 2018	September 2018
Mberengwa	September 2018	September 2018
TPD Module 4 [Heads and Teachers]	February 2019 Relaunch: May 2019	February 2019 Relaunch: May 2019
Chivi	February 2019 Relaunch: May 2019	February 2019 Relaunch: May 2019
Insiza	February 2019 Relaunch: May 2019-June 2019	February 2019 Relaunch: May 2019-June-2019
Mangwe	February 2019 Relaunch: May 2019	February 2019 Relaunch: May 2019
Mberengwa	February 2019	February 2019

	Relaunch: June 2019	Relaunch: June 2019
CBE Facilitators Orientation and Training	March 2018	July 2019
Chivi	June 2018	July 2019
Insiza	March 2018	July 2019
Mangwe	March 2018	July 2019
Mberengwa	February - June 2019	July 2019
Girls' Leadership Community Mentors Training	March 2018	May 2019
Chivi	March 2018	March 2019
Insiza	March 2018	May 2019
Mangwe	February 2018	March 2019
Mberengwa	March 2018	March 2019
Girls' Leadership School Mentors Training	February 2018	July 2019
Chivi	February 2018	July 2019
Insiza	February 2018	June 2019
Mangwe	February 2018	March 2019
Mberengwa	March 2019	July 2019
Community Structure Network (Indaba, CPC)		
Chivi	September 2018	
Insiza	September 2018, June 2019	
Mangwe	January 2019, March 2019, June 2019	
Mberengwa	August 2018, September 2018	
Holiday Learning Camp	August 2018, November 2018, May 2019	
Chivi	August 2018, November 2018, May 2019	
Insiza	August 2018, November 2018, May 2019	
Mangwe	August 2018, November 2018, May 2019	
Mberengwa	August 2018, November 2018, May 2019	

Table A2.2: Intervention Details and Context Impact

Month	Contextual issue/s	Impact on project	Interventions affected	Workplan affected
Oct 2018	- Commodity price hikes - High parallel market rates - Multiple pricing systems - Fuel scarcity	- Head teachers reported increased abseentism due to the rise of food commodities - Low teacher motivation - Cost of learning materials increased by more than 100% - Some project activities postponed/cancel led due to lack of fuel for field activities	- TPD sessions across primary schools (low teacher motivation and school budgets not able to procure learning related materials eg chalks, manillas) - Community activities - Cluster workshops for TPD	100/250 school heads trained in leadership program due to rapid price changes – exposure 40% of planned. 8/43 planned secondary school support visits undertaken due to fuel issues and workplan re-planning in fluid context. –exposure 19% of planned 0/42 Communities reached for Child Protection Training as Emthonjeni had to adjust operating systems and MoU payments sturcture to new financial regulations 0/38 Clusters supported by UDACIZA as systems and capacity needed to be adjusted to the financial situation 45 planned school and community support visits not conducted due to operational disruptions (Q report).
Nov 2018	- Price increases for basic commodities continue - Fuel shortages - Suspension of school feeding programme in most IGATE supported schools	- Abseentism increased due to insufficient food supply at home - Some project activities postponed/cancel led due to lack of fuel for field activities	- Community activities - School support visits - TPD sessions in school	
Dec 2018	- Schools closure for holidays	-	-	
Jan 2019	- -Fuel price hike - -Basic commodity price hikes - -Stay at home fuel price protests	- No learning took place in most schools around the country and in IGATE supported schools. - Protests turned violent resulting in schools closure	- TPD sessions in school - Leadership club sessions - CBE sessions - School and community support visits	62 Cluster leads-Module 4 training disbanded due to disturbances. 576 Teachers trained in Module 4 but their roll-out to school level disturbed by school level dysfunction. Program decision

Feb 2019	- Teacher's strike - Schools athletics competitions - Education Amendment Bill gazetted - RBZ announces new monetary policy - RTGS dollars comes into effect	- Learning not taking place across most schools in IGATE areas. - Only head teachers available at the schools.	- TPD sessions in schools - Community activities - Cost of business affecting delivery fidelity eg Mod 4 costs result in 42% reduction in modules printed and distributed, 30% fewer teachers directly trained and 50% reduction in duration of trainings (1 vs 2 days)	undertaken to re-launch Mod 4 in term 2. 103 Secondary teachers trained in SPRINT but also faced dysfunction at school level; term catch up on sports and curriculum overrides sprint plans 16/53 Secondary school support visits undertaken due to lost implementation time in Q8 In school leadership club mentors report setbacks in timetabling pressure to catch up syllabus plus athletics/sports; underpinned by morale issues –frequency of girls leadership sessions severely compromised 36/40 schools that were to be reached with CPC training by EWF in previous Quarter were trained; Actual Q8 targets deferred to Q9. 30/38 clusters to be reached by UDACIZA in previous quarter were reached, q8 targets deferred to q9. **Exposure loss for community engagement equals one full quarter.**
March 2019	- No resolution between Gvt and Teachers Unions - Prolonged dry season	- Teacher motivation affected by failed dialogue between government and teacher's union on wage increment. - 95% IGATE School teachers report very low morale due to salaries-textit - Teachers present at school but no learning taking place	- TPD sessions - Leadership club sessions - Community activities - CBE sessions	
April 2019	Schools closure for holidays			
May 2019				**Module 4 re-launched in April. One term of TPD lost in full**. No meaningful school level professional

		development or classroom practice since end of school Year 2018- Dec 7,2018. Due to economic policy changes towards the end of the quarter, the planned Secondary Sprint 3 programme was postponed to Q10 and replaced by targeted monitoring and support visits

Annex 3: Evaluation approach and methodology

Table A3.1: Outcomes for measurement

Wording at Midline	Level at Which Measurement Will Take Place	Tool and Mode of Data Collection	Rationale	Frequency of Data Collection	Who Collected the Data
Outcome 1: Learning (Improved learning outcomes for marginalized girls supported by GEC)					
Number of marginalized girls supported by GEC with improved learning outcomes in literacy (primary, secondary & CBE)	Learner	Outcome spreadsheets (learner survey)	EGRA and SeGRA predetermined by the FM.	Per evaluation point	Local consultant
Number of marginalized girls supported by GEC with improved learning outcomes in numeracy (primary, secondary & CBE)	Learner	Outcome spreadsheets (learner survey)	EGMA and SeGMA predetermined by the FM.	Per evaluation point	Local consultant
Number of learners enrolled in the community-based learning initiative with improved financial literacy (CBE)	Learner	Learner survey	Financial literacy assessment tool developed to evaluate understanding of key concepts covered in CBE curriculum.	Per evaluation point	Local consultant
Outcome 2: Number of marginalized girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported, and disaggregated by primary, secondary, and CBE)					
Number of marginalized girls who have transitioned through key stages of education, training or employment (primary to lower secondary, lower secondary to upper secondary, training, employment or other)	Learner	Primary caregiver survey (linked to learner survey)	Primary caregiver transition surveys are predetermined by the FM.	Per evaluation point	Local consultant

Outcome 3: Sustainability (Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).)					
% of community and school child protection committees working together to address child protection issues and practises	Learner/ school	Learner surveys, and KIIs with chair of Child Protection unit - to be triangulated with FGDs with primary caregivers and head teacher surveys.	Learner views of CPC resources will be the most appropriate way to evaluate CPCs' effectiveness. CPC interviews demonstrate their engagement.	Per evaluation point	Local consultant
Communities' sustained interests towards girls' education	Community	KIIs with girls to be triangulated with findings in KIIs with community leaders and head teachers.	Girls report on whether their access to education has improved through community support. Community leaders are the most appropriate stakeholder for this indicator, and KIIs with them will allow for nuanced findings for this broad topic.	Per evaluation point	Local consultant
% of schools encouraging and prioritising participatory teaching methodologies	School	Classroom observations, to be triangulated using head teacher surveys, learner surveys, and findings from KIIs with teachers and IGATE-T facilitators.	Classroom observation tool is designed by Open University, which plays an instrumental role in developing the Whole School Development training materials and is therefore the most appropriate source. Supplementary information from learners (both quantitative and qualitative) will provide a more comprehensive view of teaching practices and their impacts on students.	Per evaluation point	Local consultant
% of school heads promoting teacher peer learning to improve their teaching practise	School	Head teacher surveys, to be triangulated with teacher surveys and KIIs with IGATE-T facilitators.	School heads are the most direct source of information for this indicator.	Per evaluation point	Local consultant
Targeted schools utilising resources on teacher professional development.	School	KIIs with head teachers, to be triangulated with findings from KIIs with teachers, PED ministers (DSI), and IGATE-T facilitators.	Interviews with education stakeholders (teachers, head teachers, and MoPSE officials) are the most direct data source, and collectively offer the most comprehensive view of this indicator.	Per evaluation point	Local consultant
MoPSE officials (district,	District	KIIs with MoPSE officials, to be	MoPSE officials are the most direct source to	Per evaluation	Local consultan

provincial and national) endorse the integration of leadership club activities in school calendars.		triangulated with KIIs with head teachers and IGATE-T facilitators, plus KIIs with girls on views about meaning/importance of girls' clubs.	evaluate this level of support from, and KIIs with them are the only practical method for collecting data for these.	point	t
% of MoPSE inspectors (Districts and Province) conducting support visits (coaching and mentoring) using IGATE Techniques.	District	KIIs with head teachers, to be triangulated with KIIs with MoPSE officials.	Head teacher interviews, combined with the MoPSE reports will collectively provide the most comprehensive view of how these visits have been implemented in schools.	Per evaluation point	Local consultant

Table A3.2: Changes to intermediate outcome logframe indicators between baseline and midline

Indicator	Wording at Midline	Level at Which Measurement will Take Place	Tool and Mode of Data Collection	Rationale	Frequency of Data Collection	Who Collected the Data
Intermediate Outcome 1: Improved classroom teaching practices						
IO Indicator 1.1	% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	Classroom and learner	Class observation tool, to be triangulated using learner surveys (as well as qualitative findings from IO 1.2.	Classroom observation tool is designed by Open University, which plays an instrumental role in developing the Whole School Development training materials. Supplementary information from learners (both quantitative and qualitative) will provide a more comprehensive view of teaching practices and their impacts on students.	Per evaluation point	Local consultant
IO Indicator 1.2	Learner's (disaggregated by gender, and by primary and secondary school level) experiences on teacher's teaching practises	Classroom and learner	Key informant interviews with girls and boys, to be triangulated with results from IO 1.1		Per evaluation point	Local consultant
Intermediate Outcome 2: Improved attendance						
IO Indicator 2.1	% of girls in primary and secondary schools who missed 3 or more days in the past 20 school days	Learner	Attendance registers which were collected during teacher survey (Triangulation sources: spot checks, as well as IO 2.2)	Teacher survey is the most appropriate time to collect administrative data on girls during data collection (including attendance). Qualitative data from girls about attendance can complement this to get a more comprehensive view of attendance issues.	Per evaluation point	Local consultant
IO Indicator 2.2	Learner's views about what influences their school attendance (disaggregated	Learner	KIIs with girls, to be triangulated with results from IO 2.1		Per evaluation point	Local consultant

	by primary and secondary school levels)					
IO Indicator 2.3	This indicator has been removed based on feedback received Feb. 26, 2019.			Not applicable.		
IO Indicator 2.4	% of girls enrolled in CBE who attend 70% of their scheduled sessions.	CBE centre	CBE registers (to be provided by the project) and triangulated using the spot checks.	Data collected at the CBE level during the monitoring is expected to be the most reliable source given the nature of attendance at CBE.	CBE registers: once per term Spot checks: Per evaluation point	Project M&E team. Spot checks conducted by local consultant.
IO Indicator 2.5	This indicator has been removed based on feedback received Feb. 26, 2019.			Not applicable.		
Intermediate Outcome 3: Increased life skills, in particular leadership skills						
IO Indicator 3.1	% change in Youth Leadership Index (disaggregated by gender and by primary, secondary, and CBE)	Learner	YLI from learner survey (to be triangulated with IO 3.2)	YLI is pre-detemined by the FM. Qualitative interviews with girls and boys will provide a more nuanced understanding of learner's leadership capabilities.	Per evaluation point	Local consultant
IO Indicator 3.2	Adolescent girls demonstrating application of leadership competencies (disaggregated by primary and secondary school level)	Learner	KIIs with boys and girls (additional triangulation with girls club Monitoring tool, which is to be collected and provided by the project, as well as by IO 3.1)		Per evaluation point. Monitoring tool collected monthly.	Local consultant. Monitoring data collected by project M&E team.
IO Indicator 3.3	Girls feel empowered to make informed and relevant choices on their transition pathways (to secondary & post	Learner	Key informant interviews with girls, triangulated using GEC Life Skills questions	Mix of qualitative and quantitative instruments is essential for understanding nuance in discussion of "empowerment". Interviews (qual and	Per evaluation point	Local consultant

	primary options. Disaggregated by primary and secondary school level)		from the learner surveys	quant) with girls is the best way to do so.		
Intermediate Outcome 4: Improved attitudes on 3 key issues affecting adolescent girls (investing in girls education, early marriage and sexual abuse)						
IO Indicator 4.1	% of households demonstrating support towards girl child's education financially	Learner (using household data merged to learner)	Household Surveys (PCG, HOH), to be triangulated using head teacher surveys	Most appropriate to collect household level details from household survey (to ensure accuracy), which can be linked to the learner survey.	Per evaluation point	Local consultant
IO Indicator 4.2	Change in apostolic and zionist practices on marriage for girls	Community	KIIs with religious leaders (to be triangulated with findings from KIIs with community leaders and girls/ boys)	Interviews with religious leaders will be the most direct method of data collection for this indicator.	Per evaluation point	Local consultant
IO Indicator 4.3	This indicator has been removed based on feedback received Feb. 26, 2019.			Not applicable.		
IO Indicator 4.4	Change in traditional leaders' attitudes toward supporting survivors of abuse, early marriage and teenage pregnancy (disaggregated by region).	Community	FGDs with caregivers (to be triangulated using findings from KIIs with religious leaders and Child Protection committee chairs)	Use of interviews with caregivers and CPC members recommended by project, given experience with local context on these issues. Religious leaders also able to report directly on the issue.	Per evaluation point	Local consultant

Table A3.3: Changes to outcome indicators between baseline and midline

Indicator	Wording at Baseline	Wording at Midline	Indicator Changed (Y/N)	Source at Baseline	Variable at Baseline	Source at Midline	Variable at Midline	Source Changed (Y/N)
Learning	Improved learning outcomes for marginalized girls supported by GEC	Improved learning outcomes for marginalized girls supported by GEC	No	Outcome spreadsheets (learner survey)	egra_total and egma_total	Outcome spreadsheets (learner survey)	Literacy_total_stz and numeracy_total_stz	Yes (Aggregate includes secondary tasks, and is standardized at midline)
Transition	Number of marginalized girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported)	Number of marginalized girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported, and disaggregated by primary, secondary, and CBE)	Yes - disaggregate details	Outcome spreadsheets (PCG survey)	OOSE_s1, PCG_6tc	Outcome spreadsheets (PCG survey)	OOSE_s1, PCG_6tc	No
Sustainability								
Community 1	% of community and school child protection committees working together to address child protection issues and practises	% of community and school child protection committees working together to address child protection issues and practises	No	Community survey, FGDs and KII	Community survey, FGDs and KII	Learner surveys, and KIIs with chair of Child Protection unit - to be triangulated with FGDs with primary caregivers and head teacher surveys.	CP_1 - CP_4	Yes - quantitative as primary source

Community 2	Communities advocating for investment and enabling environment for girls' education	Communities' sustained interests towards girls' education	Yes	Community survey, FGDs and KII	Community survey, FGDs and KII	KIIs with girls to be triangulated with findings in KIIs with community leaders and head teachers.	KIIs with girls to be triangulated with findings in KIIs with community leaders and head teachers.	Yes
School 1	Schools encouraging and prioritising child focused teaching methodologies	% of schools encouraging and prioritising participatory teaching methodologies	Yes	Community survey, FGDs and KII	Community survey, FGDs and KII	Classroom observations, to be triangulated using head teacher surveys, learner surveys, and findings from KIIs with teachers and IGATE-T facilitators.	Classroom observations: Techniques_1 - techniques_5 and techniques_group_1 - 3	Yes - quantitative as primary source
School 2	% of school heads promoting teacher peer learning to improve their teaching practise	% of school heads promoting teacher peer learning to improve their teaching practise	No	Community survey, FGDs and KII	Community survey, FGDs and KII	Head teacher surveys, to be triangulated with teacher surveys and KIIs with IGATE-T facilitators.	C28g	Yes - quantitative as primary source
School 3	% of target schools utilising resources on teacher professional development.	Targeted schools utilising resources on teacher professional development.	No (only clarification of %)	Community survey, FGDs and KII		KIIs with head teachers, to be triangulated with findings from KIIs with teachers, PED ministers (DSI), and IGATE-T facilitators.		Yes

System 1	MoPSE officials (district, provincial and national) endorse the integration of leadership club activities in school calendars.	MoPSE officials (district, provincial and national) endorse the integration of leadership club activities in school calendars.	No	School survey and KII with stakeholders	School survey and KII with stakeholders	KII with MoPSE officials, to be triangulated with KIIs with head teachers and IGATE-T facilitators, plus KIIs with girls on views about meaning/ importance of girls' clubs.	KII with MoPSE officials, to be triangulated with KIIs with head teachers and IGATE-T facilitators, plus KIIs with girls on views about meaning/ importance of girls' clubs.	Yes - qualitative as primary source
System 2	% of target districts utilising resources on teacher professional development	% of MoPSE inspectors (Districts and Province) conducting support visits (coaching and mentoring) using IGATE Techniques.	Yes	School survey and KII with stakeholders	School survey and KII with stakeholders	KIIs with head teachers, to be triangulated with KIIs with MoPSE officials.	Head teacher: DSI_visit	Yes

Table A3.4: Changes to intermediate outcome indicators between baseline and midline

Indicator	Wording at Baseline	Wording at Midline	Indicator Changed (Y/N)	Source at Baseline	Variable (or qualitative source) at baseline	Source at Midline	Variable (or qualitative source) at Midline	Source Changed (Y/N)
IO Indicator 1.1	% of trained teachers (primary and secondary disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	Yes - disaggregate details	Teacher/head assessment survey, Class observation tool.	Classroom observation: techniques_1 -6	Class observation tool, to be triangulated using learner surveys (as well as qualitative findings from IO 1.2.	Classroom observations: Techniques_1 - techniques_5 and techniques_group_1 - 3, and C28a - c	Yes
IO Indicator 1.2	Learner's (disaggregated by gender) experiences on teacher's teaching practises	Learner's (disaggregated by gender, and by primary and secondary school level) experiences on teacher's teaching practises	Yes - disaggregate details	Learners interviews, data used to triangulate information for 1.1.	TQ series from GSS	Key informant interviews with girls and boys, to be triangulated with results from IO 1.1	KIIs with girls and boys and TQ series grom GSS	No
IO Indicator 2.1	% of girls in primary and secondary schools who missed 3 or more days in the past	% of girls in primary and secondary schools who missed 3 or more days in the past	No	School register, spot checks, teacher, learner survey	CS_W19s	School registers (from teacher survey) survey (Triangulation sources: spot	CS_W19s	No

	20 school days	20 school days				checks, as well as IO 2.2)		
IO Indicator 2.2	Learner's views about what influences their school attendance	Learner's views about what influences their school attendance (disaggregated by primary and secondary school levels)	Yes - disaggregate details	Focus Group Discussions with girls	Focus Group Discussions with girls	KIIs with girls, to be triangulated with results from IO 2.1	KIIs with girls	Yes
IO Indicator 2.3	Average daily attendance rates for BEEP beneficiaries and non-beneficiaries	This indicator has been removed based on feedback received Feb. 26, 2019.	Yes	School register, spot checks, teacher, learner survey	CBE registers	Not applicable.	Not applicable.	Not applicable.
IO Indicator 2.4	% of girls enrolled in CBE who miss more than 2 lessons/meetings per month	% of girls enrolled in CBE who attend 70% of their scheduled sessions.	Yes	Attendance Register and Spot checks	N/A	CBE registers (to be provided by the project) and triangulated using the spot checks, and learner surveys	Cbe_girls_attending, cbe_girls_enrolled	No
IO Indicator 2.5	% of Grade 7 girls who enrol at the beginning of grade 7 and complete Grade 7 exams	This indicator has been removed based on feedback received Feb. 26, 2019.	Yes	School survey	Not applicable.	Not applicable.	Not applicable.	Not applicable.
IO Indicator 3.1	% change in Youth Leadership Index	% change in Youth Leadership Index (disaggreg	Yes - disaggregate details	GEC Life Skills Index, YLI	YLI_1 - YLI_21	YLI from learner survey (to be triangulat	YLI_1 - YLI_21	Yes

		ated by gender and by primary, secondary, and CBE)				ed with IO 3.2)		
IO Indicator 3.2	Adolescent girls demonstrating application of leadership competencies	Adolescent girls demonstrating application of leadership competencies (disaggregated by primary and secondary school level)	Yes - disaggregate details	Girl Interviews, Focus Group Discussions, Girls club Monitoring tool	Girl Interviews, Focus Group Discussions	KIIs with boys and girls (additional triangulation with girls club Monitoring tool, which is to be collected and provided by the project, as well as by IO 3.1)	KIIs with boys and girls	Yes
IO Indicator 3.3	Girls feel empowered to make informed and relevant choices on their transition pathways (to secondary & post primary options)	Girls feel empowered to make informed and relevant choices on their transition pathways (to secondary & post primary options. Disaggregated by primary and secondary school level)	Yes - disaggregate details	Qualitative interviews with girls (FGDs), GEC Life Skills Index Guide	Qualitative interviews with girls, LSCO_s20 - LSCO_s22	Key informant interviews with girls, triangulated using GEC Life Skills questions from the learner surveys	Key informant interviews with girls, LSCO_s20 - LSCO_s22	Yes (no longer including all aspects of the GEC life skills index, as this is no longer required)
IO Indicator 4.1	% of HH contributing (school & community) to post primary education options for girls	% of households demonstrating support towards girl child's education financially	Yes	Household Surveys, Community investment tracker	PCGEW_1a	Household Surveys (PCG, HOH), to be triangulated using head teacher surveys	PCGEW_1a	Yes - secondary sources
IO Indicator 4.2	Change in religious and	Change in apostolic and	Yes	Household FGDs and KII	Household FGDs and KII	KIIs with religious leaders (to	KIIs with religious leaders	Yes

	traditional leaders' views on aspirations for girls in their community on education	zionist practices on marriage for girls				be triangulated with findings from KIIs with community leaders and girls/ boys)		
IO Indicator 4.3	% of school drop-outs re-enrolled into formal and non-formal education	This indicator has been removed based on feedback received Feb. 26, 2019.	Yes	Community survey	Not applicable.	Not applicable.	Not applicable.	Not applicable.
IO Indicator 4.4	Community groups' views on strengths and practices in addressing GBV and disproportionate workload for girl	Change in traditional leaders' attitudes toward supporting survivors of abuse. early marriage and teenage pregnancy (disaggregated by region).	Yes	Community surveys (FGDs and KII)	Community KIIs	FGDs with caregivers (to be triangulated using findings from KIIs with religious leaders and Child Protection committee chairs)	FGDs with caregivers (to be triangulated using findings from KIIs with religious leaders and Child Protection committee chairs)	Yes

Evaluation methodology

The IGATE-T evaluation uses a mixed-methods approach, and is tailored to the research questions covered in section 1 of this report. The evaluation employs a randomized controlled trial (RCT) method, which tracks two cohorts (one of beneficiaries, "the treatment group", plus a similarly circumstanced "control group") in order to establish a counterfactual scenario and demonstrate causality. Data will be collected before, during, and after the implementation IGATE-T from the same girls (and their households, teachers and schools) in order to establish change in individuals over time. This data provides stakeholders with empirical evidence of current progress made by the intervention and will allow the fund manager to assess whether the project is on track towards achieving its stated objectives.

The midline analysis considers the impact of the IGATE interventions on the subjects between baseline and midline, focusing on the subjects that we observe at both evaluation

points. At midline, additional subjects were added to the sample to account for attrition between baseline and midline, assuring the total midline sample is large enough to allow an equally informative midline-to-endline analysis at the next stage. At endline, the evaluation considers both midline-to-endline analysis of subjects observed at two evaluation points (ML and EL), and baseline-to-endline analysis of subjects observed at all three evaluation points. As participation of individuals in the project is not randomly selected within schools, treatment must be determined at the school level (e.g. whether a girl is in a treatment school or community) rather than at the level of the individual (e.g. whether a girl participated in a leadership club).

The midline study differs from the baseline study in three main ways:

1. The midline study is the first opportunity to measure any impact the project is having on learning, transition, sustainability, and intermediate outcomes using the difference-in-differences approach detailed above.
2. The midline study involves a new OOS treatment group that will be exposed to the program following midline data collection. This means that the pre-participation data for this group will be collected at midline. In the midline study, the EE evaluates whether the girls in pre-participation OOS treatment sample are comparable to the control group selected during the baseline study and followed up with at midline. At endline, the difference-in-difference approach will compare the midline to endline differences for each group to evaluate the impact of the program.
3. The midline study includes adding replacement girls to the sample, which required the local consultant to determine which girls from baseline could not be recontacted, and then identified replacement girls who have similar characteristics.

In the MEL Framework at baseline, the BL-ML learning and transition samples were the same girls. This is no longer appropriate for the ML-EL sample, as we do not plan to use learning assessments on the girls who are beyond Form 4 at the endline data collection point. Therefore, we now clearly distinguish the ML-EL learning and ML-EL transition samples in the sampling protocols and MEL. The strategy for the samples that will be used for the midline and then the endline study, and the implications this will have for midline data collection, is summarized in section 6 of the MEL Framework (see Annex 10).

The midline evaluation also considered GESI minimum standards in the analysis. The program clearly addresses gender considerations in their data, indicators, and program design. The program effectively addresses cultural norms and attitudes that create gender barriers to education and has produced positive impacts on the poorest performing learners. However, some marginalized groups such as orphans and girls with disabilities appear to perform worse under the program. Boys also have lower attendance rates compared to girls, and some prominent barriers to education are not directly addressed by

the theory of change and the program, including the prevalence of gender-based violence during girls' travel to school.

During all phases of the evaluation, the qualitative data and mixed-methods approach received considerably more attention than at baseline. This was largely due to the increased amount of preparation time that was available to the EE before midline (compared to baseline), and involved recruiting qualitative data experts to assist with designing the instruments and to advise on proper qualitative and mixed-methods evaluation methods. Qualitative and quantitative analysts on the External Evaluators team met multiple times each week to discuss preliminary findings in order to explore areas of analysis thoroughly in both types of data and to identify common themes within both areas of the evaluation in order for the mixed methods approach to be comprehensive. Although the qualitative and quantitative data could only be collected simultaneously due to logistical constraints, the analysis was done simultaneously and iteratively to allow the findings in qualitative and quantitative evidence to build on one another through the midline evaluation period.

The qualitative analysis was conducted using the assistance of Nvivo, a software designed to systematically process and organize qualitative data. Quantitative analysis was conducted using R, an open-source software with advanced statistical analysis and data manipulation capabilities.

Throughout the data collection and analysis, the GEC GESI minimum standards have been incorporated. During training of data collection enumerators and analysis team members, the project emphasized the importance of gender and social inclusion. This emphasized child safeguarding, including entire training sessions on child protection and safeguarding during the training week. The data and data collection instruments have also been collected with gender, disability, and other subgroups in mind to be able to reflect social inclusion analysis in the subsequent analytical work. This involved developing logframe indicators that were designed to be able to speak to these subgroups and designing the instruments accordingly.

Midline data collection process

Midline quantitative data collection was completed with the assistance of Android tablets and Tangerine, a surveying software designed specifically to run EGRA and EGMA assessments. The digital collection of quantitative data allowed data to be transferred instantly to a secure server and allowed Limestone to monitor data as it was uploaded. Enumerators collected quantitative data from the same sample points that were sampled at baseline, plus any secondary schools or communities that baseline sample learners had moved to (provided this was logistically feasible). Qualitative data was collected from a randomly selected subset of these catchment areas.

The qualitative data collection targeted four randomly selected school catchment areas in four districts. Key informant interviews were held with 13 stakeholder groups and FGDs were held with 8 stakeholder groups in each catchment area, for a total of 81 KIIs and 30 FGDs collected at midline, a significant increase from baseline, which fully achieved almost all targets. The qualitative team was also able to follow up on 7 case studies, contributing to a longitudinal study of program effects.

During data collection, enumerators used the data collection protocols that were jointly prepared by the external evaluator and the local consultant, with input from the project. The protocols outlined the appropriate processes for sampling, recontacting, and administering surveys and qualitative interviews with all the different stakeholders data was collected from at midline.

Pre data collection

Prior to midline data collection, the logframe received significant updates by the project, under the supervision of the fund manager. In response to this, all of the instruments were reviewed by the external evaluator to make updates that would allow the instruments to capture each of the outcomes in the logframe. This involved significant changes being made to the qualitative instruments, specifically. These changes were made under the leadership of a qualitative evaluation and education expert. The instruments were redesigned with the logframe outcomes in mind, and additional questions and probes were added by the project to better address contextual factors that could be discussed in these interviews. In-depth interviews were added for younger stakeholders in response to findings from baseline, which identified that group discussions with youth were not ideal settings for these questions. However, no entirely new categories of beneficiaries were added to the sample due to attrition or insufficient baseline numbers.

These changes were made alongside updates to the standard GEC instruments, which were updated according to the FM requirements and with their input throughout the process. This involved a piloting and calibration exercise in March 2019, which concluded that no major changes were required for the midline learning assessments. Note the assessment subparts were administered to the relevant subgroups in accordance with the plans made in the MEL Framework.

Enumerators were recruited based on background (had at least a first degree in Social Sciences) and had experience in conducting similar surveys, and most enumerators had experience collecting data for IGATE-T baseline or for the original IGATE project. Priority was given to individuals who had experience conducting surveys with vulnerable sectors. Qualitative data was collected by a team of qualitative specialists who were selected based on experience conducting first hand qualitative data collection in education projects.

Enumerator training took place between May 15 - 21, and was led by the local consultant, Jimat Development Consulting ("Jimat") and the External Evaluator. This training involved a review of all the data collection instruments, and the data collection protocols. It also involved several days of hands-on practice with the instruments and a pilot to schools to practice doing the assessments. After these hands-on sessions, inter rater reliability assessments were conducted and qualitative and quantitative enumerators were recruited by Jimat, all of whom had previously worked with the IGATE or IGATE-T projects. The qualitative and quantitative teams were trained separately so the materials they were trained on were tailored to the data they were collecting.

During the training, the project trained enumerators on the proper ethical and child safeguarding practices necessary for data collection efforts. Details regarding protocols for getting consent from the relevant parties and ensuring the privacy and well-being of those participating in the study were gone over in detail throughout the training. During data collection, the EE was not made aware of any ethical concerns from the field team or the project.

During data collection

Surveys were collected by enumerators between May 24, 2019 and July 6, 2019 with an additional week to collect data between July 23 and July 30, 2019 and a second additional week between August 21 and 30, 2019 at CBE locations that could not originally be reached. Data was collected from all four districts at the same time, with enumerator teams sent to all the districts simultaneously. After removing observations who did not provide affirmative consent, or were duplicated or incomplete, 13,325 collected surveys have been included in the evaluation sample. Note that if a girl or boy could not be located, the enumerators were instructed to follow the replacement protocols outlined in the MEL framework (see section 6 of the MEL framework). Qualitative data was collected at the same time as the original quantitative data collection period, with 81 KIIs and 30 FGDs being conducted at this time. Qualitative assessments were fully transcribed, including enumerators' perceptions of the interview and any follow up questions that were added during the interviews. Replacements for learners that could not be recontacted at midline followed the procedures outlined in the MEL framework. In the cases of in-school girls and boys, these protocols were not a problem in the field. Locating OOS girls remained a challenge at midline, which motivated the two additional rounds of data collection after the original data collection efforts in June 2019.

During the data collection period, there were no issues identified in the field that warranted any adjustments to either the qualitative or quantitative instruments. There were no major data collection issues. However, any challenges that came up were managed with a WhatsApp group monitored by the data collection team leads and the EE. The following three tables describe the tools used to collect data.

Table A3.5: Tool details (quantitative)

Tool	Beneficiary Group	Sample Size Agreed in MEL Framework	Actual Sample Size[25] TG (CG)	Remarks
Learning assessments and girl/boy surveys	In-school girls OOS girls Boys	In-school girls: 2,749 OOS girls: 275 (107) Boys: 321	In-school girls: 1,574 (1,459) OOS girls: 275 (64) Boys: 166 (153)	Higher than expected attrition in OOS control girl sample from baseline to midline (and replacements could not be located). Lower than expected attrition for in-school girls and boys, but enumerators still did not achieve the targets for these subgroups. Full attrition rates and details about the recontacted samples can be found in the table A3.11.
Head of Household	In-school girls OOS girls	Not applicable	1,717 (1,630)	
Primary Caregiver	In-school girls OOS girls	Not applicable	1,652 (1,567)	
Teachers	In-school girls	Not applicable	1,290 (1,305)	
Head Teachers	In-school girls Boys	Not applicable	92 (87)	Enumerators conducted more than one head teacher interview in schools where a deputy head or assistant head was also available for sampling.
Classroom Observations	In-school girls Boys	Not applicable	81 (65)	9% of collected classroom observations were dropped because they were not done in an English or Maths lesson.
Attendance Reports	In-school girls Boys OOS girls	Not applicable	149	Enumerators misinterpreted data collection protocols (though this was covered during training), and failed to conduct attendance spot checks at secondary schools.
Total			**13,325**	

[25] This is the total number of complete, unique, consenting interviews that were collected. This does not correspond to the number of surveys that could be matched to the baseline data (a requirement for the baseline - midline analysis). However, some of these observations will still be usable at endline.

Table A3.6: Tool details (qualitative KIIs)

Participant Type	Total Target KIIs	Collected	Remarks
Head Teachers	8	8	
Teachers	8	11	
Community Leaders	8	7	
Religious Leaders	4	4	
Child Protection Committee Chairs	8	6	School and community committees are sometimes merged, lowering the number of chairs/members
IGATE Facilitators	4	4	
Primary School Girls	8	10	
Secondary School School Girls	8	15	Additional KIIs were done for Secondary School Apostolic Girls instead of FGDs, included in this count.
Primary School Boys	4	4	
Secondary School Boys	4	4	
Out of School Girls	8	2	This number is supplemented by an additional focus group discussion conducted with out of school girls. Enumerator teams report experiencing challenges with locating girls who participated in CBE due to delays in implementation.
District School Inspector	4	4	
Provincial Education Director	3	3	
Total	**79**	**81**	

Table A3.7: Tool details (qualitative FGDs)

Participant Type	Total Target KIIs	Collected	Remarks
Male Primary Caregivers	4	3	
Female Primary Caregivers	8	7	
Primary School Girls	4	4	
Secondary School Girls	4	4	
Apostolic Secondary School Girls	2	1	The difference was substituted with additional KIIs for this group
Primary School Boys	2	2	
Secondary School Boys	2	1	
Out of School Girls	4	5	
Total	**30**	**27**	

Safeguarding and data quality

At the beginning of midline enumerator training, all of the enumerators were required to sign an agreement to adhere to World Vision UK's child safeguarding policy. This policy requires enumerators to adhere to ethical conduct when interacting with vulnerable stakeholders (including children and all individuals interviewed through the midline evaluation). Throughout the training, proper ethical conduct and child safeguarding was discussed regularly. This included discussion of proper locations, settings, and protocols for identifying and conducting interviews/ surveys. This also covered the proper methods for obtaining consent from participants in the survey, which was to be obtained in writing and verbally from every participant, and could be withdrawn at any point during the interviews without any consequences to the participant. Written consent could be obtained from caregivers or head teachers when participants were under 18.

Data was monitored by the EE as it was collected from the field. As the data came in, the number of surveys, completeness of surveys, and the accuracy of IDs and other variables inputted by enumerators was monitored to ensure the data was of sufficient quality. Concerns with data quality were raised using a WhatsApp group between enumerator team leads and the EE, to get clarity on any potential issues and to ensure any necessary changes could be made to subsequent data collected.

The quality of qualitative data collected at midline was very high. The qualitative team maintained protocol standards, applied excellent interview techniques, and provided detailed transcriptions of each interview or focus group discussion. The quantitative data collected for the midline evaluation was also of reasonably high quality. Attrition rates were substantially lower than expected for the in-school sample, so the minimum sample sizes for in-school learning and transition samples have been achieved. However, OOS samples continue to be a challenge for this project as the control group is much smaller than planned, and issues with identifying CBE participants has meant that the treatment group was collected after up to 7 months of interventions had already taken place. Approximately 10% of recontacted and complete surveys could also not be used in the baseline to midline evaluation because the individual could not be successfully matched to their baseline record.

Process protocols

During the data collection, the enumerators used the following process protocols to identify stakeholders to be surveyed and interviewed. These are from the data collection protocols, which were submitted to the FM for review prior to enumerator training, and revised based on the feedback received from the FM. Note the OOS sample in particular was based on the rosters from the CBE centres, and the control group was based on the baseline data collection. Adjustments were made to top-up the control group with girls that more accurately represent the cohort in the CBE program. For specific details, refer to the MEL framework.

Tracking children for girl/ boy surveys

The details about the composition of the in-school girls, OOS girls, and in-school boys midline sample are detailed above. If a child has been identified for the sample this means the enumerator is either attempting to recontact a child from the baseline sample, or the enumerator has identified a suitable replacement for a child that has been lost since baseline and is attempting to survey the replacement.

Replacements should only be added for the midline-endline learning outcomes. This means that girls who cannot be recontacted in F3 and F4 should not be replaced, as they are only going to be used for transition at endline. Girls in F2 or lower who are lost at midline should be replaced using the criteria described above. Based on the expected attrition rates, this will amount to approximately 455 girls being replaced. However, if our estimated transition rate for this group is too low, which is a real possibility given the recent situation in Zimbabwe, then we will top up this sample using the girls added to the midline learning sample to replace those lost to attrition. For full details on the replacement strategy, see section 6.4 of the MEL framework.

In either case, once the child is selected to be contacted, the following list outlines the substitution and replacement protocol for that girl/boy:

1. If possible, administer the learning assessments and girl/boy survey in school for the in-school boys/girls OR learning centres for the OOS in treatment SPs.
2. If the girl needs to take the learning assessments from home for scheduling reasons, or is now out of school, carry out the learning assessments at their home and include tracking information for follow up later:
    a. Tracking information should include mobile phone numbers, family member names, and alternative contact's (e.g. neighbor) information,
3. If the girl is not available at least 3 times, try and track the girl (doesn't have to be same day) using the following steps:
    a. If someone is at home ask where the girl has gone to and when they are likely to return
    b. If there is no one at home, estimate return time based on information from neighbours and duration of stay by the whole team in the area
    c. Record the times the calls were made and take GPS coordinates as well
4. If the girl has moved homes gather information from neighbours or relatives where the girl is now staying. Enumerator will discuss with their Supervisor to determine whether the place is accessible and make a decision on replacement. Ideally, this information would come from the school/ head teacher before the enumerator goes to the home. If a replacement is necessary, use the school rosters to identify a replacement that is a similar age and grade to the girl lost, and is from the same school.
5. If the entire area is inaccessible due to security concerns/conflict, flooding or any threat, the team must contact the External Evaluator and the IGATE T locally based Field Coordinator for assistance.
6. Replacements must only be done for girls who cannot be contacted, located, or accessed/reached. The reasons for not finding the girl must be clearly recorded in detail in Tangerine when prompted. Replacement girls will only be added for the learning sample that is to be used in the endline study, meaning only girls in F2 or lower should be replaced. This will be conditional on attrition rates; if higher than expected attrition is taking place then additional changes may be necessary during data collection.

Replacement should be prioritized in the following order:

1) In-school girls (those below F2 at Midline): to ensure the learning sample consisting of expected G5-F2 grade girls is 2,072 (FM minimum learning sample) at ML so that this sample will remain powered to the GEC-T requirements at EL for ML-EL comparison;
2) OOS control girls to keep the transition control sample at 107;

3) Boys' sample only if there is available budget to replace these, if needed due to attrition, after the replacement requirements for the first two groups above have been met. This will be assessed as data collection efforts progress.

It is critical that every attempt to contact the boys/girls is tracked in Tangerine, and the results of that contact are recorded (e.g. recording that the girl has been located, but is out of reach, that they are unavailable, or that they cannot be located). This is true for both recontact attempts with original girls/boys, and for contact attempts with new replacement girls/boys.

The following sections review some scenarios and the course of action that should be followed for each possible case.

Meeting with village head

The meeting with village head has three primary objectives:

1. Obtaining the permission to conduct surveys in the village
2. Locate the HH for the sample of in-school girls and identify households or children who have relocated
3. Identify options for replacement OOS control girls / replacement secondary school girls

There are cultural and procedural protocols to be considered. Try to establish (with the help of the school head) the hierarchy of traditional leadership powers around each school. It is highly recommended to start by visiting the village head and/or chief before you visit the kraal heads

Identifying households

Households are identified by selecting the household associated with the girls in the in-school and OOS girl midline samples. It may be the case that multiple girls are part of the same household, but in this case the household would have the same household ID, but the household ID would be connected with multiple students.

It is important to list the girl's primary caregiver as "self" in the question "Who is GIRL's primary care-giver (full name)?" so we can see which girls are their own PCG in the data.

Identifying focus groups

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

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

Recruiting Instructions for Mothers and Fathers FGDs

10-15 participants for each group, with preference parents of girls aged 9-17 and a broad range of parent ages. Parents should be selected purposefully from the HH surveys and local mothers groups to include parents of girls who are out of school and other marginalized girls (e.g. female-headed HH, HIV-affected HH, girls with disabilities, married girls, girls with children, ethnic groups, etc.). There should be separate FGDs for mothers and fathers to facilitate better group dynamics. Community leaders should be avoided for these groups. These caregivers should also come from the 4 randomly selected school catchment areas, after obtaining consent to interview them in a follow-up focus group during the quantitative survey. The facilitator should be the same gender as the participants to increase the likelihood that participants feel comfortable discussing sensitive topics.

Recruiting Instructions for Youth FGDs

These, like the IDIs with youth, will be selected by randomly choosing girls from the registers of the 4 randomly selected schools in the treatment sample and the associated secondary schools. OOS girls will also be selected by meetings with the head teacher and village leaders who will be able to help locate girls for OOS FGDs. Before conducting these interviews, consent should be requested from either the school head or caregiver and from the participating youth. Note their participation is voluntary.

Identifying in-depth individual interviews and key informant interviews

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

In addition to taking notes during the interviews, the discussion should be recorded (with the permission of participants) and then interpreted and transcribed afterwards. It is important that these interviews are transcribed in full and that the discussion is not paraphrased in any way. Please use the templates provided by the external evaluator to

complete these transcriptions so the answers to all questions in the assessments are recorded and consistent. All material including notes, recordings, transcripts, and translations should be provided to the external evaluator after completion. Begin the recorded interview by recording the logistical/ administrative information about the interview, the participants, and the location in the template provided.

When possible, interviews with individuals in roles with the ministry or in schools are to be conducted with the same people that were interviewed at baseline. For example, the religious leaders and ministry officials interviewed at baseline should be re-interviewed at midline. This is conditional on the interviewees holding the same position as at baseline and that they give consent to be interviewed again. If they no longer hold the position intended to be interviewed (e.g. if the person interviewed for the Provincial Education Director at baseline no longer holds this position), or they do not consent to be interviewed a second time, a replacement should be found. In these cases, it should be noted in the template that this is not a follow-up interview with a note on why a follow-up could not be conducted. Is and FGDs with other stakeholders will be selected by randomly chosen girls and boys in the 4 randomly selected schools (1/district) and their associated secondary schools.

Post data collection

After data collection, qualitative data collection teams translated and transcribed all of the surveys and interviews in full. Quantitative data was uploaded directly to secure, password protected Tangerine servers that only authorized members from the EE's team have access to download data from. These servers are encrypted and backed up daily.

After being retrieved from the Tangerine servers, quantitative data is downloaded and saved on the EE's encrypted and password protected internal servers. Qualitative data has also been stored in this way after being received from the project and then saved to a password protected, secure server at the EE's office. When sharing any sensitive data with the project, all files have been password protected and transferred using a secure service, WeSendIt.

Quantitative data was cleaned using R (code for cleaning and analysis included in Annex 13) and merged with baseline data, and all other survey instruments that were related to individual learners (caregivers, head of households, and teachers). These matches were done using ID numbers, which were cleaned and verified before midline, and monitored for accuracy throughout the data collection process. 92% of midline surveys could be accurately matched to their baseline data. During the data cleaning process, baseline data was also updated to maintain the names specified in the GEC templates. This also ensured consistency in variable names in both long (panel data view) and wide (baseline and midline records all on one line for each learner) merged files. This will also assist with tracking the enumerators for endline analysis since the data has been sufficiently categorized and

cleaned for the next stage. The quantitative analysis was also done in R using standard econometric techniques suited to working with panel data This including difference in difference panel regressions for continuous variables and profit estimations for binary outcomes. Subgroup analyses were conducted by comparing differences in means (for continuous variables) and differences in proportions (for categorical variables), using the appropriate statistical tests whenever possible. Note that (as discussed in the body of the report) the sample is not sufficiently large to be able to reliably make conclusions about subgroup differences in some cases. However, this is to be expected since the MEL framework sample sizes were only calculated to be able to speak to overall differences.

To facilitate the qualitative analysis, an initial codebook was developed according to the main issues and themes related to the logframe's outcomes, as well as insights from the baseline analysis and requirements of each indicator. The codes were generic to ensure they did not introduce bias while allowing the analysis to efficiently identify data directly relevant to the indicators. The codes also allowed for tabs that would indicate specific subgroups that were planned to be included as per the logframe (see **Table A3.9**).

Once qualitative transcripts were received, the data was coded first using these generic codes to "chuck" broad themes using Nvivo. Analysis then continued by coding the chucked data through iterative reviews with increasing specificity according to the themes that emerged. The codebook was updated multiple times to reflect this progression. The final code book is included in the following tables.

Although the project did not have a sufficient budget to allow the EE to participate in the start of the data collection process, the EE's analytical team worked closely with the data collection team and the project throughout the analysis process to gain additional insights into findings. The EE monitored data as soon as it started coming in from the field so these discussions were on-going since June 2018. Additional comments were also received from the project and the project implementers towards the end of the analysis phase. The tight timelines for the reporting period did not allow the implementer feedback period to be extensive, however in meetings with the implementing partners many additional insights were expanded on in the final version of the report submitted September 2019.

Table A3.8: Qualitative analysis - core coded

Code	Description
B	Barrier
E	Enabler
Drop	Drop-out
GBV	Gender based violence
Su	Support
ValEd	Value of education
CBE	Community based education
Preg	Pregnancy
Com	Community
HDC	Household division of chores
R-	Religious source or perspective
CPC	Child Protection Committee
TPD	Teacher professional development
TM	Teaching method
Off	Official or director related information
IGATE	Information provided directly related to IGATE program

Table A3.9: Qualitative analysis - general code tabs

Code	Description	Instrument
(B/G)	Specifies whether the comment/data refers to boys (B) or girls (G)	All
(+/-)	Specifies whether it is a positive attribute (+) or negative (-)	All
(P/R/C)	Specifies whether the data is describing prevalence (P) underlying reason (R) change (C)	All
R-	Specifies the data is from a religious source or perspective	All
***Tags are additional to the code. They will always be in brackets and universally apply to all codes**		

Table A3.10: Qualitative analysis - full code book

Code	Description	Instrument
EL **EAt**	Enabling factor that promotes learning Enabling factor that promotes attendance	KIIs In-School Girls KIIs In-School Boys
BEd **BL** **BLM** **BLR** **BAt** **BRE**	Barrier to education Barrier to learning Barrier to learning math Barrier to learning reading Barrier to attendance Barrier to re-enter school once dropped out	KIIs In-School Girls KIIs In-School Boys KIIs Teachers KIIs OOS Girls KIIs Head Teachers KIIs Comm Leaders
Barrier Subsets **BFarm** **BFee** **BFar** **BChore** **R-B**	Farming Fees and levies Distance Chores Religious barrier	KIIs In-School Girls KIIs In-School Boys KIIs Teachers KIIs OOS Girls KIIs Head Teachers KIIs Comm Leaders KIIs Religious leaders
DropAge **DropQ** **DropReg** **DropLO**	Drop out age of children Qualities of children who drop out of school Participants identify if they regret leaving school (+/-) Drop out because of learning outcomes	KIIs In-School Girls KIIs In-School Boys KIIs OOS Girls
PG **DM** **LSE**	Participant identified a personal goal Decision-making is identified or demonstrated Leadership and self-esteem is identified or demonstrated	KIIs In-School Girls KIIs In-School Boys KIIs OOS Girls KIIs Teachers
SoSu **MeSu** **PregSu** **GBVSu** **OffSu**	General sources of support for children Support for menstrual hygiene Support for pregnant teens Support or solutions for GBV Support provided from officials or directors	KIIs In-School Girls KIIs In-School Boys KIIs OOS Girls
MisOb **LackCon**	Participant refers to children who misbehave or are disobedient Caregivers express they lack control or authority	KII Caregivers KII Comm Leaders
SchoolCool(+/-) **SchoolCond** **SchoolRes**	Identifies whether participant likes school (+) or not (-) Physical condition of schools, classrooms, bathrooms etc. Describes the presence and quality of school resources	KIIs In-School Girls KIIs In-School Boys KIIs Head Teachers
RM **RMQ**	Role model Role model qualities	KIIs In-School Girls KIIs In-School Boys KIIs OOS Girls
ValEd **ValCBE**	Learner's perceived value of education Learner's perceived value of CBE program	All
PregAt **PregCope** **PreAge** **PregSu**	Attitudes towards teenage pregnancy Coping mechanisms for teen pregnancy, options available Appropriate age identified for pregnancy Support for pregnant teens	KIIs In-School Girls KIIs In-School Boys KIIs Comm Leaders KKIs OOS Girls
GBV-At	Gender-based violence - awareness and attitudes	All

GBVSu	Support or solutions for GBV	
TM **TM-Par** **TM-CF** **TAb** **TIA** **P2PL**	Teaching methods, which are preferred (+) or disliked (-) Participatory teaching methods identified, examples Child-focused teaching methods identified, examples Teacher absence Teacher displays individualized attention Peer to peer learning- teacher collaboration	KIIs In-School Girls KIIs In-School Boys KIIs Teachers KIIs Head Teachers KIIs District Officials KIIs PED (Eval Dis)
TPD **TPDIm** **BTPD**	Teacher professional development; awareness, opportunities, ex Impact of teacher's professional development Barriers or challenges to teacher professional development	KIIs Teachers KIIs Head Teachers KIIs District Officials KIIs PED (Eval Dis)
OffSu **OffVisit** **OffMent**	Official/director support for education programs or activities Official/director conduct support visits to schools Official/directors provide mentoring or coaching at schools	KIIs Teachers KIIs Head Teachers KIIs District Officials KIIs PED (Eval Dis)
CPC-Comm **CPC-Ed** **CPC-Im**	Child protection committee- role/work with community Child protection committee- role/work with school/education Child protection committee- impact on students/children	KIIs District Officials KIIs PED (Eval Dis) KIIs IGATE Fac KIIs CPC
MarAge	Appropriate marriage age	All
IGATE-A **IGATE-E** **IGATE-Su** **IGATE-Alt**	Participant identifies awareness of IGATE program Participate describes the effectiveness of IGATE program Participant identifies if they support IGATE program Alternative programs to IGATE identified or described	KIIs Teachers KIIs Head Teachers KIIs District Officials KIIs PED (Eval Dis)

Challenges in midline data collection and limitations of the evaluation design

As discussed throughout the main report, the high attrition rate in the OOS control group, and the delay in collecting most of the OOS treatment group data made the quantitative data for this group less reliable. The control group is extremely small, and given the challenges with recontacting this group, it is expected that it will be even more difficult to relocate these girls at endline to complete the endline analysis. The treatment group was also exposed to the IGATE-T interventions for quite some time before the midline. Although this subgroup is no longer part of the project PbR targets, qualitative data should be emphasized for evaluating this subgroup since quantitative data will likely come with biases.

Low attrition rates in the in-school group have led these groups to be sufficiently large to meet the targets required for the endline transition and learning samples. However, approximately 10% of the completed surveys in the recontacted surveys could not reliably be used in the midline evaluation since these records could not be successfully matched to their baseline records.

At midline, a larger sample of qualitative data was collected and with higher quality, allowing for greater contribution to the mixed methods analysis. Nonetheless, a few challenges were still present.

Some KII and FGD targets were unmet because of various challenges. In some districts, there were only school Child Protection Committee representatives available, but not community CPC members, so a community chair could not be interviewed. The longitudinal case study targets were not fully met because some of the because some of the case study subjects such as teachers and school children had moved to other schools outside the provinces in which IGATE-T is being implemented.

Some focus group sessions with Apostolic girls had to be reorganized as KIIs because the girls were not comfortable participating in discussions as a group. In addition, some FGDs with caregivers seemed to have teachers included, which may have biased results to be more positive in terms of reporting on quality of teaching at the schools. Although teachers may also be caregivers in the community, it would be beneficial to keep them separated.

Representativeness of the learning and transition samples, attrition, and matching of intervention and control groups

The following tables summarize the details about the midline sample. Note that the learning and transition samples come from the same communities, and that transition rates do not vary significantly for the learning and transition samples. Attrition rates are also not significantly different between the treatment and control groups, suggesting that this is not going to bias the results. There were also no obvious or significant differences between attrition rates by region or grade level. In the vast majority of cases (69% of cases), when a learner couldn't be located it was because they had moved out of the area. Note that if girls dropped out of school, they were kept in the sample (as per the sampling framework).

Table A3.11: Midline sample and attrition

Cohort	Treatment Group			Control Group		
	Baseline Sample	Recontacted Or Could not Be Matched to BL Data	Attrition	Baseline Sample	Recontacted Or Could not Be Matched to BL Data	Attrition
In-school girls	Learning: 1,513 Transition: 1,513	Learning: 997 Transition: 1,100	Learning: 34% Transition: 27%	Learning: 1,574 Transition: 1,574	Learning: 1,046 Transition: 1,153	Learning: 34% Transition: 23%
OOS girls	275	-	-	64	42	61%
Boys	16 7	151	9%	180	129	16%

The following tables include the details about the analysis sample. Note these sample sizes differ from the above tables because the analysis depends on the learners being able to be connected to the baseline data and approximately 10% of records are lost in this match because the observations could not be matched successfully.

Table A3.12: Evaluation sample breakdown by region (recontacted)

District	Girls		Boys	
	Intervention group	Control Group	Intervention group	Control Group
Chivi	44%	42%	45%	50%
Insiza	13%	13%	9%	13%
Mangwe	20%	23%	13%	11%
Mberengwa	23%	22%	34%	26%
Sample Size	997	1,046	126	106

Table A3.13: Evaluation sample breakdown by grade (recontacted)[26]

Grade (Grade at Baseline)	Girls		Boys	
	Intervention group	Control Group	Midline Sample	Recontacted
Grade 3 (5)	12%	16%	29%	31%
Grade 4 (6)	13%	15%	17%	21%
Grade 5 (6)	13%	16%	20%	18%
Grade 6 (F1)	11%	12%	22%	14%
Grade 7 (F2)	11%	12%	10%	9%
Form 1 (F3)	13%	12%	0%	0%
Form 2 (F4)	11%	14%	0%	0%
OOS	12%	0%	0%	0%
Sample Size	997	1,046	126	106

Table A3.14: Evaluation sample breakdown by age (recontacted)

Age at Midline	Girls		Boys	
	Intervention group	Control Group	Midline Sample	Recontacted
8	0%	0%	0%	1%
9	1%	1%	16%	10%
10	6%	9%	20%	19%
11	13%	14%	17%	21%
12	12%	15%	18%	13%
13	12%	13%	13%	17%
14	15%	13%	11%	12%
15	14%	14%	5%	4%
16	13%	10%	0%	3%
17	10%	8%	0%	1%
18	5%	2%	0%	0%
Sample Size	997	1,046	126	106

[26] Note that since these tables are specified to only include recontacted girls, the percentages do not perfectly align with the outcomes spreadsheet (which is specified to include all girls who receive the learning tests, not just those who could be recontacted since baseline).

Table A3.15: Evaluation sample breakdown by disability (recontacted)

Disability	Girls		Source (PCG)	Boys		Source (GSS)
	Intervention group	Control Group		Midline Sample	Recontacted	
Any Disability	7%	11%		6%	10%	(below)
Visual	1%	1%	PCG_Ov12_1	1%	2%	CS_D1s
Hearing	1%	2%	PCG_Ov12_2	1%	2%	CS_D2s
Mobility	2%	3%	PCG_Ov12_3	1%	2%	CS_D3s
Cognitive	3%	4%	PCG_Ov12_4	2%	4%	CS_D4s
Self-care	1%	1%	PCG_Ov12_5	0%	1%	CS_D5s
Communication	1%	2%	PCG_Ov12_6	1%	1%	CS_D6s
Sample Size	**1,046**	**997**		**126**	**106**	

Contamination and compliance

Figure 1.1 in the main report shows that some of the teachers in the control sample also received IGATE-T teacher training. As we noted above, this may indicate that some teachers moved to control schools from treatment schools. However, this is a very small portion of the sample (a total of 58 learners in the control group were taught by teachers claiming to have received teacher training). The results do not change if these learners are excluded from the sample due to concerns about possible contamination.

This issue was also minorly apparent in qualitative data, where interviews with Case Study informants were not possible because two teachers and one student had moved to other communities.

An additional analysis was conducted of the head teacher surveys to consider the alternative sources of funding or support received from other programs. The types and sources of additional support appear similar across the treatment and control groups. The details of the roles of these other NGOs are limited since these questions only ask what type of support they receive, and the name of the supporting organization or program. However, these are in a small portion of schools and there is no noticeable difference in prevalence between the treatment and control groups. Therefore there are no concerns that cause this analysis to think that NGO support in the control areas needs to be adjusted for since the parallel trends assumption is not clearly violated here.

As noted throughout the report, instability in Zimbabwe led to a loss of exposure time (as shown in **Annex 2**) immediately before midline data collection. However, the intervention

interruptions were uniform across the sample locations so there is no need to add corrections or controls to account for this.

Learning and transition outcomes estimation

Multiple regression estimates have been included in section 3 of the main midline report, with comments about variations that had been attempted. The results remain relatively robust with or without controls, and for separated and unseparated models. As discussed in the footnotes included in the regression tables in **section 3.1**, these controls include the following baseline indicators: district, grade, disability status, orphan status, and household economic conditions (based on indicators of "basic needs met" and "difficulty affording food"). These have been included based on the project's theory of change, as well as noted differences from the baseline report.

One notable difference is numeracy, which has greater statistical significance in the specification that does not include controls. Although the difference in differences estimates should ideally remain robust, we know from the previous section and from the baseline report that differences between the treatment and control group do exist, leading the EE to conclude that the model with controls is the most appropriate specification.

Annex 4: Characteristics and barriers

The following tables summarize the prevalence of characteristics and barriers in the midline evaluation sample. This has been included in the main analysis as an important piece of context needed before validating the theory of change. The discussion in the main midline report summarizes the changes that have taken place since baseline in detail.

Table A4.1: Sample characteristics (in-school girls, all reconnects)

Sample Breakdown	Intervention Group [ML (BL)]	Control Group [ML (BL)]	Source
Orphans & Absent Parents			
Single orphans	16.3% (13.8%)	17.3% (14.5%)	PCG_11g
Double orphans	3.6% (2.5%)	3.9% (3.4%)	PCG_11g
Living without both parents	29.8% (25.7%)	32.9% (25.8%)	PCG_12g
Married	0.6% (0.3%)	0.3% (0.1%)	PCG_23g
Is a mother			
Under 18	0.7% (0.3%)	0.4% (0.2%)	PCG_23g
Under 16	0.4% (0.4%)	0.1% (0.2%)	PCG_23g
Poor households			
Difficult to afford for girl to go to school	74.2% (70.6%)	77.1% (76.4%)	PCG_7enr
Household doesn't own land	94.4% (94.1%)	95.3% (94.7%)	PCG_11econ
Material of the roof			
Asbestos/ Concrete/ Tile	18.5% (15.3%)	18.8% (17.0%)	PCG_2econ
Iron/ Tin	48.7% (45.8%)	45.0% (39.7%)	
Mud/ Wood/ Thatch	32.8% (38.9%)	36.2% (43.3%)	
Household unable to meet basic needs	44.3% (43.6%)	43.6% (47.4%)	PCG_6econ
Often goes to sleep hungry	29.2% (36.4%)	28.5%(36.7%)	PCG_7econ
Language difficulties			
Doesn't speak language of instruction	9.6% (41.9%)	6.8% (40.3%)	PCG_3enr
Parental education			
HoH has no education	8.4% (8.7%)	6.5% (7.6%)	HH_13
Primary caregiver has no education	9.3% (9.8%)	7.5% (9.7%)	PCG_6
Apostolic Household	35.8% (29.9%)	34.0% (27.8%)	HH_10
Sample Size	**997**	**1,046**	

Table A4.2: Potential barriers (in-school girls, all reconnects)

Sample Breakdown	Intervention Group [ML (BL)]	Control Group [ML (BL)]	Source
Safety			
Learner doesn't feel safe travelling to/from school	17.1% (22.3%)	22.2% (26.0%)	cs_w13s
Learner feels safe at school	95.1% (93.4%)	96.8% (93.9%)	cs_w14s
>30min away from school	71.6% (73.3%)	80.6% (77.7%)	cs_w1s
Parental/ Caregiver Support			
Insufficient time to study: high chore burden	21.6% (19.6%)	20.7% (15.6%)	PCG_26g
Doesn't get support to stay in school and do well	5.9% (3.6%)	6.4% (2.9%)	HHG_7
Household pays school fees	74.3% (69.9%)	71.9% (71.6%)	PCGEW_1a
Household pays school levies	63.3% (N/A)	61.8% (N/A)	PCGEW_1a_levy
Attends school half the time	90.1% (87.1%)	87.0% (78.9%)	PCG_6enr
Attends school less than half the time	7.7% (11.1%)	12.9% (17.5%)	PCG_6enr
Doesn't feel safe at school	1.0% (5.5%)	0.8% (5.4%)	CS_W14s
School Facilities			
Teacher frequently absent	21.4% (27.3%)	14.6% (24.4%)	CS_2s
Insufficient seats for all students	16.0% (14.4%)	14.9% (9.6%)	cs_w5s
Difficult to move around school	5.3% (3.7%)	4.3% (2.7%)	cs_w6s
Doesn't use drinking water facilities	18.3% (22.1%)	18.9% (22.3%)	cs_w7s
Access to Bicycle	36.0% (25.3%)	1.8% (3.6%)	cs_11s
Sample Size	**997**	**1,046**	

Characteristics in table A4.1 are not available for boys, since the source for these variables come from the caregiver and head of households surveys, which are only administered to girls in the sample. However, the following table provides details about the barriers present for boys in the midline sample since some of the data on barriers comes from the boys survey.

Table A4.3: Potential barriers (boys, all reconnects)

Sample Breakdown	Intervention Group (ML)	Control Group (ML)	Source
Safety			
Learner doesn't feel safe travelling to/from school	16%	14%	cs_w13s
Learner feels safe at school	93%	100%	cs_w14s
>30min away from school	69%	83%	cs_w1s
School Facilities			
Teacher frequently absent	15%	11%	CS_2s
Insufficient seats for all students	79%	88%	cs_w5s
Difficult to move around school	4%	4%	cs_w6s
Doesn't use drinking water facilities	74%	83%	cs_w7s
Access to Bicycle	13%	4%	cs_11s

Annex 5: Logframe

Attached with the IGATE-T midline report annex package. Note that the baseline numbers for literacy and numeracy have been updated to reflect the new standardized scores, which were established after baseline. The midline data added to the logframe for the indicators align with the midline numbers presented in this report, so they include reconnects only at midline.

Annex 6: Outcomes spreadsheet

Attached with the IGATE-T midline report annex package. Note that the outcomes spreadsheet specifies the sample should include all girls who received learning tests (not just recontacted girls). This report has focused on recontacted girls for the purposes of the midline evaluation, so the numbers in the report and in the outcomes spreadsheet do not align perfectly. However, the methods used to estimate both sets of means, standard deviations, and sample sizes are identical.

Note also that since standardized scores were introduced after the baseline reporting period, baseline literacy and numeracy scores have been updated to use the standardized scores methodology approved by the FM in August 2019, so the targets can be measured in the spreadsheet using inputs in consistent units (recall baseline outcomes spreadsheet numbers only included EGRA and EGMA, in percent).

Also note that data collected for OOS girls during the midline data collection is “baseline” data, so the OOS girl scores have been included in baseline tabs in the outcomes spreadsheet. Since the beneficiary counts in the outcome spreadsheet all reference either being from baseline or from 2018, the number of beneficiaries reported in the outcomes spreadsheet have not been updated to include the new beneficiary numbers put forth by the project at midline.

The benchmarking sample scores at baseline have also been updated using the standardized scores methodology.

Annex 7: Project design and interventions

Table A7.1: Project design and intervention

Intervention types	What is the intervention?	What output will the intervention contribute to?	What intermediate outcomes will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition, and sustainability outcomes?
Whole School Development	Capacity building Material Support, Learning support	Foundational Literacy and Numeracy Modules Developed School Leadership Modules developed Primary School Teachers Trained Primary School Heads Trained Secondary School Remediation Strategy developed Secondary School Teachers and Heads Trained Secondary School Remediation Programme supported and monitored	Improved quality of teaching and learning in targeted schools Increased Attendance Improved retention of girls within Grade 7 and lower Secondary	Marginalized girls demonstrate Fluency in literacy and numeracy skills More marginalized girls complete primary school level and transition from primary into secondary schools and other learning pathways such as Community Based Education.
Community Based Education	Capacity building of facilitators, material support, vocational skills training	OOS Girls enrolled in CBE OOS Girls progressing through financial literacy modules OOS girls mentored by local entrepreneurs and learning leaders	Increased Attendance Improved life skills	OOS girls demonstrate fluency in literacy, numeracy and financial literacy skills

Life Skills Development	Life skills development	Adolescent girls enrolled in Community and School Leadership Clubs exhibiting leadership competencies in and out of class Girls actively participating in school and community leadership clubs	Increased life skills, in particular leadership skills.	
Community Engagement	Community engagement sessions, Community mapping, Identification of champions, Strengthening sessions on learning, Safeguarding and gender equity	Change of perceptions and attitudes by traditional leaders and other CP structures on child abuse and enhanced support towards survivors of abuse. Change of attitudes and perceptions by religious leaders on child marriages. Community support towards learning	Improved attitudes on 3 key issues affecting adolescent girls (investing in girls education, early marriage and sexual abuse)	When CP structures collaborate to support survivors of abuse that will ensure that children learn in a safe, friendly and inclusive environment and thus supporting their progression and transition from one level to another. Roping in village heads will ensure sustainability of the work of CP structures Identifying natural leaders/champions at community level will also sustain the outcomes, as these people have the natural drive to go beyond expectations in ensuring a safe and equitable learning environment for children.

Table A7.2: Project design and intervention

What is the intervention?	What output will the intervention contribute to?	What intermediate outcomes will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition, and sustainability outcomes?
Learning Support in Schools			
Co-design the Primary school teacher training module	Output1	Intermediate outcome 1 -% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	The interventions support teachers and head teachers to ensure quality learning in the classroom. The modules also equip teachers with classroom activities that ensure learners improve foundational literacy and numeracy skills which are critical to improving their learning outcomes.
Teacher-Facilitator training and material support	Output 1	Intermediate outcome 1--% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	
Training of primary school teachers and School Heads	Output 1	Intermediate outcome 1---% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools % of girls in primary and secondary schools who missed 3 or more days in the past 20 school days	
Training of secondary school remedial teachers and offer monitoring support.	Output 1	Intermediate O1- ---% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools % of girls in primary and secondary schools who missed 3 or more days in the past 20 school days	
Monitor and review secondary school remedial programme performance	Output 1	Intermediate O1----% of trained teachers (at primary and secondary school level, disaggregated by gender) using improved classroom teaching practices (instructional scaffolding etc) to support learning in primary and secondary schools	
Learning Support in Community Based Education			

Co-develop community based post primary learning initiative	Output 2	Intermediate O2- % of girls enrolled in CBE who attend 70% of their scheduled sessions	
Select and train Community based Learnings Initiative Facilitators and Mentors	Output 2	Intermediate O2- Learner's views about what influences their school attendance (disaggregated by primary and secondary school levels) % of girls enrolled in CBE who attend 70% of their scheduled sessions.	The modules and trainings are developed to equip facilitators to provide quality literacy and numeracy skills and financial literacy skills for learners who dropped out of school
Monitor and support community based learning initiatives	Output 2	Intermediate O2- Learner's views about what influences their school attendance (disaggregated by primary and secondary school levels) % of girls enrolled in CBE who attend 70% of their scheduled sessions.	
Life Skills			
School Assessment of Girls and Boys leadership Clubs	Output 3	Intermediate O3- Adolescent girls demonstrating application of leadership competencies	The leadership sessions provide learners with an opportunity to develop life skills in particular leadership competencies
Support to School based Clubs	Output 3	Intermediate O3- Adolescent girls demonstrating application of leadership competencies Girls feel empowered to make informed and relevant choices on their transition pathways (to secondary & post primary options)	
Train Community based Club Overseers	Output 3	Intermediate O3- Adolescent girls demonstrating application of leadership competencies Girls feel empowered to make informed and relevant choices on their transition pathways (to secondary & post primary options)	
Monitor and support Community based Clubs (for CB adoption)	Output 3	Intermediate O3- Adolescent girls demonstrating application of leadership competencies Girls feel empowered to make informed and relevant choices on their transition pathways (to secondary & post primary options)	
Community attitudes and perceptions			
Map and strengthen	Output 4	Intermediate O4-Improved attitudes on 3 key issues affecting adolescent	The interventions are implemented to ensure positive behavior change

community girls education champion structure		girls (investing in girls education, early marriage and sexual abuse).	among religious and traditional to support and value education for girls.
Train (or refresher) community girls education champion structure on Child protection and on gender equity	Output 4	Intermediate O4- % of HH contributing (school & community) to post primary education options for girls Change in religious and traditional leaders' views on aspirations for girls in their community on education Community groups' views on strengths and practices in addressing GBV and disproportionate workload for girl	
Support community development and monitoring of learning, gender equity and child protection action plans.	Output 4	Intermediate O4 % of HH contributing (school & community) to post primary education options for girls % of school drop-outs re-enrolled into formal and non-formal education	
Partner and support to Religious Bodies UDACIZA	Output 4	Intermediate O4- Change in religious and traditional leaders' views on aspirations for girls in their community on education Community groups' views on strengths and practices in addressing GBV and disproportionate workload for girl	

Annex 8: Key findings on output indicators

Table A8.1: Project design and intervention

Logframe output indicator	Means of verification/ sources	Collection frequency
Output 1.1: Number of primary and secondary school teachers (disaggregated by gender) who completed staff development initiatives aimed at improving their teaching practice	Registers, Database	Quarterly
Output 1.2: Number of primary school head teachers (disaggregated by gender) who completed school leadership programme	Registers, Database	Quarterly
Output 1.3: % of struggling learners who consider their teachers are providing them with support to improve their reading/mathematics performance	Learner Survey	Annually There is no data collection to date. Data collection will take place in September 2019.
Output 1.4: % of parents actively participating (all year round) in school activities targeted at improving learner performance	Community Survey	Annually
Output 2.1: # of girls enrolled in community based education	Registers	Quarterly
Output 2.2: % of adolescent girls enrolled in CBE who progress through financial literacy modules	CBE Module Progression	Termly
Output 2.3: % of adolescent girls attending CBE mentored by local entrepreneurs and learning leaders	CBE Monitoring	Monthly
Outputs 3.1: % of girls leadership clubs (both primary and secondary) who are meeting at least twice per month	Club Functionality	Monthly

Output 3.2: % adolescent girls enrolled in Community and School Leadership Clubs exhibiting leadership competencies in and out of class	Leadership Competencies Assessment	Annually
Output 3.3: % of struggling girls participating in leadership clubs who are at risk of drop out or exclusion from primary, secondary or NFE who report increased confidence in English.	Leadership Competencies Assessment	Annually
Output 4.1: Number of Schools Child Protection Committees working with Community Child Protection Committees to address child protection at community level.	Community Survey	Annually
Output 4.2: % of abuse cases monitored to conclusion by School Child Protection Committee (SCPCs) and Community Child Protection (CPCCs)	Case Management Tracker	Quarterly
Output 4.3: Percentage of school development committees (SDCs) with documented plans to improve learning and retention.	School Profiling	Annually
Output 4.4: % of girls at risk of drop out identified and supported to remain in school by Community Child Protection Committees	GECN Monitoring	Monthly

Table A8.2: Midline status of output indicators

Log-frame output indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
Number and indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the midline value/status of this indicator? Provide short narrative.
Output 1.1: Number of primary and secondary school teachers (disaggregated by gender) who completed staff development initiatives aimed at improving their teaching practice	Contributes to learning outcomes of the project.	Head and teachers trained Primary : Males 743 Females 695 total 1438 Secondary : Males 70 Females 56 total 126
Output 1.2: Number of primary school head teachers (disaggregated by gender) who completed school leadership programme	Contributes to learning outcomes of the project	Head and teachers trained Primary : Males 176 Females 54 total 230 Secondary : Males 40 Females 10 total 50
Output 1.3: % of struggling learners who consider their teachers are providing them with support to improve their reading/mathematics performance		% of learners who claim teacher encourages questions: 82% % of learners who claim teacher makes recommendations for how to improve: 94%
Output 1.4: % of parents actively participating (all year round) in school activities targeted at improving learner performance		% of households supporting learners to stay in school and do well: 94%
Output 2.1: # of girls enrolled in community based education	Contributes to Learning , transition outcomes	2086 girls enrolled [1368 available]
Output 2.2: % of adolescent girls enrolled in CBE who progress through financial literacy modules		54% [142/262] progressed to module 2 on financial literacy[cbe monitoring data]
Output 2.3: % of adolescent girls attending CBE mentored by local entrepreneurs and learning leaders		0 ...its being done this quarter
Outputs 3.1: % of girls leadership clubs (both primary and secondary) who are meeting at least twice per month		69% of clubs meet more than twice a month

Output 3.2: % adolescent girls enrolled in Community and School Leadership Clubs exhibiting leadership competencies in and out of class		73%
Output 3.3: % of struggling girls participating in leadership clubs who are at risk of drop out or exclusion from primary, secondary or NFE who report increased confidence in English.		68% of girls at risk exhibiting confidence in English
Output 4.1: Number of Schools Child Protection Committees working with Community Child Protection Committees to address child protection at community level.	Contribute to Sustainability outcomes ,	122 CPCs out of 168 supporting the schools (73%) [Community Survey]
Output 4.2: % of abuse cases monitored to conclusion by School Child Protection Committee (SCPCs) and Community Child Protection (CPCCs)	Contribute to transition and sustainability outcomes	44% of cases were resolved conclusively [Community survey]
Output 4.3: Percentage of school development committees (SDCs) with documented plans to improve learning and retention.		95% school communities reviewed actions plans [Community monitoring data]
Output 4.4: % of girls at risk of drop out identified and supported to remain in school by Community Child Protection Committees		108 girls supported to remain and re-enroll in school

The project did not have any output indicator issues to include for the last table of this annex (confirmed September 3, 2019).

Annex 9: Beneficiaries tables

The tables in this annex have been prepared by the project and have been based on sample estimates from baseline. The EE notes there are inconsistencies across these tables and the beneficiary totals prepared for the tables in section 1 and the beneficiary counts prepared at baseline (particularly for boys). The EE has received confirmation from the project that these tables are based on the beneficiary calculation data at baseline. However, the EE notes that these do not align with the overall beneficiary counts estimated by the project, though it is unclear why. The project is currently reviewing the reason for this.

The EE also notes that the baseline and midline beneficiary counts (as shown in section 1 of the report) are very different. The project has indicated that the decrease in direct beneficiaries is based on a lower estimated number of girls in the region as reported by the beneficiary schools. However, this does not explain the differences seen in the indirect beneficiary counts, which have increased for girls (while the count for direct beneficiaries has fallen) but not for boys, by over 10,000 individuals. It is not clear why the number of indirect female beneficiaries would increase when the direct beneficiary count would fall, though the project has indicated that the school heads report migration so it is possible the indirect beneficiaries are in areas that girls are migrating into. The project is currently reviewing the reasons for this in more detail.

Schools were categorized into the treatment group based on their treatment status in IGATE 1 making a total of 199 schools for both primary and secondary schools and reach for indirect beneficiaries are learners in new schools, never treated before and in addition to that grades outside the target range in treated schools constituted the indirect learners. At baseline, the target included learners from grade 3 to form 2 as direct beneficiaries. The beneficiary figures were estimated taking into account the transition rates, drop outs, repetition rates over the total enrollment of learners from grade 3 to form 2.

Within the IGATE project context education marginalization refers to factors limiting educational access and equity for all children within the rural marginalized communities where IGATE is operating. The project is targeting girls who are facing multiple forms of marginalization. Characteristics of levels of marginalization include girls living with disability, Out of school children, girls at risk of dropping out, girls who are orphaned, young mothers, girls who are performing below grade level, girls from poor and vulnerable households, Apostolic girls.

Table A9.1: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
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.	61,395	N/A	The girls are based on the enrollment in the schools based on school profiling data and CBE enrollment.

Table A9.2: Other beneficiaries

Beneficiary type	Number	Comments
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.	61,049	The boys are based on the enrollment in the schools based on school profiling data and CBE enrollment.
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.	3,786	The figures refer to boys in the school leadership clubs
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	6,709	The figures refer to girls in the school leadership clubs
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.	Primary school teachers and heads Males: 743 Females 695 Total 1,438 Secondary school teachers and heads Male : 70 and Females 56 total 126	
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	Community engagements Males : Male: 2,377 Females 16,230 Total : 23,607 Traditional leaders engagements Males : 1,536 Female : 1,167 Total 2,703	

Table A9.3: Target groups – by school

School age	Project definition of target group (tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Lower primary			
Upper primary	√	37,106	
Lower secondary	√	8,007	
Upper secondary	√	8,684	
Total		**53,797**	

Table A9.4: Target groups - by age

Age groups (age at midline)	Project definition of target group (tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Age 6-8 (% aged 6-8)			
Age 9-11 (% aged 9-11)	√	23,219	164
Age 12-13 (% aged 12-13)	√	13,887	1,446
Age 14-15 (% aged 14-15)	√	8,007	953
Age 16-17 (% aged 16-17)	√	8,684	526
Age 18-19 (% aged 18-19)	√		33
Age 20+ (% aged 20 and over)			
Total		**53,797**	**3,286**

Table A9.5: Target groups - by subgroup

Age groups	Project definition of target group (tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Disabled girls (please disaggregate by domain of difficulty)	√	5,433	309
Orphaned girls	√	12,588	766
Pastoralist girls			
Child laborers			
Poor girls	√	34,754	2,211
Other (young mothers)	√	1,022	
Total		**53,797**	**3,286**

Table A9.5: Target groups - by subgroup

Age groups	Project definition of target group (tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Out-of-school girls: have never attended school			
Out-of-school girls: have attended school, but dropped out	√	8,684	293
Girls in-school	√	45,113	2,993
Total		**53,797**	**3,286**

Table A9.6: Beneficiaries matrix

Outcomes	Direct beneficiaries			Indirect beneficiaries		
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (9-18)	In-schoolboys	HT/ Teachers	Parents
Learning	59,960		1,435	59,388	1,564	26,310
Transition	46,969			45,700		
Sustainability					1,141	19,206
IO 1: Teaching Quality					1,188	
IO 2: Attendance	41,972			23,764		
IO 3: Life Skills	38,974			30,619		
IO 4: Attitudes & Perceptions						18,417

Annex 10: MEL Framework

Attached with the IGATE-T midline report annex package.

Annex 11: External Evaluator's Inception Report

Attached with the IGATE-T midline report annex package.

Annex 12: Data collection tools used for midline

Attached with the IGATE-T midline report annex package.

Annex 13: Datasets, codebooks, programs

Attached with the IGATE-T midline report annex package (raw, cleaned, and cleaned plus anonymized quantitative files, plus all qualitative data). All have been sent over secure data transfer platforms, and password protected.

Annex 14: Learning test pilot and calibration

The full calibration report has been attached with the IGATE-T midline report annex package. A summary has been added here to discuss the main points included in the midline report template.

Prior to the data collection, several activities were conducted to test and verify the learning tests. The first involved the calibration exercise, which was completed in March 2019. This involved administering the baseline and midline literacy, numeracy, and financial assessments to boys and girls who are not participants in the IGATE-T project. The subtasks administered were the same as the subtasks that would be used at midline. The differences between baseline and midline test scores were then compared to verify that the assessments were not significantly different. Only one version was tested, and scores were aggregated using the same methods used in the midline evaluation. After this exercise it was concluded that the means distribution of scores in all assessments were sufficiently similar across the baseline and midline assessments.

During the midline enumerator training, a piloting exercise was conducted to assess the inter-rater reliability for the midline assessments. All of the enumerators were asked to record the responses to a practice assessment used to test inter-rater reliability. In this case, a highly experienced enumerator was used as the "gold standard" which other raters' performance was compared against. One of the facilitators from Jimat acted as a student being given the midline learning assessments. In general, enumerators were extremely consistent with one another in nearly all EGRA and EGMA subtasks. EGMA in particular had

nearly perfect consistency and accuracy across enumerators (see **Figure A14.1** and **Figure A14.2**). Some discrepancies remained in enumerator's evaluation of EGRA subtasks 1 and 2 (see **Figure A14.3** and **Figure A14.4**),. In response to this:

- Enumerators were asked to review proper letter sounds first as a group and then again with their supervisors to ensure enumerators consistently interpret correct and incorrect letter sounds.
- Enumerators were reminded to be diligent in recording the number of attempts and correct/incorrect responses to ensure the scores are as accurate as possible.

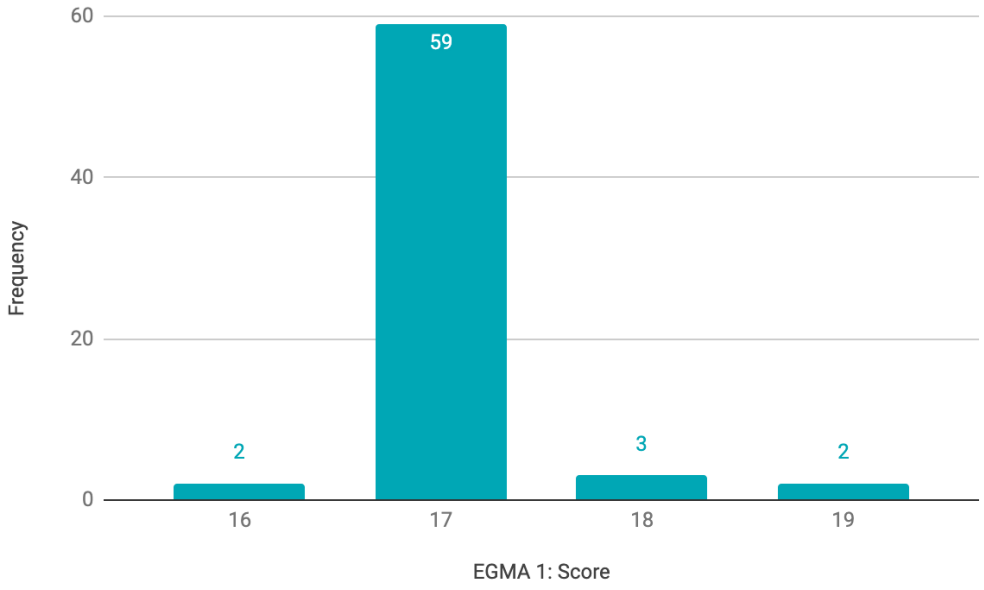

Figure A14.1: Distribution of enumerator scores on EGMA 1 (number identification)

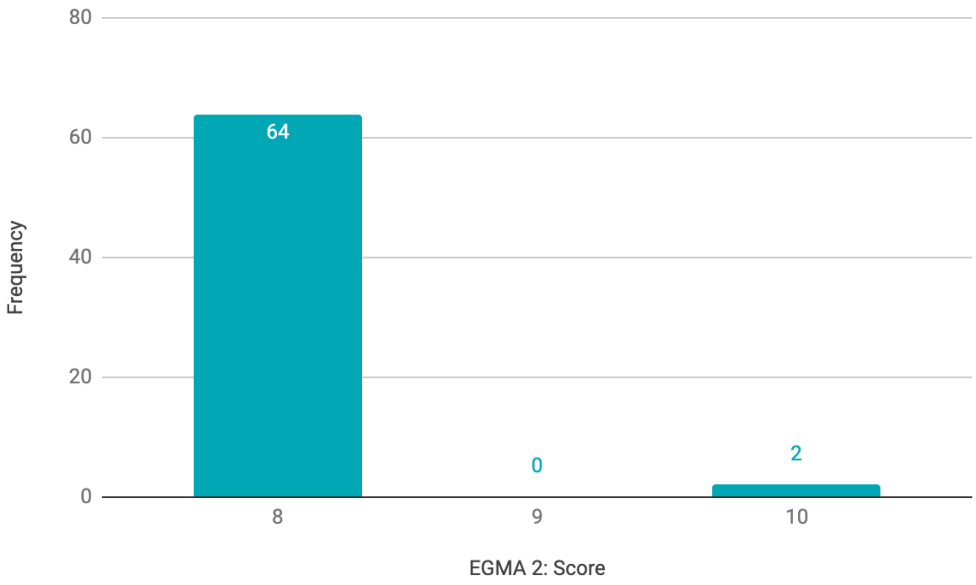

Figure A14.2: Distribution of enumerator scores on EGMA 2 (quantity discrimination)

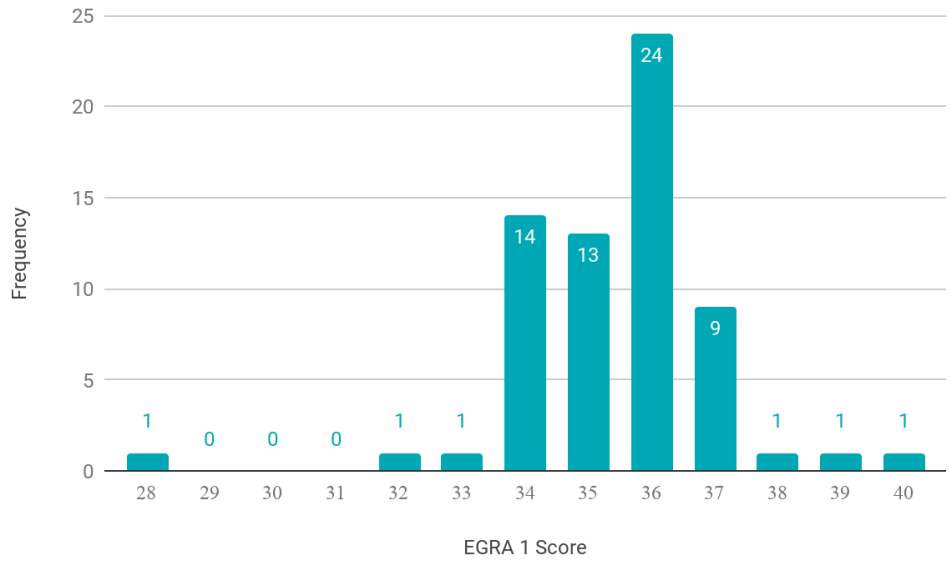

Figure A14.3: Distribution of enumerator scores on EGRA 1 (letter sound identification)

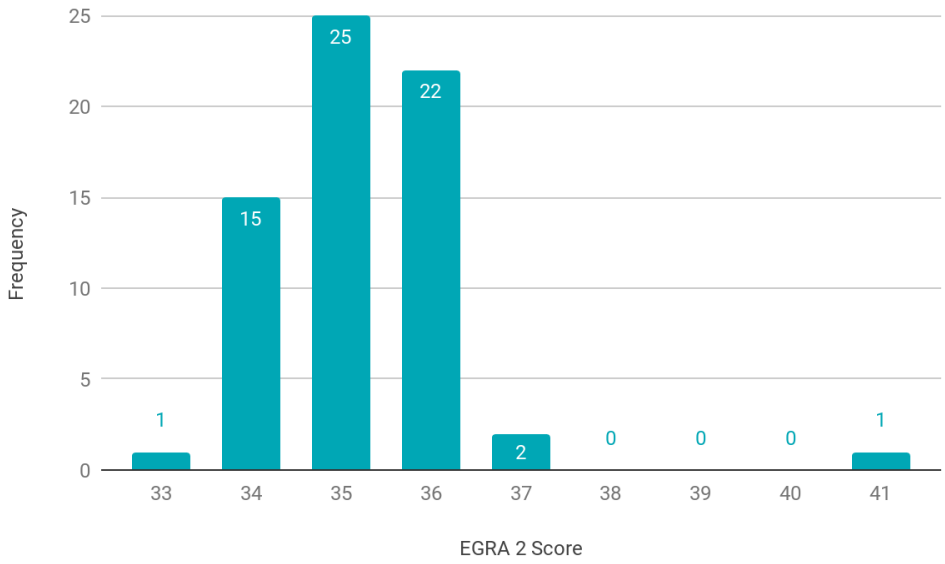

Figure A14.4: Distribution of enumerator scores on EGRA 2 (familiar words)

At the end of enumerator training, an additional final pilot was to test the IGATE-T midline instruments in schools not participating in the IGATE-T program. One of these schools was located in Mberengwa, the other in Insiza, so both translated versions of the survey questions could be piloted. Interview groups for male and female caregivers were also set up in advance so the qualitative team could go through qualitative interview settings as well. **Table A14.1** summarizes the total number of surveys conducted. Due to travel time required to reach the school in Mberengwa, fewer surveys could be conducted in that district.

Table A14.1 Quantitative data collection during pilot

Instrument	Completed Surveys: Insiza	Completed Surveys: Mberengwa
Learning assessments	27	26
Head of Household	19	0
Primary Caregiver	21	0
Teachers	24	0
Head Teachers	2	0
Total	**93**	**26**

Table A14.2 summarizes the total number of qualitative interviews that were completed during the midline data collection. This exercise also allowed the enumerators to have a better estimate of the time required for each interview, which enabled them to better organize data collection efforts. Due to travel time required to reach the school in Mberengwa, fewer interviews could be conducted in that district.

Table A14.2 Qualitative data collection during pilot

Instrument	Completed Surveys: Insiza	Completed Surveys: Mberengwa
FGD with girls	1	1
FGD with female caregiver	1	1
FGD with male caregivers	1	1
IDI with girl	1	0
IGI with boy	1	0
Total	**5**	**3**

After completing the piloting exercise, the following steps were taken to improve the final versions of the instruments:

- There were 12 minor wording changes made to the quantitative instruments. These changes were all in response to suggestions about how to improve wording to make the instruments easier to understand.
- A visual stimuli was added to accompany the question about the “ladder of life” in the girl/boy survey, as this concept was more readily understood by survey participants with a visual aid.
- The enumerator cover sheets were updated to include details about the enumerator IDs, and the protocols for the proper way to complete these cover sheets were reviewed with enumerators.

Annex 15: Sampling framework

Enclosed within the IGATE-T MEL Framework (Annex 10). Note that the project confirms all schools and communities have been included in the framework. In response to the FM feedback received in November 2019, the project notes that Data on leadership competencies is collected annually buy the project in September. Data as well as a leadership competencies report is available for reporting which was collected in September 2018. The table below also shows the number of clubs at ML.

Table A15.1: Leadership clubs

District	Community clubs	Number of girls	School clubs	Number of girls
Insiza	23	368	46	1,376
Mangwe	32	1,075	22	676
Chivi	25	1,067	46	2,053
Mberengwa	19	1,168	33	1,457
Total	**99**	**3,678**	**147**	**5,562**

Annex 16: External evaluator declaration

Name of Project: Improving Gender Attitudes, Transition, and Education (IGATE-T)

Name of External Evaluator: Limestone Analytics, Inc.

Contact Information for External Evaluator:
200 Princess Street, Kingston ON Canada
Phone: +1-343-884-5509
Email: cotton@limestone-analytics.com

Names of all members of the evaluation team:
Christopher Cotton, Ardyn Nordstrom, Shannon Davis

Statement	EE Initials
Data collection was led by Jimat Development Consultants, in collaboration with the External Evaluator. As far as we are aware, all of the quantitative data was collected independently, with the exception of the third trip to the field to collect additional data on out of school girls (which World Vision participated in).	CC
All data analysis was conducted independently and provides a fair and consistent representation of progress	CC
Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed	CC
The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided Limestone	CC
All child protection protocols and guidance have been followed	CC
Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols	CC

Christopher Cotton
Lead External Evaluator, Limestone Analytics

September 5th, 2019

Annex 17: Sustainability Scorecard

Stakeholder	Description
Community	From the household/family level to broader community members, and especially leaders; including structures, groups, clubs, local businesses and other agents of change that the project establishes/works with to support girls.
School	Includes government run/funded pre-primary, primary and secondary schools, vocational and other training providers and established nonformal education providers. This may also include private or community based/owned schools.
System	The education system at district, provincial and national levels, ranging from policy to delivery. This includes staff and units/departments the project may work and interact with, regulations within which the project works or may be aiming to influence. This may include private markets, or a broader set of networks that influence social norms.

Rating	Community	School	System
0 – Negligible (null or negative change)	No evidence that community members accept the project approach, and changes in attitude or engagement with activities very limited. Stakeholders may even reject key aspects of the project. Project not working effectively to build consensus or support, but focus only on activity implementation.	No evidence that school stakeholders accept the project approach, and changes in attitude or engagement with activities very limited. Stakeholders may even reject key aspects of the project. Project not working effectively to build consensus or support, but focus only on activity implementation.	Very limited and ineffective engagement with system level stakeholders, including district or national authorities. Authorities do not see the relevance of intervention. There is limited alignment to existing systems / structures and policies, or limited understanding by project of how it intends to influence change at this level.
1 – Latent (changes in attitude)	Community stakeholders (including parents, community leaders, and religious leaders) are developing knowledge and understanding and demonstrate some change in attitude towards girls' education. Appropriate structures are being put in place at the community level, and there is some level of willing engagement and/or participation from the community.	School leadership, teachers and other stakeholders are developing knowledge and understanding and demonstrate some change in attitude towards girls' education in general and towards specific teaching practice and approaches, and the way schools are managed.	Local, district, and national officials are involved in delivery and/or monitoring; developing knowledge, and showing change in attitude towards girls' education and project focus areas. Project aligns with specific policy, systems and departments. Project's evidence is being shared with relevant stakeholders, including broader networks of organisations.
2 – Emerging (changes in behaviour)	There is evidence of improved practice and support for girls' education in specific	There is evidence of improved support for girls' education in classroom practice, teacher	There is evidence of improved capacity of local officials to support girls' education through existing

	ways being targeted by project. Change is not universally accepted among targeted stakeholders, but support is extending. Project staff and resources play a key role in driving change, although there are activities in place to mobilise funding/other resources.	management, and school management being targeted by project. The improved practice is not universal, but is extending. Project staff and resources play a key role in driving change. School leaders understand resource implications and mobilising funds locally.	functions, adopting new approaches. Examples of support to project schools are being established. Government at local and/or national level has engaged with and understood evidence from the project. Resource implications are being made clear.
3 – Becoming established (Critical mass of stakeholders change behaviour)	Key community leaders and a critical mass of stakeholders are convinced of the benefits and have the capacity to lead and deliver changed practice independently. Financial and other resources are increasingly being mobilised locally. Project staffing and resources still play role but there is potential for this to be phased out.	Head teacher and critical mass of school staff and stakeholders convinced of the benefits and have the capacity to deliver changed practice independently. To the extent possible, existing financial and other resources are being used or mobilised. Project staffing and resources still play role but there is potential for this be phased out.	Authorities demonstrate active use of project evidence, uptake of specific aspects of the project approach and have a growing capacity to support girls' education locally or beyond. This may include limited support to a delivery model without fully adopting within a national system. There is an increase in the allocation of resources and evidence of planning for required resources to upscale.
4 – Established (changes are institutionalised)	The specific change in practice and attitude is now well established. Communities demonstrate independent ability to act without support from project, are able to further develop existing and new initiatives and secure funding to respond to their local needs to sustain and build on the changes that have taken place.	The specific change in practice and attitude is now well established with school level systems to support this; schools demonstrate independent ability to act without support from project, have allocated and mobilised financial and other resources and are able to develop further initiatives to respond to local needs to sustain and build on the changes that have taken place.	An approach or model is shown to work at scale and is being adopted in national policy and budget as appropriate, and/or incorporated into key delivery systems (e.g. for teacher training, curriculum, school management etc.). There is an established track record of financial support.

Annex 18: Aggregate score details

Table A18.1: Standardized aggregate literacy scores

Grade at Baseline	Aggregated Subtasks	Original Aggregate Score Mean	Original Aggregate Score SD	Standardized Aggregate Scores			
				Mean	Median	Min	Max
Baseline Scores							
Grade 3	EGRA 1-5	27.77	19.60	0.000	0.032	-1.42	2.67
Grade 4	EGRA 1-5 & SeGRA 1	30.36	18.44	0.000	0.094	-1.65	3.41
Grade 5	EGRA 1-5 & SeGRA 1	35.82	19.05	0.000	0.160	-1.88	2.57
Grade 6	EGRA 1-5 & SeGRA 1-2	37.90	16.61	0.000	0.145	-2.28	2.67
Grade 7	EGRA 1-5 & SeGRA 1-2	45.57	16.83	0.000	0.124	-2.71	2.23
Form 1	EGRA 1-5 & SeGRA 1-3	44.48	14.64	0.000	0.010	-3.04	2.36
Form 2	EGRA 1-5 & SeGRA 1-3	45.90	15.36	0.000	0.043	-2.99	2.54
Midline Scores							
Grade 3	EGRA 1-5	38.13	20.12	0.529	0.687	-1.42	2.71
Grade 4	EGRA 1-5 & SeGRA 1	39.22	17.85	0.480	0.688	-1.65	2.71
Grade 5	EGRA 1-5 & SeGRA 1	44.06	18.66	0.432	0.615	-1.88	2.59
Grade 6	EGRA 1-5 & SeGRA 1-2	42.20	17.34	0.258	0.379	-2.28	2.56
Grade 7	EGRA 1-5 & SeGRA 1-2	46.56	15.75	0.059	0.169	-2.71	2.29
Form 1	EGRA 1-5 & SeGRA 1-3	46.81	14.61	0.159	0.148	-3.04	2.63
Form 2	EGRA 1-5 & SeGRA 1-3	49.40	14.93	0.228	0.329	-2.96	2.42

Table A18.2: Standardized aggregate numeracy scores

Grade at Baseline	Aggregated Subtasks	Original Aggregate Score Mean	Original Aggregate Score SD	Standardized Aggregate Scores			
				Mean	Median	Min	Max
Baseline Scores							
Grade 3	EGMA 1-6	50.86	19.52	0.000	0.148	-2.61	2.07
Grade 4	EGMA 1-6 & SeGMA 1	50.46	16.75	0.000	0.123	-3.01	1.99
Grade 5	EGMA 1-6 & SeGMA 1	57.57	15.95	0.000	0.164	-3.61	2.15
Grade 6	EGMA 1-6& SeGMA 1-2	57.05	14.00	0.000	0.121	-4.08	2.07
Grade 7	EGMA 1-6& SeGMA 1-2	64.08	14.03	0.000	0.163	-4.57	1.85
Form 1	EGMA 1-6& SeGMA 1-3	56.80	12.61	0.000	0.134	-4.50	1.95
Form 2	EGMA 1-6& SeGMA 1-3	56.63	14.10	0.000	0.151	-4.02	2.16
Midline Scores							
Grade 3	EGMA 1-6	59.21	17.78	0.428	0.516	-2.61	2.22
Grade 4	EGMA 1-6 & SeGMA 1	58.82	16.78	0.499	0.658	-3.01	2.29
Grade 5	EGMA 1-6& SeGMA 1	66.11	15.79	0.535	0.713	-3.49	2.59
Grade 6	EGMA 1-6& SeGMA 1-2	59.09	14.32	0.145	0.326	-3.76	2.32
Grade 7	EGMA 1-6& SeGMA 1-2	61.59	14.71	-0.177	-0.053	-4.42	1.92
Form 1	EGMA 1-6& SeGMA 1-3	58.45	12.33	0.131	0.229	-2.74	2.27
Form 2	EGMA 1-6& SeGMA 1-3	60.38	13.49	0.266	0.396	-3.26	2.43

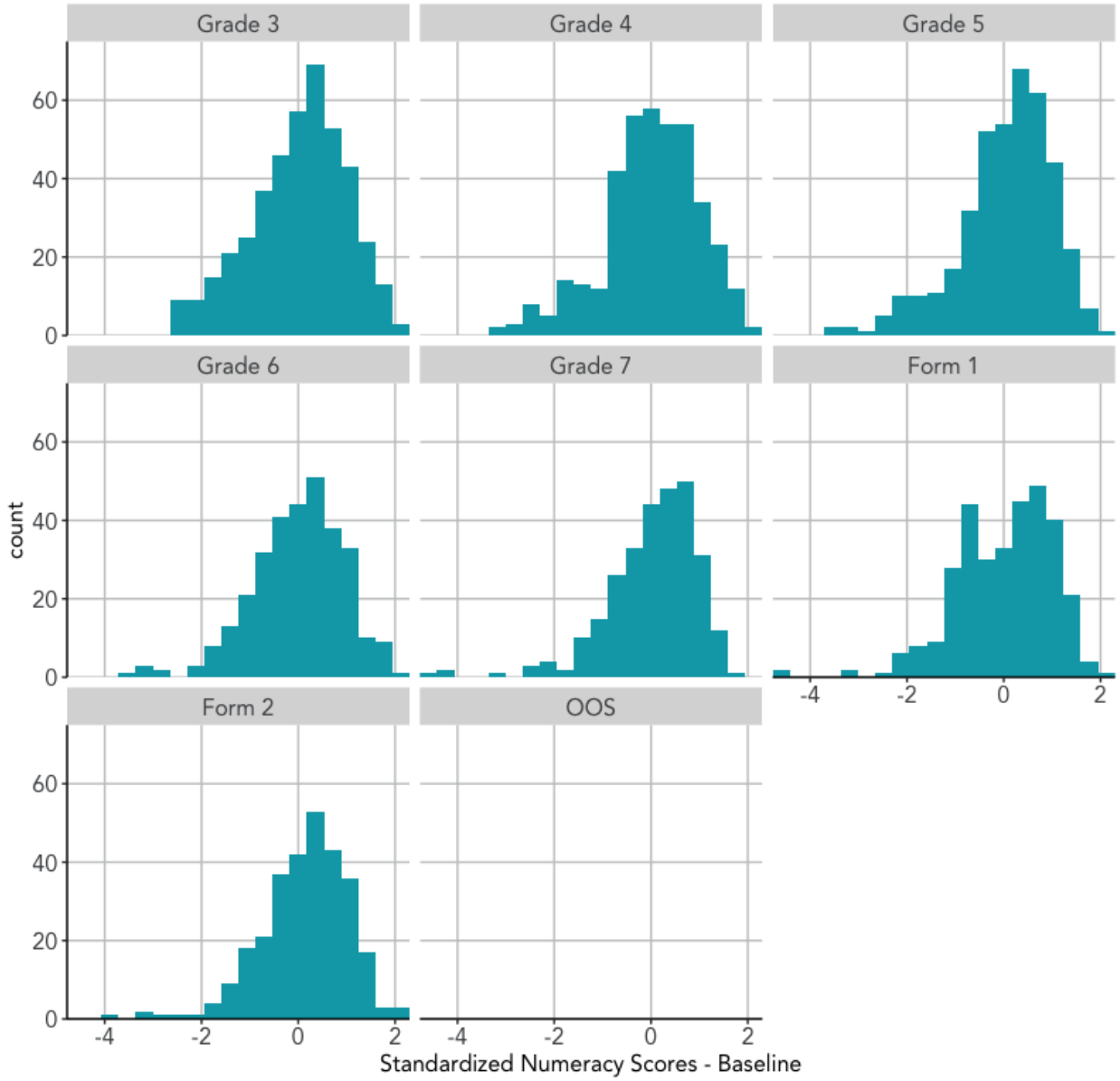

Figure A18.1: Standardized distributions of aggregate numeracy scores at baseline (by academic grade at baseline)

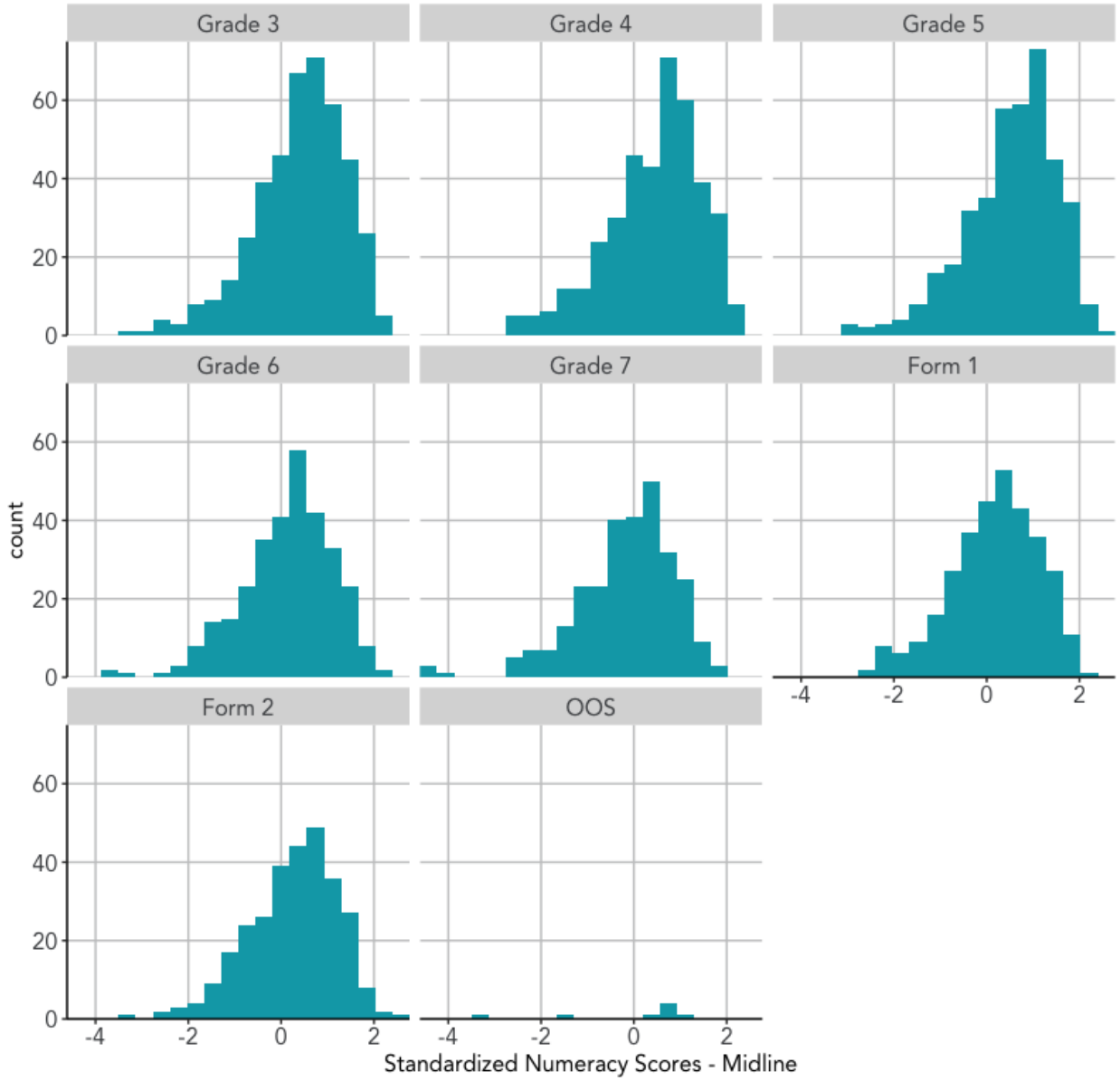

Figure A18.2: Standardized distributions of aggregate numeracy scores at midline (by academic grade at baseline)

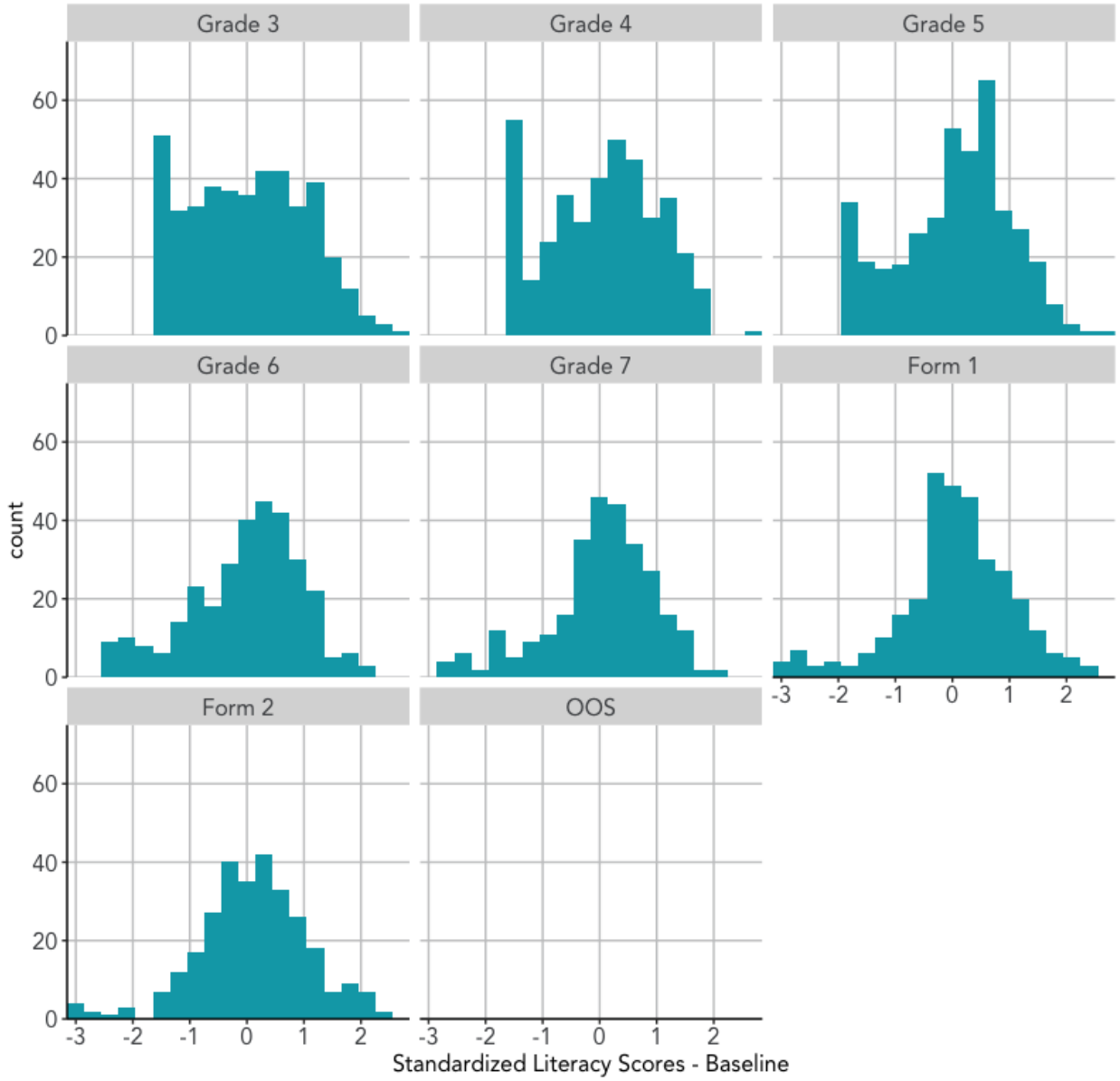

Figure A18.3: Standardized distributions of aggregate literacy scores at baseline (by academic grade at baseline)

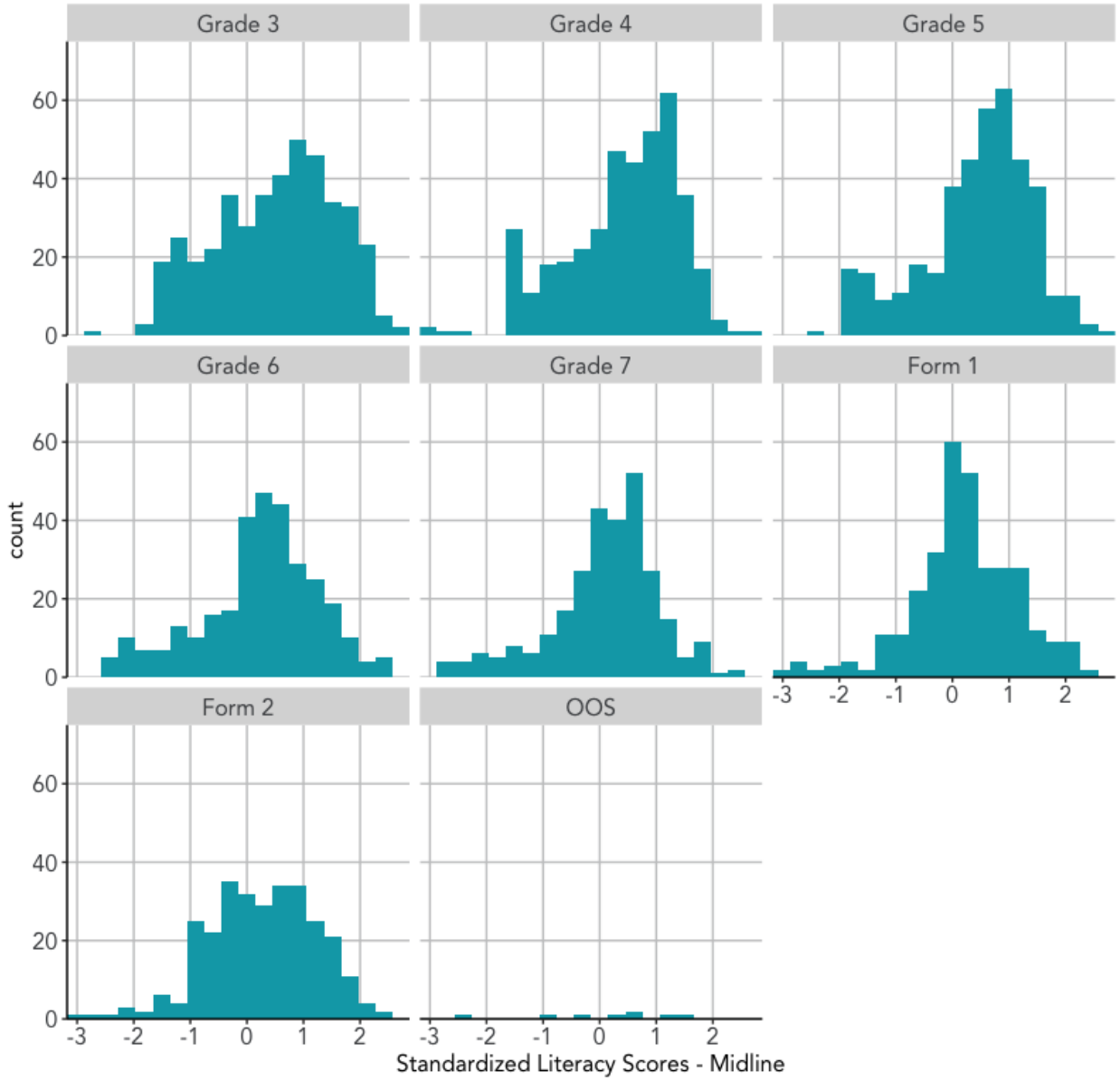

Figure A18.4: Standardized distributions of aggregate literacy scores at midline (by academic grade at baseline)

Annex 19: Distribution of scores by subtask and grade

Distribution of numeracy subtask scores by grade

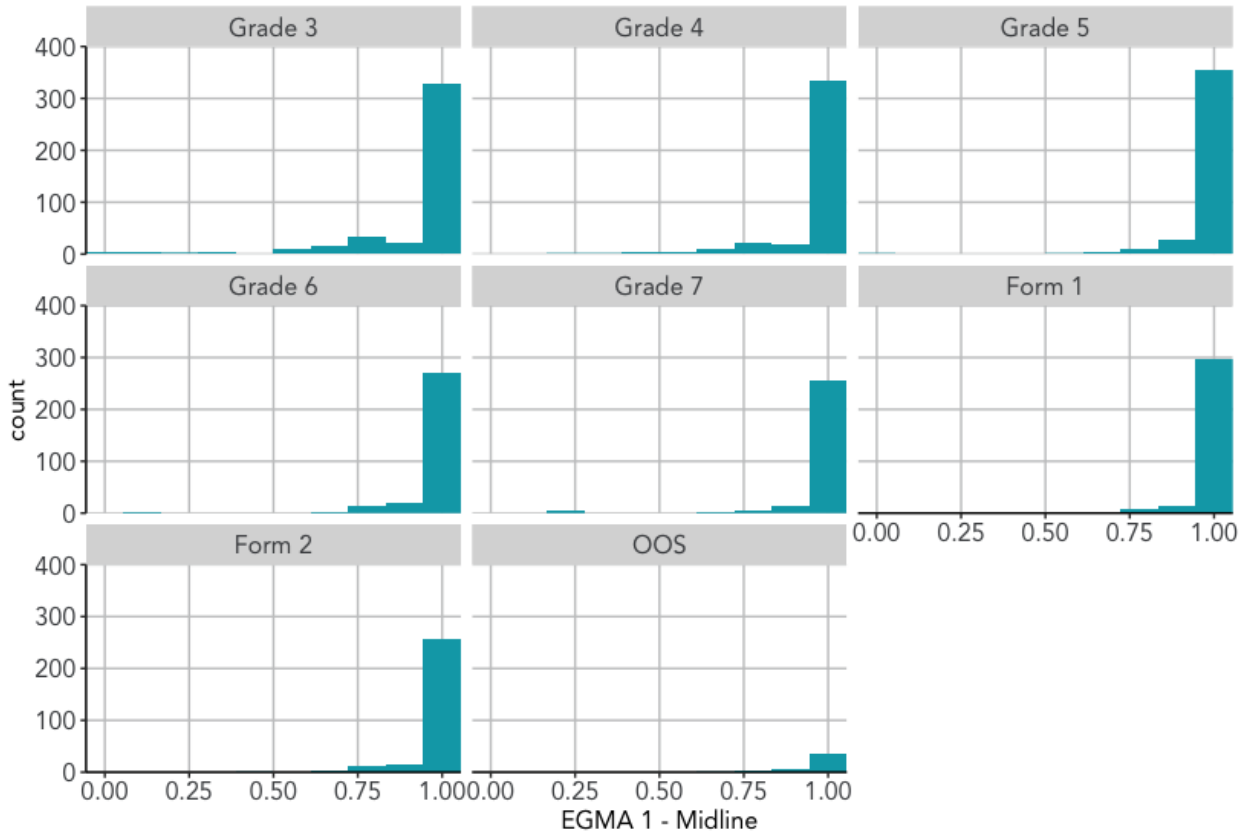

Figure A19.1: Distribution of EGMA 1 midline scores by baseline grade

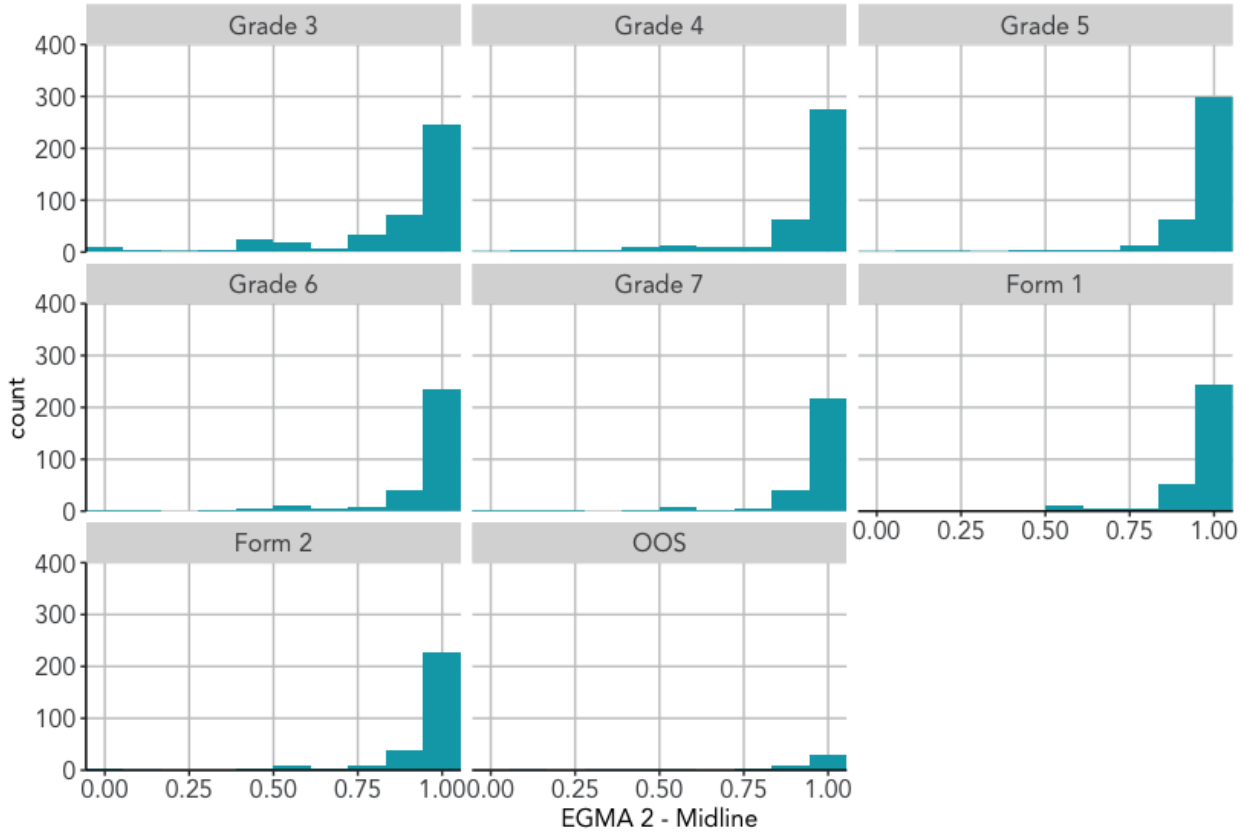

Figure A19.2: Distribution of EGMA 2 midline scores by baseline grade

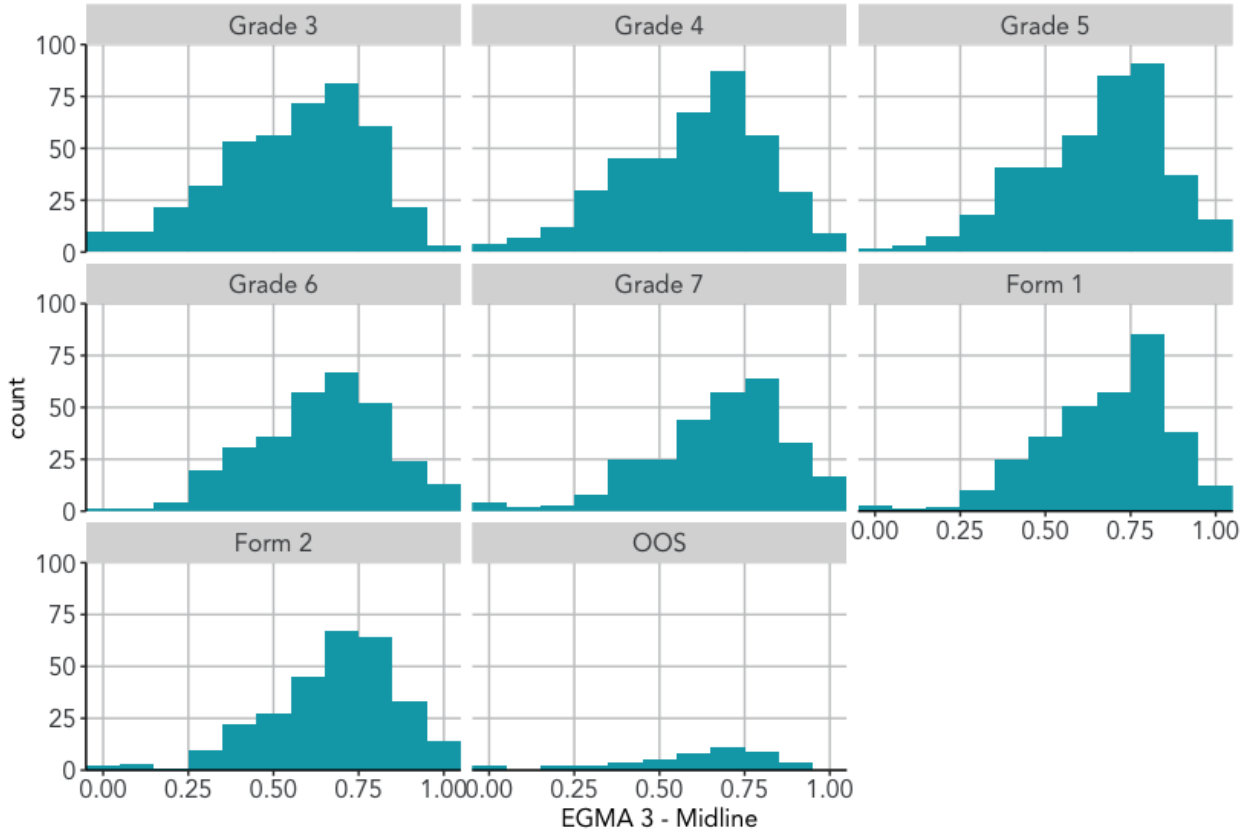

Figure A19.3: Distribution of EGMA 3 midline scores by baseline grade

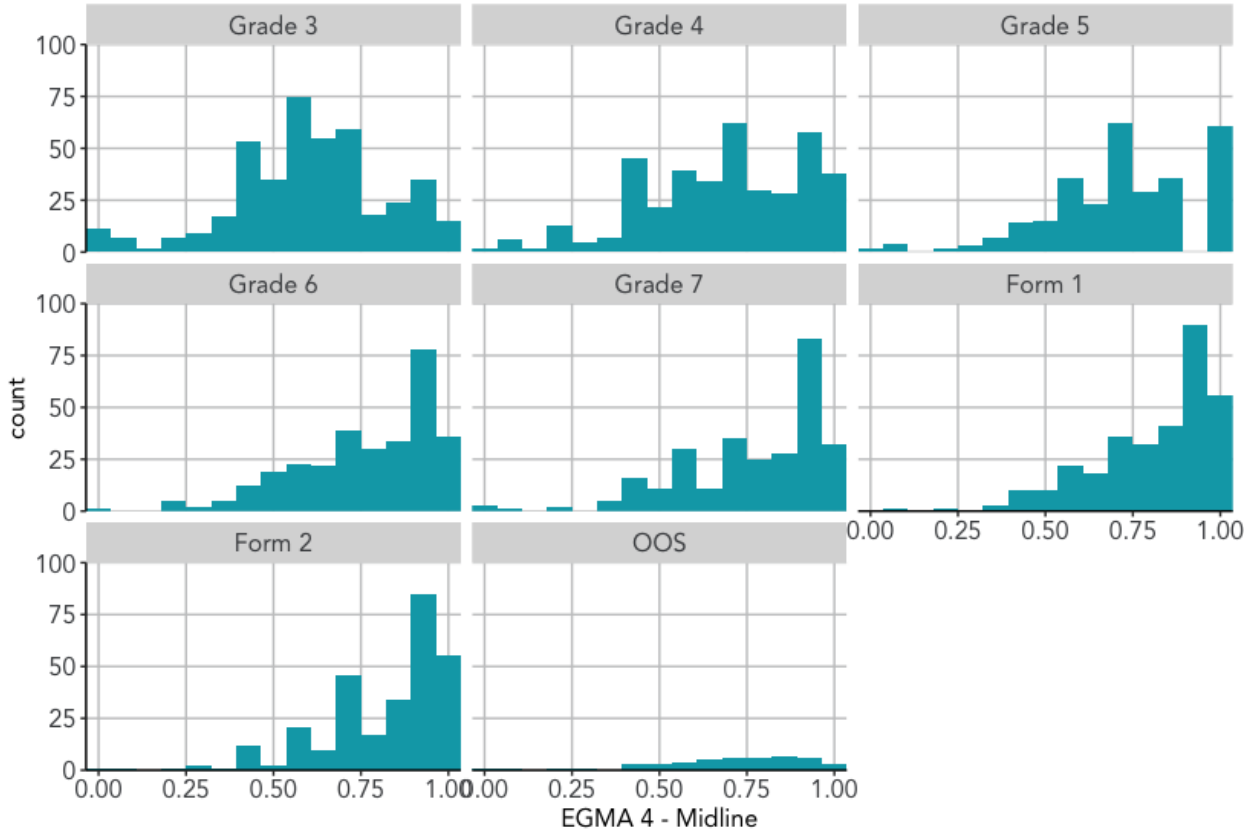

Figure A19.4: Distribution of EGMA 4 midline scores by baseline grade

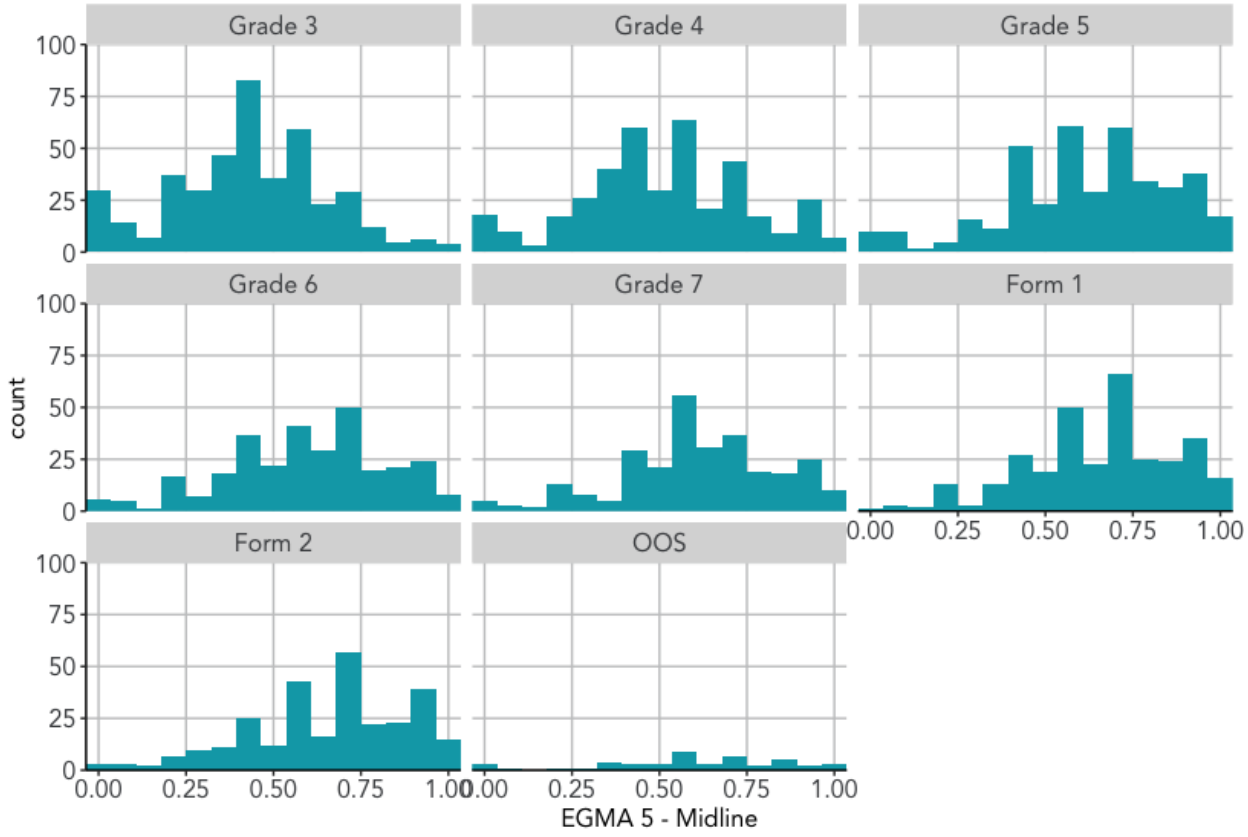

Figure A19.5: Distribution of EGMA 5 midline scores by baseline grade

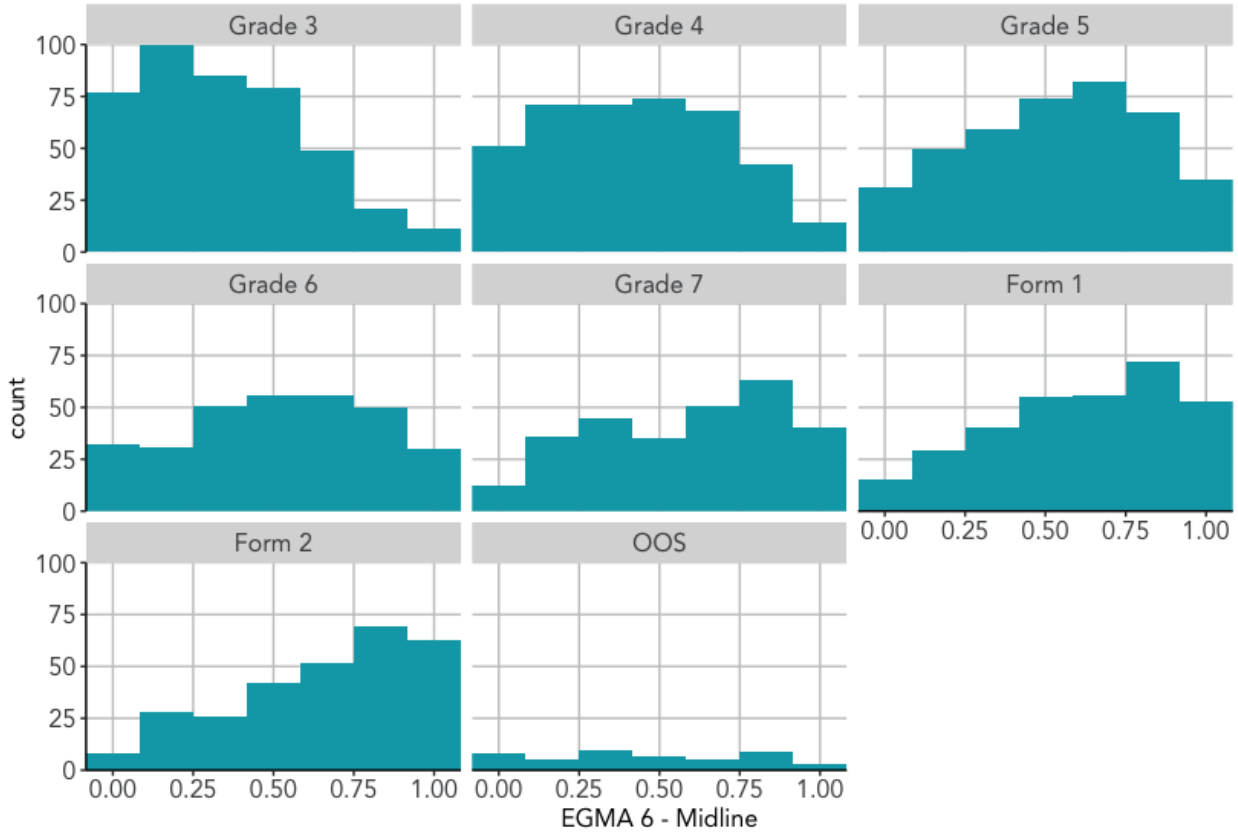

Figure A19.6: Distribution of EGMA 6 midline scores by baseline grade

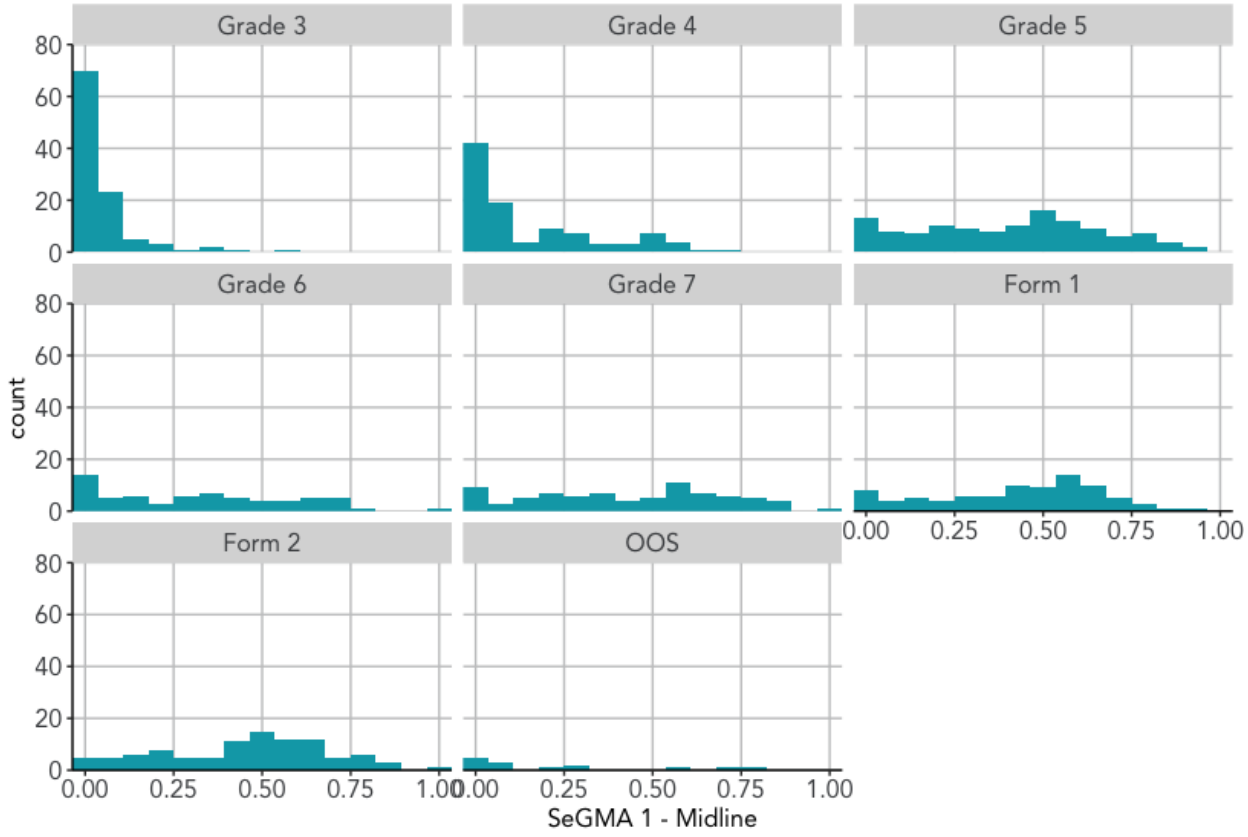

Figure A19.7: Distribution of SeGMA 1 midline scores by baseline grade

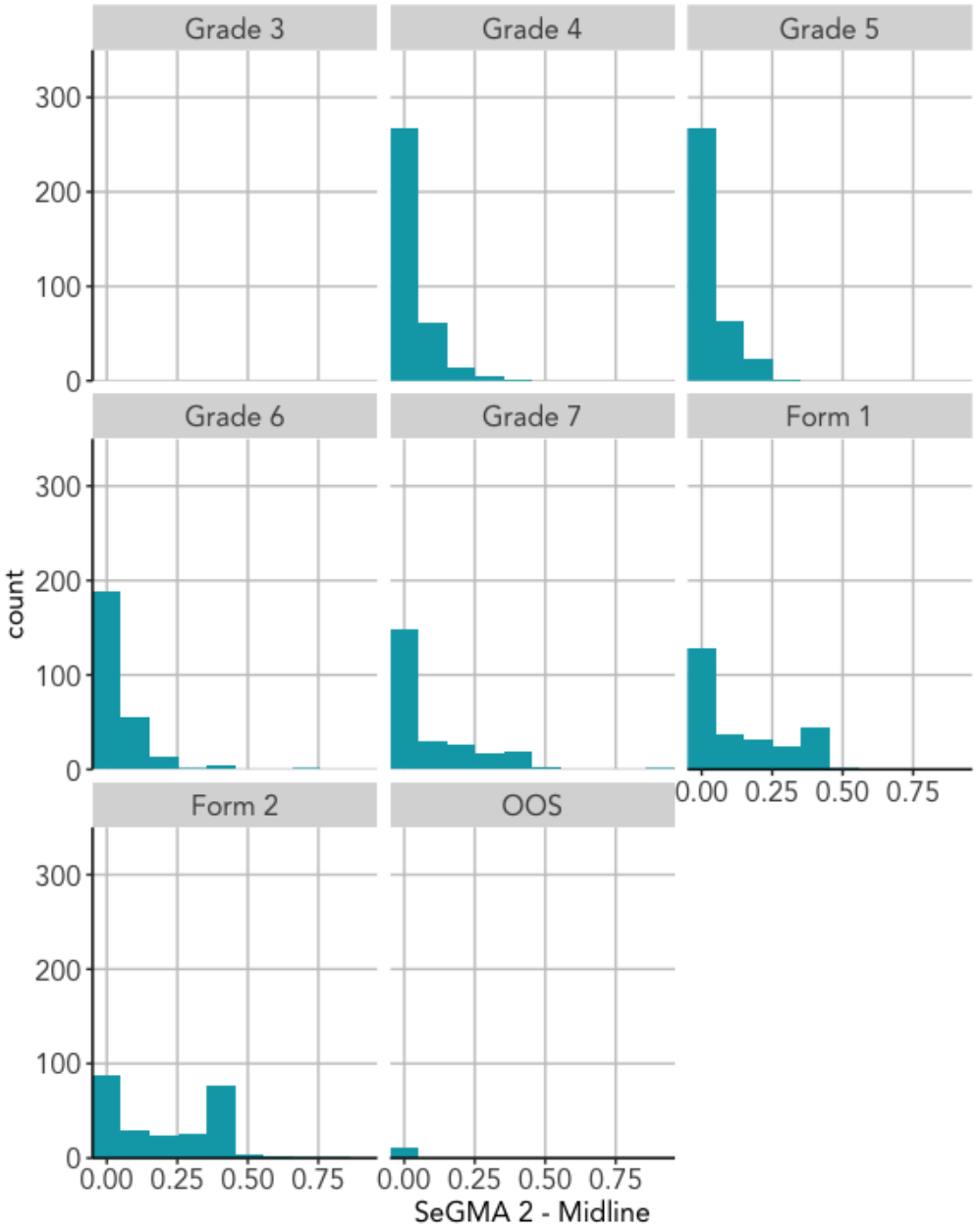

Figure A19.8: Distribution of SeGMA 2 midline scores by baseline grade

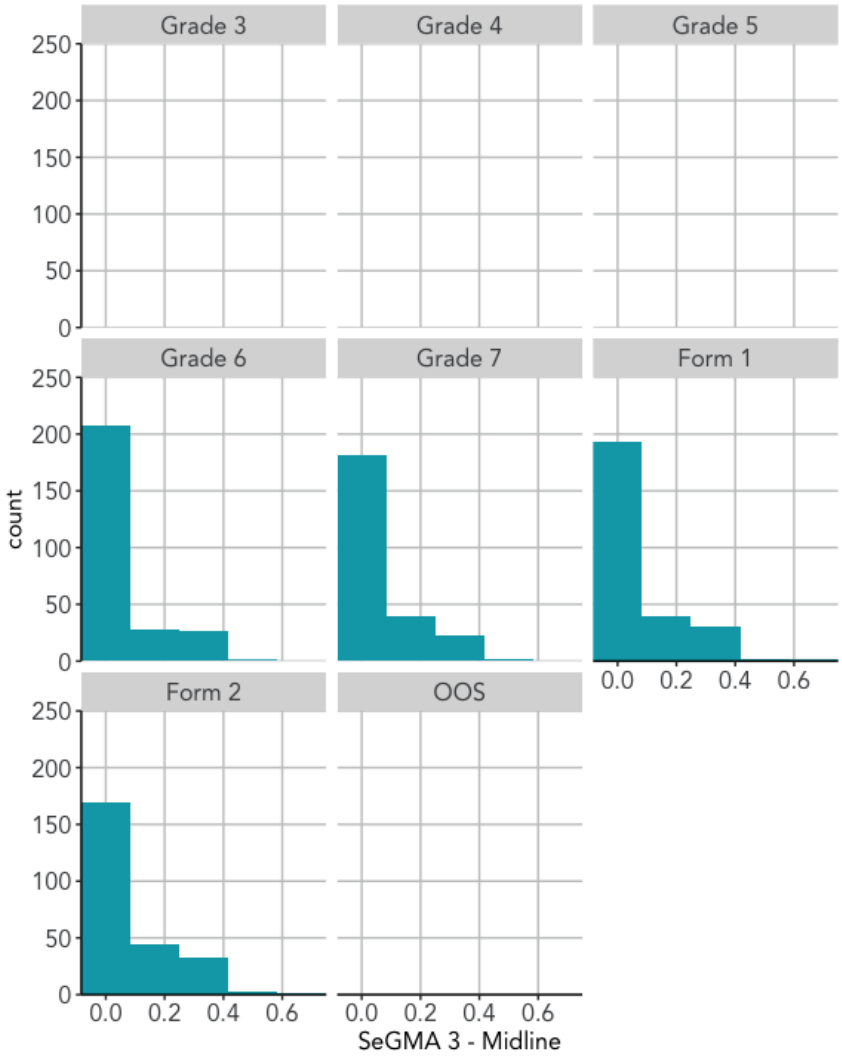

Figure A19.9: Distribution of SeGMA 3 midline scores by baseline grade

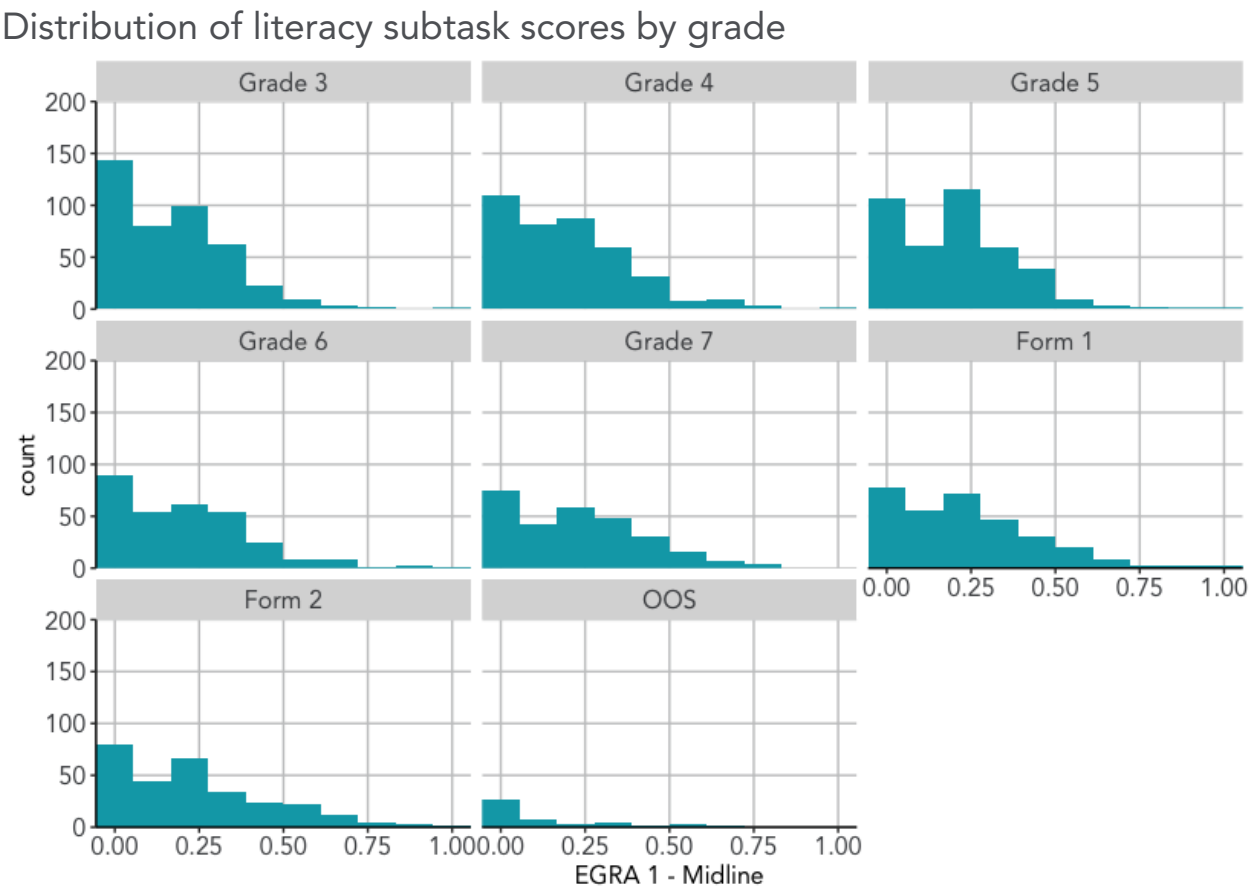

Figure A19.10: Distribution of EGRA 1 midline scores by baseline grade

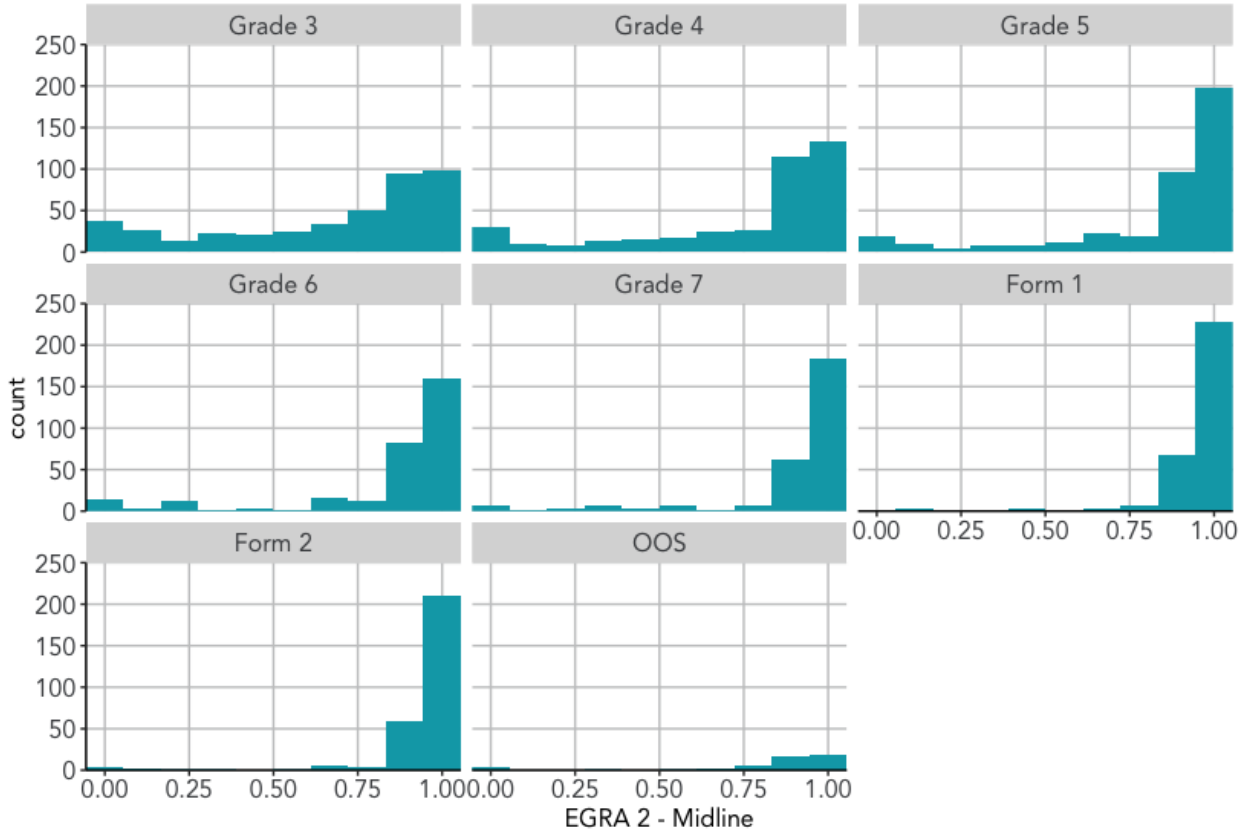

Figure A19.11: Distribution of EGRA 2 midline scores by baseline grade

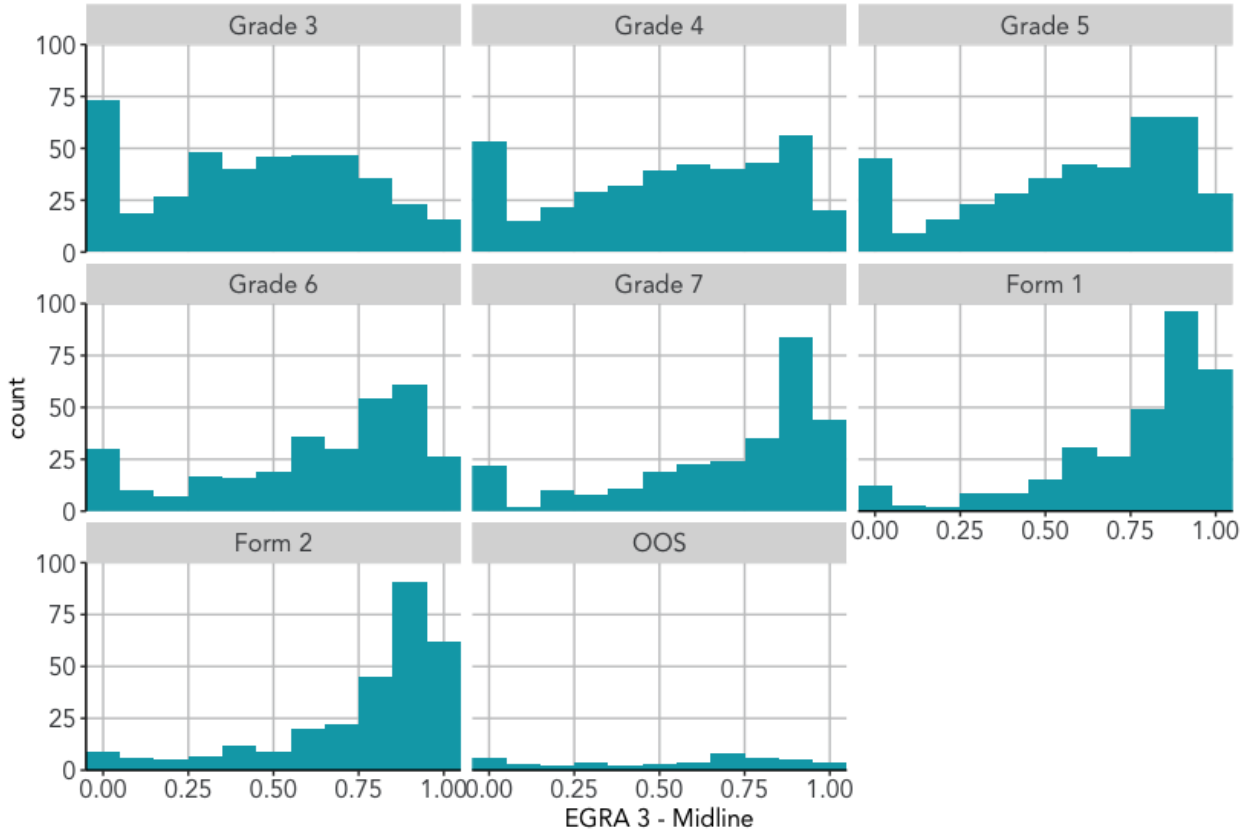

Figure A19.12: Distribution of EGRA 3 midline scores by baseline grade

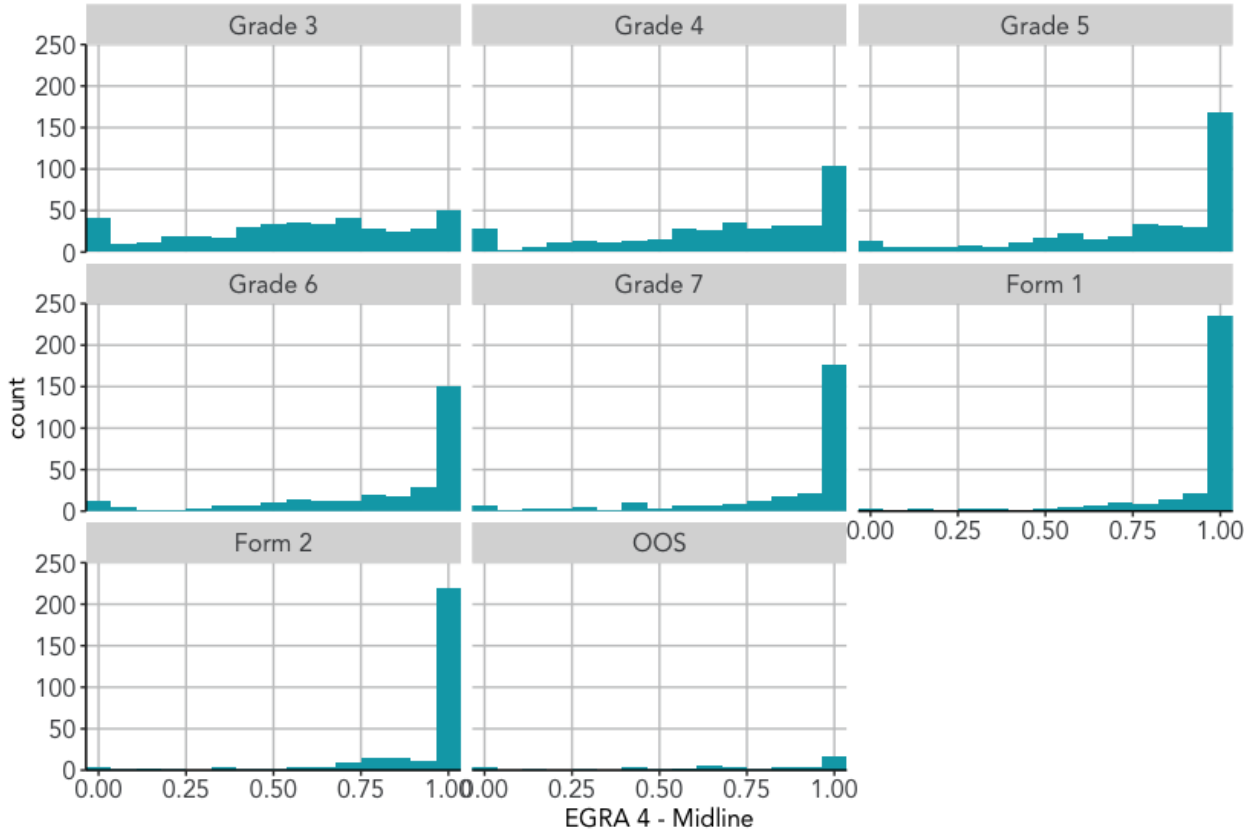

Figure A19.13: Distribution of EGRA 4 midline scores by baseline grade

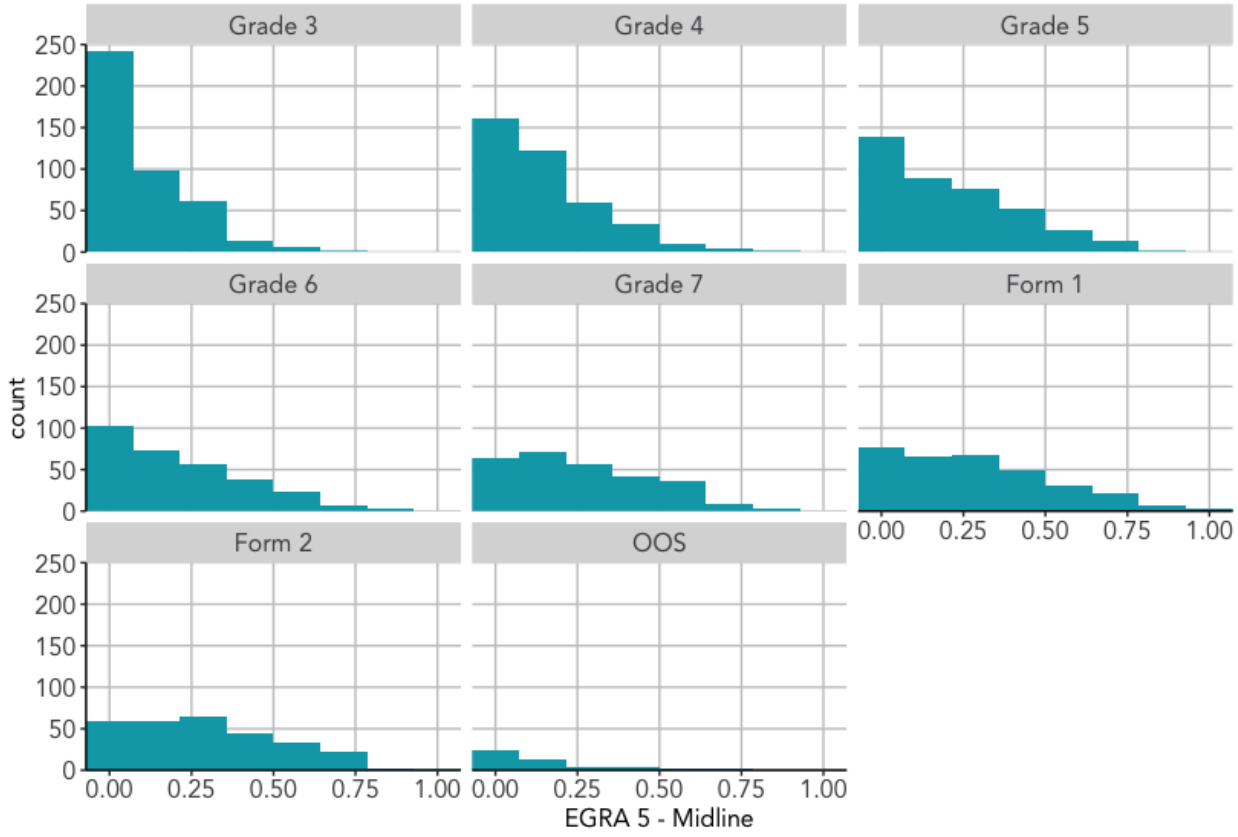

Figure A19.14: Distribution of EGRA 5 midline scores by baseline grade

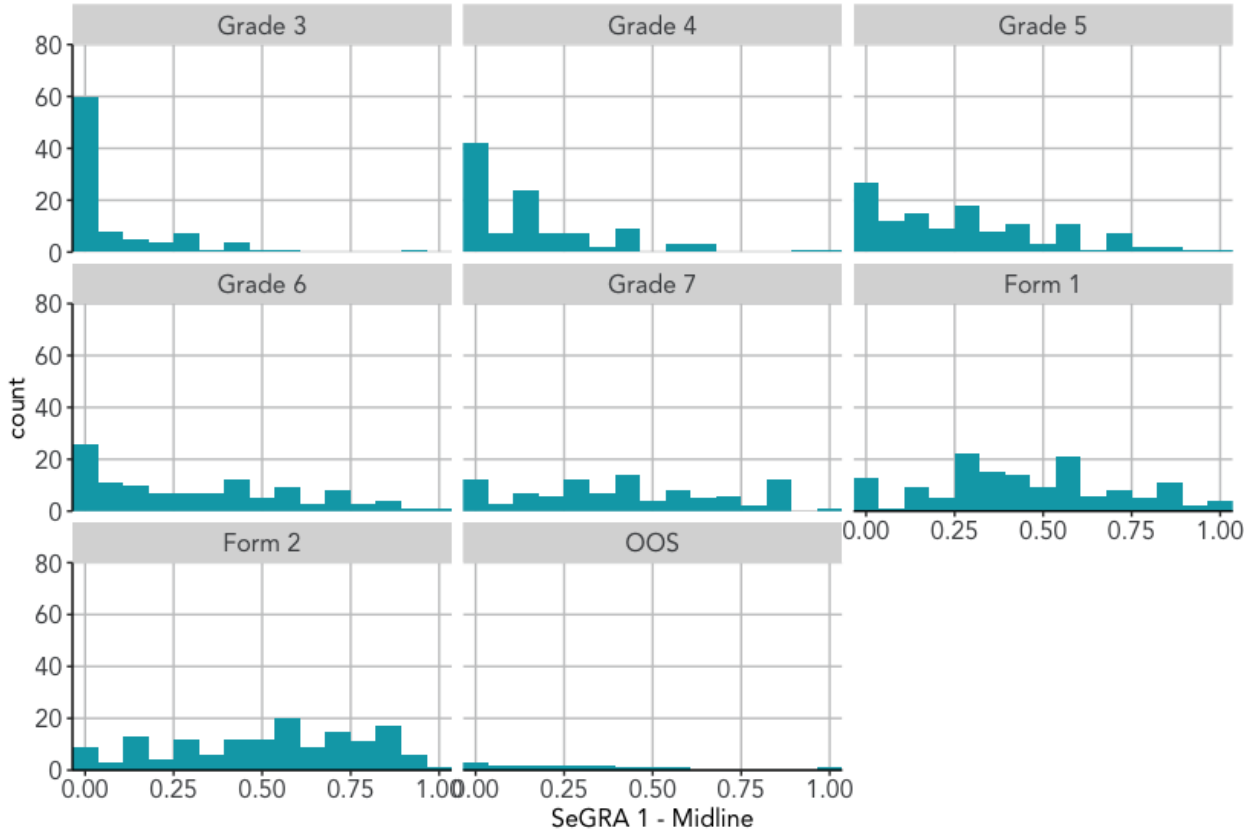

Figure A19.15: Distribution of SeGRA 1 midline scores by baseline grade

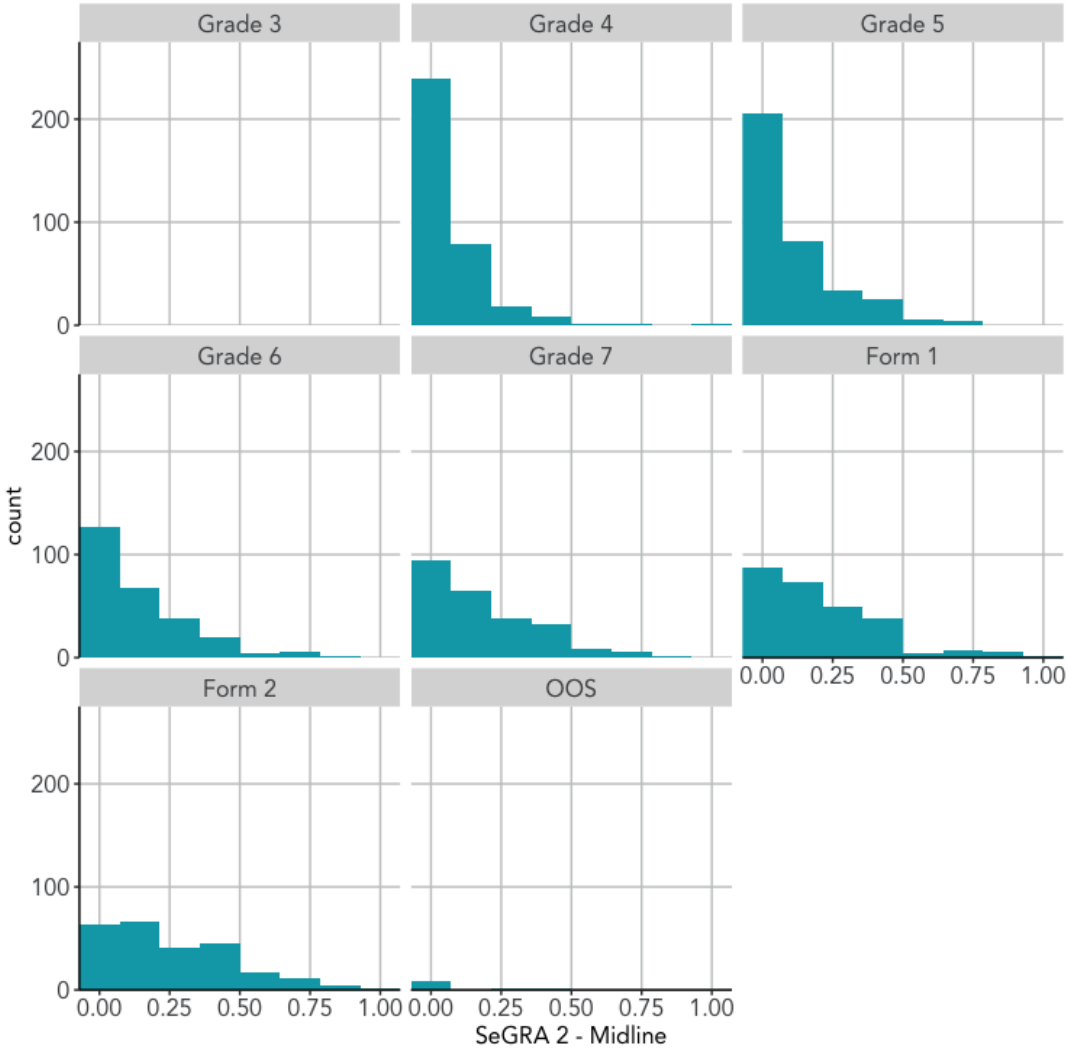

Figure A19.16: Distribution of SeGRA 2 midline scores by baseline grade

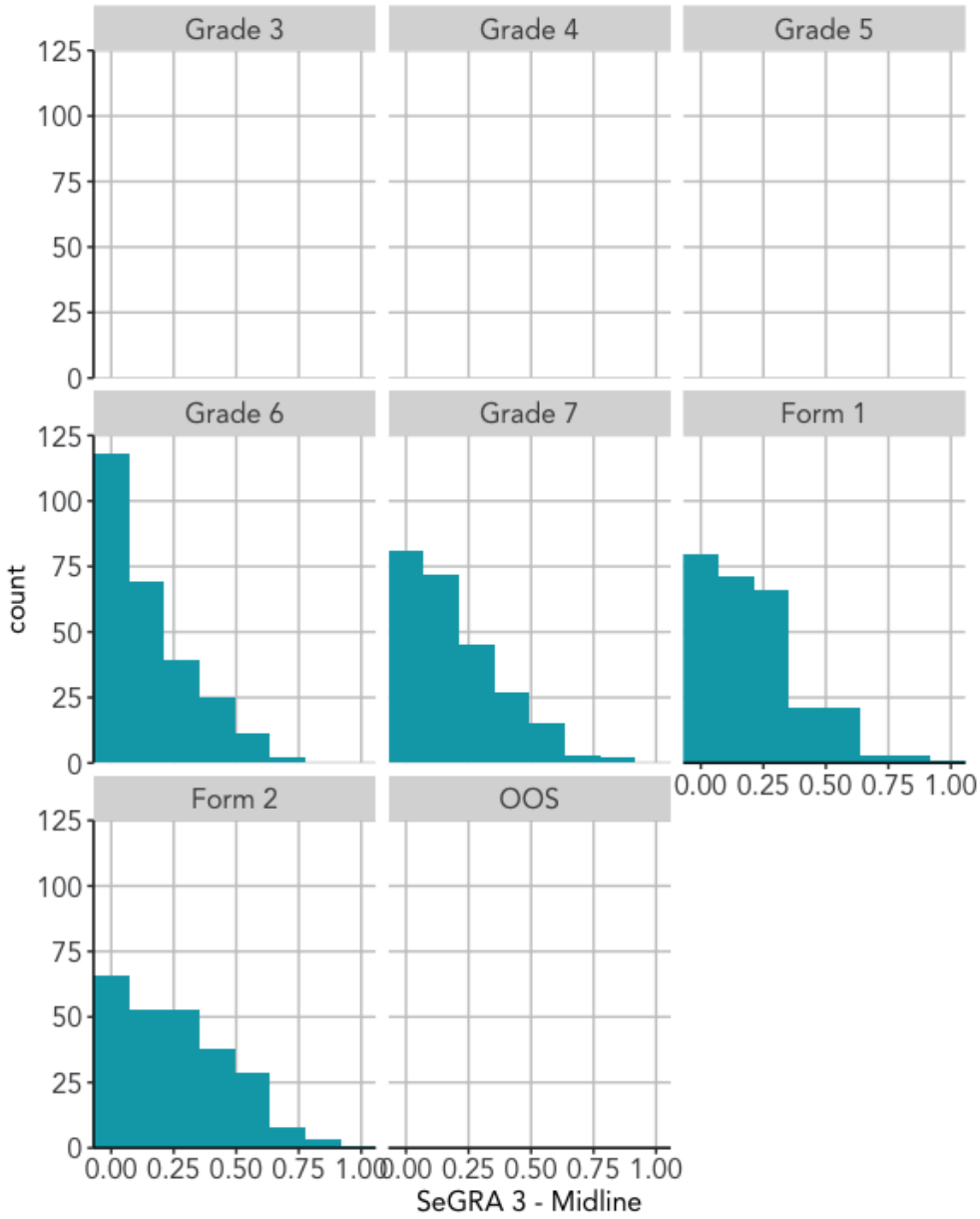

Figure A19.17: Distribution of SeGRA 2 midline scores by baseline grade

Annex 20: Project Management response

What is the project's response to the key findings in the report?

The key findings of the report indicate that a sustainable delivery model has been established with broad support at community, school and educational system level though this has not yet resulted in statistically significant gains in literacy and numeracy overall. Early positive results are being detected in transition, particularly among learners with low literacy and numeracy at baseline. There have been marked gains in teaching quality and community attitudes to girls' education, including investment in lean times. These findings confirm the project's understanding of the progression of the theory of change building from a base of support and awareness, improving teaching quality, attitudes and perceptions which with sufficient exposure time will lead to gains in girls' learning and transition.

The project concurs with the EE's conclusion that disruptions to implementation began in October 2018 and intensified in January 2019 resulting in between 6-9 months[1] of low-to-no exposure immediately prior to the midline, in stark contrast to the planned 12 months of continuous exposure[2]. In addition to the disruption in programme delivery, the findings also confirm an increase in families facing financial distress and struggling to meet basic needs.

The project also agrees with the EE's conclusions that given these disruptions and worsening circumstances for many families, it is encouraging that there are gains for girls with low literacy and girls in the most marginalised sub groups. This despite entrenched attitudes and systemic barriers (automatic progression up to Form 4, high stakes exam coaching of those perceived as able being among them) affecting marginalized learners with low skills for grade. There are glimmers of a significant shift for this group throughout the report: girls in the lowest literacy score quintiles had statistically significant better transition rates in IGATE schools than comparison schools; girls and caregivers report that learning progress even at the most basic level contributes to more investment in education. This suggests the focus on developing improved teaching and learning of foundational skills is having positive effects on these girls.

Also critical but somewhat muted in the findings is the continued challenge of capturing the Out of School subgroup and Community Based Education impact within the evaluation framework that is primarily designed for an in-school sample. One of the design assumptions was that the CBE intervention would contribute quick gains in transition and learning, given it reaches a marginalized subgroup with a direct intervention not otherwise available (compared to within schools, where even comparison schools have various interventions to address learning and transition). As the impact of CBE was not captured (rather a quasi-baseline redone) the contribution of this intervention towards outcome

targets was not accounted for –while evidence within the midline suggests CBE impact could have significantly increased transition rates and learning gains in financial literacy.

Within the context of interrupted delivery and exposure as well as declining socio-economic conditions, IGATE has laid strong foundations on which future learning and transition gains can be built. In response to the findings, IGATE is challenged to accelerate the pace and exposure to learning opportunities and leverage the sustainability structures developed so that faster gains in girl's learning and transition can be made. Key strategies are shared in the following section.

What is the project's response to the conclusions and recommendations of the report?

A detailed response by finding and recommendation is included in table 17.2 at the end of this annex.

More broadly the project response to the conclusions and recommendations include the following:

Table A20.1 Response plan by Outcome

Conclusion/Issue	Response Pla
Learning • An agile approach was taken to secondary implementation with two rapid cycles of iterative knowledge development on addressing foundational literacy and numeracy gaps being carried out with a third of the intervention secondary schools. The remaining secondary schools (including those in the midline sample) only began implementation in a cycle starting March 2019, two months (including a one month school holiday) before midline fieldwork. The need to rapidly bring all secondary schools up to speed through strengthened support is agreed to address the very low exposure to treatment by midline for 4 of the 7 cohort grades in the sample (baseline G6,G7, F1 & F2). • Midline data shows that girls who had greater exposure to FLAN activities (i.e teachers used FLAN activities in school and also in holiday clubs/camps) had slightly but significantly higher learning gains than girls only exposed to the programme in schools. This suggests a need to increase exposure to learning (and leadership) activities for girls more broadly.	• Provide more focused support to secondary schools and accelerate the learning cycles at this level. Increase the frequency of in-school support offered to secondary schools. • Spread rapid response cycle practices from secondary sprints and adopt/apply to all IGATE process, so that lesson-learning is rapid, shared and scaled. • Accelerate learning by spreading 'Teaching at the right level' through 2020 learning in both primary and secondary schools supported by simple diagnostic tools. • Increasing exposure to literacy and numeracy learning opportunities through holiday and transition camps and FLAN clubs; and offering enhanced opportunities for peer supported learning through clubs and buddy schemes. • Provide supplementary videos and print tools to support further improvements in teaching quality including – assessment for learning, learning pace, positive discipline, teaching for comprehension.
Transition • The lowest 3 quintiles for literacy had better transition rates in IGATE schools than comparison schools (significant at 90% confidence level) • Substantial worsening of socio-economic situation has increased the proportion of families unable to meet basic needs (69% reporting financial situation has worsened in last 12 months), likely contributing to reduced transition rates from baseline, with rates dropping further in comparison than IGATE schools	• Continue to strengthen teaching of foundation literacy and numeracy and the community messaging on literacy and numeracy as lifeskills. Encourage positive feedback loops of celebrating learner progress to continue investing in education. • TPD focus to progress to higher literacy and numeracy subtasks to address learning and transition needs of higher quintiles at baseline. • Wider and more frequent roll out of transition camps with joint activity from co-located primary and secondary schools. • Further strengthen the linkages between primary and secondary schools through MoE cluster resource persons and joint TPD and community/caregiver engagement sessions. • Pursue how the positive transition to CBE can be accounted for in transition impact by endline.

• Transition targets appear unrealistic.	• Adjust transition target for endline based on benchmarks in midline.
Sustainability • Investments in co-design and a sustainability first approach to project interventions are being reflected in the progression of sustainability scores at all levels. • As the levels are moving toward established sustainability scores the challenge ahead is to secure this support (with a likely continual erosion of the context) while continuing to press toward another level of sustainability by endline.	• Maintain the project's Sustainability First approach to intervention and seek ways to Leverage the relationships and structures to accelerate support. • Strengthen sustainability at school and system level through greater Cluster Resource Teacher role in primary school; Strengthen sustainability by harnessing MoE 'awards' and recognition promoting 2020 learning – codesign framework for progress with MoE including standards for awards a teacher, school and cluster level based on improvements in foundational literacy and numeracy. • Strengthen at school and system level through engaging teacher training colleges and student teachers in FLAN practices in IGATE schools and through the institutionalisation of IGATE's Open Educational Resource for TPD. • Progress community attitudes and perceptions through engagement platforms that focus more specifically on issues affecting girls, including through expanding the community score-carding approach focused upon issues raised by girls. • Expand girl-led platforms through peer leaders and girls conferences particularly among secondary age girls. • Closely track school functionality and pursue additional resources to respond in schools where teaching and learning is perceptibly affected by resource constraint issues including those raised by the EE such as water access, classroom seating and those observed by the program including learner materials (notebooks, pens/pencils).
Teaching Quality • The EE reports marked improvements in teaching quality since baseline and is within 2% points of reaching the target. This dimension of the theory of change is working well and would likely have exceeded target if not for disruptions and declining teacher motivation. Further, many of the quantified teaching quality indicators do not account for meaningful shifts in quality given the limitation of using non-specialist enumerators for classroom observation. Learners also report improvements in teaching quality and find teachers more friendly and approachable. The findings on corporal punishment are concerning though likely reflect a higher	• Deepen understanding and spreading of success through sharing success more proactively in cluster meetings, identifying effective practitioners and schools and involving these further in participatory knowledge sharing practices and communication pieces, carrying out further research into effective practices • Strengthen the frequency and quality of support to teachers and professional development facilitators • Build stronger assessment for learning practices and provide clear mapping to most relevant TPD material for learners at each level. • Strengthen coaching on positive discipline within TPD forum and support visits, with an emphasis on secondary schools as cohort grades advance. Expand cover of community scorecard sessions which surfaces and confronts issues of corporal and other forms of punishment/discipline in school that affect girls and boys.

awareness and lower tolerance in IGATE schools and reveal patterns of more common experience of corporal punishment in secondary schools.	
Increased Attendance • Due to measurement issues with the daily attendance rates the indicator used was recall, with a benchmark of 14% at baseline and target of 10% at midline. Attendance is very sensitive to context changes including drought and economic challenges, and also affected by seasonality. It should be noted that the BL was in third term and ML in second term but this wasn't well articulated in the analysis. Qualitative results contrast statistics with positive perceptions of attendance among girls. From a gender perspective, girls have better attendance than boys.	• The project will continue to explore absenteeism rate predictors to further strengthen school and community mechanisms to reinforce attendance. In the current context the project may be limited on changes that can be effected as common reasons are 'being sick' or attending funerals which may not practically be prevented. Findings suggest that in the current context a more relevant focus be upon the quality and pace of teaching and learning and teacher presence when girls are in school.
Lifeskills • The Youth Leadership index has been used to measure self perception of leadership competencies and findings suggest IGATE girls are not likely to report higher scores than the comparison group. The pattern of YLI observed in IGATE phase 1 indicates that as girls become more self-aware as they age they become more conservative in rating themselves. • 33% of girls participated in school clubs and 17% participated in community clubs. The reach of these clubs is limited while the quality and functionality of these clubs were affected by context disruptions especially in the first term of 2019.	• Broadening girls leadership activities to reach more girls beyond the school and community clubs increasing exposure to life skills, and supporting girls to apply leadership competencies in their every-day lives. Identifying and building the capacity of peer leaders at school level to lead peer support groups and activities in school, identifying platforms both in school or at community level for girls to apply the competency of voice and raise issues that concern them, and identifying opportunities to conduct leadership activities in class. The project will also explore investing more support on peer leaders to ensure leadership activities are not affected in cases where mentors are not available given the current contextual issues, thereby increasing the frequency of conducting leadership activities in and outside the club environment. • Further review of in-school and community club functionality data across districts and provide additional coaching support to club mentors to boost club meeting frequency and quality of delivery in existing clubs • Reset targets for endline (see table 17.2).

Changes in community attitudes towards girls' education Despite the challenging context most households report that they continue to invest in education for girls and the midline target was met. Community leaders and stakeholders as well as girls indicate changes in tolerance of child marriage and GBV (though issues continue in hot spots flagged in the report). The work done by CPCs, particularly in awareness can be built upon to improve reach to marginalised groups, move along more positive behaviors and address GBV issues.	Encourage positive feedback loops of celebrating learner progress to continue investing in education. Continue to build capacity of CPCs to advance beyond awareness to greater functionality. As in the response plan for sustainability and lifeskills, a core strategy is to expand girl-led platforms to increase the awareness and voice into structures such as the CPC with a mandate to support girls.

Data quality – The project has identified data quality concerns regarding the treatment (at school and individual learner level) and grade, variables used for the analysis of the impact of the project. This was showing potential spillover as learners from the same schools were coded differently. The concern has been the short timeframe available between completion of data collection and report submission and has since been attended to by the External Evaluator.

Study Design - The project has reservations on the use of classical Intention-To- Treat approach to measure impact of the project, using the once randomized will be analyzed treatment assignment at Baseline regardless of whether the learner moves between categories (control school to treatment and vice versa) moves out the typical rural school zone to urban, boarding and church (religious) managed schools (variables which were used as filters for selection of initially paired marginalized comparison schools). The second point will be to ensure equivalence checks of schools and communities (using available variables/indicators) are done before the analysis of outcomes as well use of covariate controls to balance the groups. Propensity Score Matching is a potential approach to be explored. Third and final point related to the study design is attrition bias, the EE should provide confirmatory tests or evidence beyond attrition rate comparison to show that there is no differential attrition.

Additional Analysis – The project had agreed with the EE to make time to carry out additional analysis which can provide pointers to the implementation focus (district and school category level analysis of key indicators to understand if the project processes in different areas did have any effect on findings), project design, and enablers of the Theory of Change pathway etc and this include the following : How mechanisms (Clubs - Youth Leadership Index, trained teachers, etc) affect learning outcomes (literacy and numeracy), what are the mediators (that enhance) the relationship between mechanisms and

outcomes, how are intermediate outcomes influencing one another, treatment on the treated (only look at comparing Intention to Treat analysis (ITT) with Treatment on the treated (ToT) or compliers with Comparison group. Changes in non-learners to proficient learners was presented for treatment group only, a comparison with control schools. Furthermore, we would like to understand in detail the transition of primary grades to secondary schools considering there are very few secondary schools, how many girls actually move to secondary (and which schools), completely drop out of school, migrate and transfer to other schools. This has great implications on the adequacy of the endline sample, as we have a 'gap' year between Midline and Endline. Validation of drivers of learning identified at Baseline to be confirmed at Midline, any changes reported. Note: A check on what is driving learning in comparison schools is also to be done (the project has so far identified scholarships more prevalent in comparison schools than intervention schools)

What changes to the logframe will be proposed to DFID and the fund manager?

Further analysis products have been requested to inform logframe revision.

The findings point to the need to reassess the approach to setting targets including:

- Considering a **more focused sample** to refine the 'noisiness' of the data, adjusting to grades with meaningful exposure (Form 2 at baseline 2017 had low to no exposure to secondary sprint, bicycle and leadership programming that focused on Form 1 and 2 in 2018, when F2 at baseline were already in F3); refining treatment coding of girls who transitioned to non- treatment or comparison schools by midline to increase the probability of detecting accurate treatment effects on learning and transition;
- Setting **more realistic endline targets based on the trajectories and possible ceilings** shown in the midline (i.e transition rates, leadership index from 63 to 57; and attendance pattern changes as benchmarks in a progressing cohort rather than linear increases in targets).
- A **framework for CBE outcome evaluation** will be proposed as an addendum to the MEL framework.
- Adaptations to **output level targets** resulting from acceleration and focus strategies (i.e. changing from termly modules to a more consolidated set of materials with focus on greater in school and in class support), context mitigation (more learning opportunities beyond the classroom) and the leveraging of sustainable structures (shifts in school stakeholders and club leads directly trained vs. supported within MoPSE structures).

Table A20.2: Recommendation responses

Finding	Recommendations	Management responses
Evaluation recommendations		
Attrition rates among in-school girls were lower than expected	The in-school sample is likely large enough to support endline analysis of learning and transition.	Agreed though a more detailed attrition model in terms of grades and location is requested to understand patterns and monitor trends between midline and endline. • While the sample size is large enough, the project believes the sampling frame may be too wide, both in terms of grade and age as well as in terms of the range of learning scores of the sample (very large SD as pointed out in baseline) to detect significant change in scores. The project proposes a discussion on how this can be narrowed between midline and endline to increase the probability of detecting possible learning gains. One specific consideration would be to further narrow the learning sample (removing F2 at baseline who have not received learning treatment) while retaining the transition sample (which requires bigger numbers to detect small changes with power). We also note that there is a 'gap year' with no evaluation and the endline is planned for February 2021 this implies that we will have a loss of 2 cohort grades (who will finish secondary school), and that is equivalent to 26% of the sample, adding to attrition rates of around 20% => we expect a sample reduction of around 46% less a buffer that was added at Midline this will be around probably 35% loss in sample size. We would request the EE to validate the claim that there is likely to be a large enough sample.
Qualitative data has been very insightful, but it has primarily been collected from treatment locations	• Collecting qualitative data within both treatment and control locations at endline may be valuable. • Expanding qualitative evaluation to also include control location will provide greater insights into how the program has impacted barriers, attitudes, and outcomes within treatment communities.	• The project believes expanding the qualitative analysis will provide greater insight, particularly in understanding and unpacking quantitative findings in the dynamic operating context and based on the.midline findings. We note that qualitative data in the midline often contrasted pure quantitative findings which points to the possible limitations in the sampling frame or method of quasi-experimental evaluation design at this time in this context. • We will explore if the Endline Budget permits to expand the qualitative data to control areas.
Program design recommendations		

Implementation of the program within secondary schools was limited at midline, reaching only 30% of intended schools	• Limited implementation in secondary schools may explain some of the limited results, especially among secondary school students. • Expanding implementation in secondary schools as soon as possible will provide the greatest opportunities to observe impact from these intervention components by endline.	• Implementation at secondary school applied a lean agile sprint methodology with school level phasing to address the contextual barriers to focusing on FLAN in secondary schools. The project requests a granular analysis of learners exposed to sprint treatment by Form and School to assess treatment effects. • Expansion of secondary school activities is underway though was set-back by the lost momentum and implementation time in the first term of 2019. For these reasons (as well as those shared above), the project proposes to remove the F2 at baseline from the learning sample but retain for transition.
Some marginalized groups such as orphans and girls with disabilities appear to perform worse under the program	• Review program design to make sure that it is not directly or indirectly redirecting resources and support way from these groups • Consider expanding the role of the CPCs, which are active in most communities, to provide support for additional marginalized subgroups	• The nature of the program design does not direct resources towards subgroups rather mobilises stakeholders support for learning and gender equity. Qualitative evidence does not suggest any subgroup is particularly included or excluded from these initiatives thus what is more likely is that more non-program resources are being directed to these subgroups in control schools. A further analysis is requested to learn about how IGATE approaches compare with other interventions (in control schools) of targeted support to these sub groups in the current context to make evidence based adaptations. • In addition to working closely with CPCs as per recommendations from the EE, the project proposes to strengthen its support to these marginalized sub-groups through activities that promote inclusivity and awareness raising, such as Community Score Card, leadership clubs and awareness sessions through community engagements. The project will continue repeated messaging around inclusivity in all IGATE training and meetings in and out of the school environment.

There is substantial variation in the training needs of OOS youth. Some benefit greatly from basic literacy training, others express frustration that the program initially focused on basic literacy (rather than vocational) training	• Consider a revision of the program design to simultaneously provide both literacy and vocational training • This may provide greater value to and increase participation from youth who do not need or see value in basic literacy training	The project is aware of these preferences and the evolution of the design of CBE has accounted for this. The challenge is to engage OOS learners meaningfully and build a base of basic skills including agency and financial literacy so opportunities for vocational training are leveraged for more transformative transition outcomes. An accelerated CBE model is under development testing which brings forward vocational skills and lessens reliance on volunteers.
CBE trainers expressed frustration that they were not compensated	Consider providing monetary or in-kind contributions to trainers	In-kind contributions have been provided and deepening is planned as the vocational skills training is scaled. The project has engaged MoPSE to consider a framework for volunteer incentives in non-formal education to address the challenge sustainably. Expectations of incentives have increased due to contextual changes, however, these were not budgeted. The accelerated CBE model under development testing reduces the time commitment and number of volunteers involved in delivery. This model will be presented in the next RAM.
Some prominent barriers to education are not directly addressed by the theory of change and the program	The scope of the theory of change could be expanded to address sources of gender based violence (such as long commutes to schools), or increase learning resources to account for the limited infrastructure and resources available in the schools (such as seating and water access).	We believe these findings validate the existing theory of change. Learning resource challenges have increased due to context changes and the project approach to mobilisation of resources from within communities and schools is more sensitive to this context change. GBV exposure to and from school is an issue of program focus, included in the transition camps, addressed through the distribution of bicycles to secondary learners, and a key motivation and topical issue for joining up school and community CPCs. Midline findings point to the need to strengthen existing efforts.
Additional learning opportunities		

Some evidence suggests that the highest performing students at baseline may do worse, and that numeracy scores could fall slightly under the program	• Review program design to understand the extent to which it is directly or indirectly redirecting resources and support away from mathematics learning or higher performing youth. • Collect additional qualitative data at endline to further understand these possibilities	This may be an indication of a short term effect of teaching and learning focus on foundational skills within a teaching culture that focused heavily on higher performers. The project has also observed that stakeholders show higher interest and uptake of literacy than numeracy in school based TPD sessions, particularly as there is a greater awareness of literacy lag by teachers. The project is requesting further analysis of this at subtask and subgroup level to inform the production of upcoming WSD modules and teacher support in literacy and numeracy for primary schools and in the continual learning and adaptation of the secondary school Sprint program. The project is also exploring how to create/embed learning opportunities for higher performing students in secondary school whole school development and through enhancing peer to peer learning.
No evidence that the IGATE-T leadership clubs are leading to a substantial increase in girl's learning or transition	• The lack of observable impact from these (mixed gender) clubs stands in contrast to the robust impact of the (girls') Power Within clubs during the first IGATE program • Between midline and endline, the program could adjust the design of the leadership clubs to explore whether changes in leadership club design improved student performance • For example, the project could consider implementing girls-focused in-school leadership clubs in some locations to test whether these clubs are more effective at improving learning and transition outcomes	• The project requests further analysis particularly on direct treatment effects vs. intent to treat as participation in leadership clubs is limited at school and community level. • The project proposes adjustments to the logframe targets for the YLI scores at endline which is currently pegged at 63. The slight increase in YLI scores from the IGATE Phase 1 endline to IGATE-T baseline to midline suggest that as girls' self-perception in leadership competencies are strengthening so are their application of leadership skills. However, this is a gradual process. Considering the IGATE-T YLI score at baseline was 55.86, and midline is 56.80, it is unlikely that the end line will reach 63 given the current observed changes. Using the graph on the attached picture, the projected score for the end line assuming the same rate of increase is likely to be closer to 57. • Participation in leadership clubs is more limited at school and community level due to the original design of the intervention where only a portion of learners in each school would be members of leadership clubs. The project will strengthen the reach and quality of current interventions—in school leadership clubs, holiday and transition camps, club mentor reflection meetings that also involve school heads—while also exploring other options to expand the reach of leadership competency development to other learners (for example, through peer to peer learning, girl-led support groups, integrating leadership activities in the classroom) to further strengthen the positive effects of acquired leadership

	competencies on learning. Inclusion of boys in leadership clubs was based on the recommendation from MOPSE to improve club inclusivity. Changing the structure of leadership clubs to a girl-only model may not be feasible within the 15 months remaining in project implementation, hence the proposed focus instead to close the gaps of the leadership approach to strengthen the contributions of leadership clubs towards learning and transition.