Republic of Zimbabwe

Ministry of Primary and Secondary Education

Girls' Education Accelerator
Program Document
2023 - 2026

Towards an Inclusive and Transformative Reform Agenda for Equitable Access to Quality Relevant Education in Zimbabwe

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Grant Agent: CAMFED Zimbabwe

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Abbreviations

Abbreviation	Description
AR	Annual Report
BEAM	Basic Education Assistance Module
BTEC	Business and Technology Education Council
CDC	Community Development Committee
CDTS	Curriculum Development and Teacher Services Department
CIDT	Centre for International Development and Training
CSO	Civil Society Organisation
DP	Development Partner
ECD	Early Childhood Development
ECG	Education Coordination Group
ECOZI	Education Coalition of Zimbabwe
EDF	Education Development Fund
EDT	Education Development Trust
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESPR	Education Sector Performance Review
ESSP	Education Sector Strategic Plan
EWS	Early Warning System
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
G & C	Guidance and Counselling
GEA	Girls' Education Accelerator
GEC-T	Girls' Education Challenge – Transition
GER	Gross Enrolment Rate
GoZ	Government of Zimbabwe
GPE	Global Partnership for Education
JSR	Joint Sector Review
KPI	Key Performance Indicator
LEG	Local Education Group
LEPS	Psychological Services, Special Needs and Learner Welfare Department
LOP	Life Skills Orientation Program
M&E	Monitoring and Evaluation
MICS	Multiple Indicator Cluster Survey
MoFED	Ministry of Finance and Economic Development
MoH	Ministry of Health
MoPSE	Ministry of Primary and Secondary Education
MoPSLSW	Ministry of Public Service, Labour, and Social Welfare
ND Gain	Notre Dame Global Adaptation Initiative

NDS	National Development Strategy
NER	Net Enrolment Rate
OECD DAC	Organisation for Economic Cooperation and Development- Development Assistance Committee
OOSC	Out of School Children
P/MSG	Parent/Mother Support Group
PVO	Private Voluntary Organisation
REAL	Research for Equitable Access and Learning
S3, P3	Secondary 3, Primary 3
SADC	Southern African Development Community
SADCQF	SADC Qualifications Framework
SBC	School Based Committee
SCG	System Capacity Grant
SDG	Sustainable Development Goals
SFP	School Financing Policy
SIG	School Improvement Grant
SPS-SNE	School Psychological Services - Special Educational Needs
SRGBV	School-related Gender-based Violence
SRH	Sexual and Reproductive Health
STG	System Transformation Grant
TEACH	Teacher Effectiveness and Equitable Access for Children in Zimbabwe
UIS	UNESCO Institute for Statistics
UNGEI	United Nations Girls' Education Initiative
USAID	United States Agency for International Development
USD	US Dollar Currency Code
VfM	Value for Money
Zimsec	Zimbabwe School Examinations Council
ZWL	Zimbabwe Dollar Currency Code

1. Introduction

1.1. Background

This program document supports an application by the Government of Zimbabwe for a GPE Girls Education Accelerator grant of $12.415M to supplement the System Transformation Grant application. The GEA program document was prepared by CAMFED Zimbabwe in its capacity as the selected Grant Agent for the Girls Education Accelerator, and on the basis of consultation with MoPSE officials from Head and Provincial Offices, District level and schools, UNICEF - as Grant Agent for Zimbabwe's System Transformation Grant, Zimbabwe's Education Coordination Group (which acts as the Local Education Group), the coordinating Agency for GPE in Zimbabwe (FCDO), and marginalised girls themselves.

The need for the Girls Education Accelerator grant was identified in Zimbabwe's Partnership Compact 2022-2026, the development of which was supported by sustained participatory dialogue between all stakeholders in the education sector, led by the Education Coordination Group (ECG). The ECG and its stakeholders, informed by the Education Sector Strategic Plan (2021 - 2025), selected Equitable Access to quality relevant education as the priority reform area on which to anchor the Compact Document. It identified three key activities to ensure equitable access; the roll out of the Basic Education State-Funded Grant; the development and implementation of an early warning system to identify children at risk of dropping out; implementation of the Safe to Learn commitments and the implementation of the first phase of the School Financing Policy.

The Girls Education Accelerator (GEA) was identified as the primary mechanism for addressing issues of gender inequity and poorer educational outcomes for girls, focusing on areas where girls lag behind boys. This is particularly those girls coming from rural areas; supplementing the wider educational support prioritised through the STG. A core priority identified for the GEA was the implementation of a dropout early warning system, with the intention that the GEA should design activities that specifically address how economic challenges intersect with negative social norm practices to prohibit girls from completing school and fulfilling their potential, complementing existing MoPSE safety nets with the intention of accelerating educational outcomes for girls. The GEA builds on work under Zimbabwe's existing System Capacity Grant (SCG) to consolidate best practice in dropout mitigation activities already taking place in Zimbabwe and develop these into an early warning system model, and will incorporate findings from the gender analysis also planned under the SCG.

The GEA grant will complement and enhance the activities of the System Transformation Grant (STG) in improving functionality of schools and safety of schools, enhancing foundational literacy and numeracy for girls and boys and enhancing education sector equity focussed leadership, mirroring and leveraging the whole of government approach led by the MoPSE and its directorates.

1.2. Country Context

Zimbabwe's Education Sector Strategic Plan (2021-2025) demonstrates the country's commitment to ensuring accessible, equitable, inclusive and quality education for all children. It reinforces the drive towards the global UN Sustainable Development Goals (SDGs), particularly Goal 4 on Quality Education and Goal 6 on Gender Equality, as well as the African Continent's Agenda 2063 and its aspirations focused on women and children. The ESSP encapsulates the

pillars of the National Development Strategy's (NDS1: 2021 – 2025), Zimbabwe's national vision that upholds the spirit of the SDGs, and priorities inclusiveness and equity – leaving no one behind. The NDS1 priorities human capital development, climate resilience and social protection among other priorities, as well as mainstreaming gender and disability as cross-cutting interdisciplinary issues[1]. The country's Education Amendment Act (2019) is a significant development providing a strengthened legal and policy framework to further ensure the right to education for every child.

1.2.1. Gender and educational outcomes

Gender equality however remains a challenge with inherent systemic barriers and societal norms that continue to affect education outcomes for girls, particularly marginalised girls in rural or remote areas. While success has been realised in increasing enrolment of girls in school, achieving gender parity in some aspects, the likelihood of a girl from a poor, rural background completing secondary school remains low, limiting viable pathways to sustainable livelihoods in adult life. Girls have higher dropout rates than boys and getting worse: 8,000 more girls than boys dropped out of secondary school in 2021, double the disparity in 2019[2]. Girls' exclusion occurs at the intersection of gender, poverty and location: 52% of Zimbabwe's rural population is poor (compared with 11% of the urban population[3]). Girls in the lowest wealth quintile are the least likely group to be in school, with a net attendance ratio of 31%[4]. In 2021, marriage was listed as the most common cause of drop out among girls, followed by financial pressures, pregnancy and abscondment[5].

Girls in rural areas are over twice as likely to be married before the age of 18 than those in urban areas[6]. The increasing extreme weather events, alongside the COVID-19 pandemic, have had a disproportionate impact on the ability of the poorest and most marginalised children - and particularly girls - to remain in school. In 2021/2022, 17% of girls failed to transition from Grade 7 to Form 1, while rates of drop out from secondary education have increased over the last two years (they have decreased in primary education)[7]. Lower secondary completion rates have also decreased since 2019 for both boys and girls, with girls' completion rates remaining consistently lower than boys'[8].

Within schools, girls are disproportionately affected by under-resourcing and restrictive gendered barriers, with the impact exacerbated at secondary level. This is reflected in girls retention in school and in learning outcomes: while girls typically outperform boys in grade 7 examinations, the gender parity index drops to 0.93 for pass rates at 0 level[9]. Female teachers are in the minority in rural secondary schools (whereas they form a majority at primary and ECD level), and are much less likely to occupy deputy head and head teacher roles, compared to their male counterparts, with women constituting 30.9% of school heads in Zimbabwe but female teachers making up 61.5% of all teachers[10]. This results in girls, particularly in rural schools,

[1] National Development Strategy 2021 – 2025 (NDS1)
[2] MoPSE, Education Statistics Report, 2021
[3] World Bank, Poverty and Equity Brief, Zimbabwe 2021
[4] MoPSE, Education Statistics Report Zimbabwe, 2021
[5] MoPSE, Education Statistics Report Zimbabwe, 2021
[6] Zimbabwe Multiple Indicator Cluster Survey (MICS), 2019
[7] MoPSE, Education Statistics Report Zimbabwe, 2021
[8] IBID
[9] IBID
[10] CERID, TPD Component of TEACH: Women in School Leadership Research Study, EDT and FCDO, 2023

being disadvantaged by a lack of female role models. It can also mean that a gender perspective might be less apparent in school level decision making. Long distances to school can also disproportionately exclude girls and the poor, as without money for transport or affordable and sustainable boarding, girls run the gamut of abuse or harassment on the journey to school or when lodging in unsafe accommodation close to schools. Similarly, limited facilities for appropriate menstrual hygiene management are cited by nearly a quarter of girls as contributing factors to their dropping out of education[11].

1.2.2. Collection and use of education data

Zimbabwe collects and analyses data on an annual basis through a school census form (ED46). These data are entered at national level into a central database (the EMIS or Education Management Information System) and analysed at the Head Office of MoPSE. The analysis is disaggregated by gender but limited analysis is done on girls and boys with disabilities. To support the profiling of pupils for special needs and to facilitate the assessment of pupils, there is a need to further develop the EMIS to include individual girls' and boys' data and to use this to demonstrate the learning outcomes for the sector.

However, limited availability of timely, disaggregated data, combined with slow policy dissemination at local levels and insufficient feedback loops, negates the local level implementation of responsive policies.

EMIS shows the rates at which girls drop out, but not where they are located or whether they are returning to school. While the revised Education Act has explicitly addressed that no child can be stopped from attending school - including girls who have given birth - there is low visibility of the extent to which the Act is being implemented, or barriers to its effective implementation. Zimbabwe's Education Sector Strategic Plan recognises the disparities across wealth, gender and rural/urban and targets national level - gender disaggregated - increases in transition rates, enrolment and completion, but does not disaggregate with respect to poverty, marginalisation or district, due to lack of available data. Without clear understanding on the root causes of high rates of drop-out among girls, or why they struggle to return to school after pregnancy it is difficult for decision makers to understand the real barriers that must be addressed. In turn, if the most marginalised aren't represented among those making the decisions, it is less likely that these barriers and the effective strategies to address them will be well understood or prioritized.

Analysis of learning assessment data at Grade 2, Grade 7, Form 4, and Form 6 takes place annually and it is disaggregated by gender. The Grade 7, 4 and 6 results are shared yearly with the public through press statements which demonstrates transparency of learning outcomes data within the sector. Previously the use of the findings from learner assessments were not routinely used in planning and budgeting processes. There is a further need to institutionalise the use of the Grade 2, Grade 7, Form 4, and Form 6 analysis results in planning and to help better target interventions on foundational literacy and numeracy.

The Education Sector Analysis (ESA) carried out in 2020, and used in the development of the ESSP, highlights disparities for girls and boys at different levels of the education system, issues of access, regional inequalities in access (provincial and district, and urban and rural), as well

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[11] CIDT, Longitudinal study into dropout and survival in Zimbabwean schools, 2020

as issues for children with disabilities. Also raised were issues relating to MoPSE capacity to enter and use data at decentralized levels, to provide automated dashboards for all levels implementers and decision-makers, data reliability, adequate mapping of schools - including their real access to electricity and connectivity, and tracking mechanisms for individual pupils.

There is therefore an opportunity to develop local capacity in analysis and use of data for planning, monitoring and projections and in support of gender-responsive sector planning, policy development and monitoring.

1.2.3.   Operating context

The Girls Education Accelerator is a pivotal investment that will contribute to boosting support to girls where they lag behind boys, more so, at a time when some gains realised pre-COVID have been eroded. However, the context is challenging and needs to be taken into consideration in project implementation approaches.

In 2022, national annual inflation was recorded at 213%[12]. As of May 2023, the annual inflation figures were 400% and with the June figures this has been significantly increased to now 1,200% which means Zimbabwe is in a state of hyper inflation. Increasing prices are exacerbated by currency depreciation and the dollarisation of parts of the economy. The macroeconomic climate increases pressure on families, many of whom are living below the poverty line[13] and must pay for fees and materials to access education, as well as schools who face a disparity between fees and costs. Macroeconomic volatility makes it difficult to budget project activities over the medium term. Zimbabwe is also vulnerable to the impacts of climate change and increasingly volatile weather. The ND Gain Index ranks Zimbabwe 174 out of 182 countries in terms of its exposure to the risk of climate change and the readiness of government and civil society to respond. [14] Over recent years, Zimbabwe has experienced both more frequent dry spells and droughts as well as increased flooding[15], both of which affect lives and livelihoods in a country where 50% of the population relies on agricultural income.[16] Schools and households were affected by Storm Ana in Jan 2022 with high rainfall and flooding in some areas at the beginning of 2023, linked to Cyclone Freddy. Women and girls tend to be disproportionately affected by climatic events, including by the adoption of negative coping mechanisms such as early marriage of girls. Available safety nets such as BEAM, School Feeding Programmes, Menstrual Health Management support) face increasing demand with the levels of need.

1.3.   National Policy Framework

The situational analysis for education in the National Development Strategy 1 (NDS 1), 2021-2025, highlighted the issues of transition to secondary school, disadvantaged girls and boys not accessing school (especially in rural and remote areas, and disabled pupils), under-resourced schools, dropouts (especially due to lack of fees, early marriage, and pregnancy), lack of infrastructure, the effects of disasters on school infrastructure, learners' safety and learning

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[12] World Bank. Country Overview – Zimbabwe. (Projected annual inflation)
[13] World Bank (2022) Reversing the Tide: Reudcing Poverty and Boosting Resilience in Zimbabwe
[14] ND Gain Index. 2020
[15] World Food Programme (Nov 2022), Zimbabwe Country Profile
[16] World Bank. Databank

outcomes, reliance of schools on parental contributions, and the training needs of teachers. The key issue underlying all of these is access for pupils, and in particular, equitable access. The NDS1 is bolstered by several key policies that inform the education sector, and are encapsulated in the ESSP.

The core tenets of NDS1 are echoed in the Education Sector Strategic Plan (ESSP, 2021-2025), which has the vision: "An education sector that provides access to quality, equitable and inclusive education for all." This is consistent with the MoPSE's Mission to provide equitable, quality, inclusive, relevant and competence driven primary, secondary, and non-formal education. The ESSP recognises that barriers to accessing quality, equitable and inclusive education are intersectional and may include household poverty, gender, disability, abuse and long distances to school. Access to secondary education is recognised to remain limited for many learners, with the poor having the lowest enrolment rates and access to education worse in rural than in urban areas. The GEA has been designed to complement and leverage the existing policy and regulatory framework underpinning the education sector, and the ESSP in Zimbabwe.

The School Health Policy provides for implementation of health related priorities that seek to promote the welfare of learners in the school system, focusing on health, nutrition, water, sanitation and hygiene, the needs of pupils with disabilities, mental health, sexual and reproductive health, care and support, as well as guidance and counselling among other aspects. It promotes the provision of competency-based health education, including life skills and strengthening of the capacity of the education system to implement comprehensive school health programmes through a strengthened multisectoral approach.

In tandem, the GEA will be anchored on a whole of government approach, an ecosystem of key stakeholders to collectively address the multi-faceted support needs of marginalised girls to support them to access and progress through school. This is also aligned to the prescripts of the SADC Care and Support for Teaching and Learning (CSTL) Policy Framework (2020-2025) and ESA commitment which ascribes an essential package for care and support for learners of which Zimbabwe has prioritised six elements (1) safety and protection, (2) nutrition, (3) leadership and structures (4) infrastructure, (5) material support, and (6) water and sanitation. The GEA will support Zimbabwe's commitments in relation to safety and protection, material support as well as leadership and structures, complementing the safety nets and learner support pillars, with a focus on marginalised girls, including children with disability.

Critically, the School-based Life Skills Empowerment and Support Programme strategy anchored on equitable access to quality education, aims to empower pupils, including children with special needs, providing a safe and healthy environment for learning and, 'quality 21st Century learner exit profiles for all.' Its 6 pillars include psychosocial support services, multisectoral linkages, guidance and counselling, gender and disability interventions, joint supportive monitoring, school health and nutrition – driven through a coordinated and multisectoral approach – the whole of government approach.

The GEA will adopt an implementation and delivery approach that is embedded within and draws on existing capacity and expertise within Government, while working with system stakeholders under the leadership of MoPSE and its Directorates, to strengthen policy implementation as aligned to the ESSP and subsequently, the Global Partnership Compact.

Overally, the ESSP (2021-2025), whose development was supported under the System Capacity Grant, provides the programming framework within which stakeholders in the education system operate and has five strategic priorities:

Priority 1 - Improved Schools' Infrastructure to Contribute to Improved Access to Quality, Equitable and Inclusive Education

Priority 2 - Enhanced Curriculum and Assessment to Contribute to Improved Access to Quality, Equitable and Inclusive Education

Priority 3 - Adequate Safeguarding and Learners' Support to Contribute to Improved Access to Quality, Equitable and Inclusive Education

Priority 4 - Enhanced Teachers' Capacity to Contribute to Improved Access to Quality, Equitable and Inclusive Education

Priority 5 - Enhanced Capacity of the Ministry's Leadership for Governance and Planning in the Sector and in Implementing ESSP's Core Programmes to Contribute to Improved Access to Quality, Equitable and Inclusive Education.

Alignment of GEA priorities with those detailed in the ESSP is shown in the diagram below.

ESSP Priority 1
Improved Schools' Infrastructure to Contribute to Improved Access to Quality, Equitable and Inclusive Education

ESSP Priority 3
Adequate Safeguarding and Learners' Support to Contribute to Improved Access to Quality, Equitable and Inclusive Education

ESSP Priority 2
Enhanced Curriculum and Assessment to Contribute to Improved Access to Quality, Equitable and Inclusive Education

ESSP Priority 4
Enhanced Teachers' Capacity to Contribute to Improved Access to Quality, Equitable and Inclusive Education

ESSP Priority 5
Enhanced Capacity of the Ministry's Leadership for Governance and Planning in the Sector and in Implementing ESSP's Core Programmes to Contribute to Improved Access to Quality, Equitable and Inclusive Education

ESSP activity alignment

Support for standardisation of guidelines for sustainable and affordable boarding facilities

Strengthened responses to SRGBV

Provision of material support

Distribution of teaching and learning materials

Delivery of learner centred approaches within the classroom

Enhanced education data collection, management and usage at school and district levels

Outcome

Improved functionality and safety of schools

Enhanced foundational literacy and numeracy for all girls and boys

Enhanced education sector equity-focussed leadership

Intermediate Outcome

- Increased awareness and approaches to safeguarding children and ensure access for SEN's and girls
- Safer environment for learning
- Increased access of marginalised girls to secure post school pathways
- Increased registration and sustaining retention rates of learners

- Improved learning outcomes

- Credible evidence is generated and disseminated and used in policy

GEA Activities

- Support case management, safeguarding and prevention of SRBGB activities
- Advocacy in support of standardised guidelines for sustainable and affordable boarding facilities
- Delivery of transition support bridging Form 4 and post school
- Provision of financial and material support for marginalised children
- Primary completion support
- Scale a drop out early warning system
- Promote the visibility of girls in schools and community leadership
- Targeted re-entry support for out of school girls

- Development of a national life skills and wellbeing curriculum
- Training of school graduates as peer educators to work within their local schools
- Printing and Distribution of learning materials

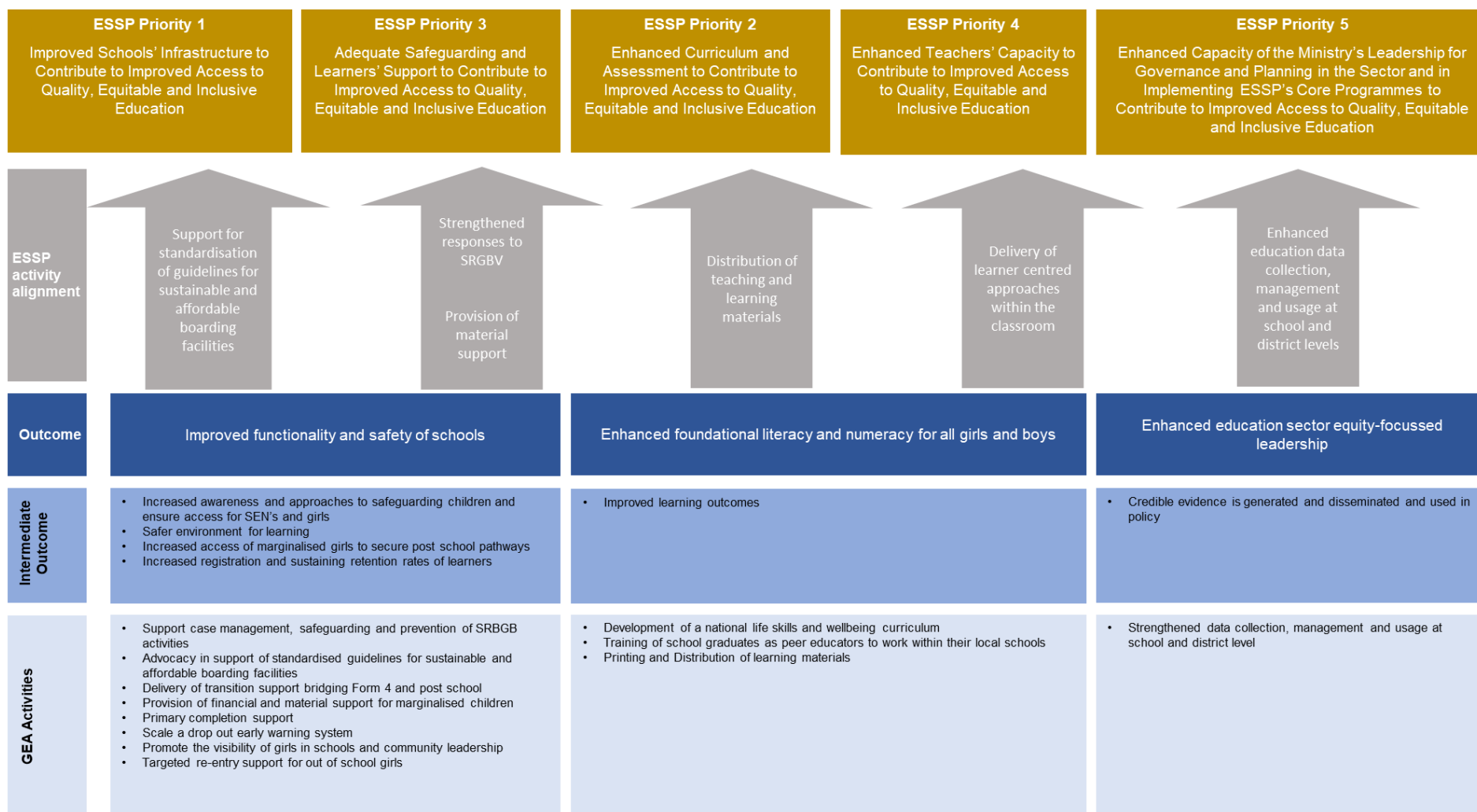- Strengthened data collection, management and usage at school and district level

Figure 1: Mapping of GEA activities and outcomes against ESSP Priorities

The GEA will also support Zimbabwe's commitments under the Safe to Learn Campaign to address violence in schools. Under the campaign the MoPSE has committed to six key actions, which are:

- Implement and enforce policies that will protect children from all forms of violence in and around schools; including online;
- Strengthen the prevention and responses at the school level through an increased focus on the implementation of our commitments set out in the Education Amendment Act;
- Review our multisectoral policies on child protection in schools, including referral mechanisms to support victims of violence in schools, and working with parents and communities, in order to eliminate child abuse, exploitation, and discrimination; and ensure those who perpetrate are removed as teachers or administrators; and
- Work with all stakeholders in our schools to promote positive discipline, social norms and gender equality, to ensure that schools are safe spaces for teaching and learning;
- Invest our resources effectively to promote safer schools;
- Improve our collection of disaggregated data and monitoring efforts to effectively address violence in schools for both national and global utilisation.

Core to the GEA's support of this agenda will be the creation and strengthening of multi-sectoral district level bodies bringing together key child protection stakeholders such as social welfare officers, victim friendly officers and schools psychological services officers, and strengthening their links with and oversight of school child protection activities and awareness and responsiveness to SRGBV. The GEA will also build on the work of UNICEF and UNESCO in examining and strengthening mental health and psychosocial support for children in Zimbabwe, aligning with the STG grant which is supporting safeguarding through the development of positive discipline material. It will draw on the research by UNESCO into guidance and counselling delivery and the national psychosocial guidelines developed by UNICEF and the strengthened capacity of social workers, health workers, community healthcare workers and teachers. The GEA will further leverage learnings from UNESCO's work with FAWEZI to apply the principles of UNGEI's whole school approach to prevent school-related gender-based violence through affording girls greater involvement and leadership in student councils and building greater engagement of parents in school programs. Responding to the findings, the GEA will also strengthen positive social and gender norms and recognition of rights and responsibilities within schools through the development and roll out of a national life skills curriculum. The GEA will further strengthen schools' understanding and implementation of the Education Amendment Act and support schools and districts to improve the collection and use of disaggregated data. This aligns with the STG grant which is also supporting safeguarding through the development of positive discipline materials.

1.4. Programme Design
1.4.1. Process and consultations

Design grant activities undertaken to inform the program design include consultative workshops with national, provincial and district and school stakeholders, including young women from marginalised backgrounds who were previously supported to successfully complete school, students, teachers and district school inspectors. The full detail of consultations undertake as part of the STG/GEA development is available in Annex 6. These consultations confirmed that the primary focus of the GEA on progression and retention of girls within secondary schools was

sound, emphasised the need for support to girls to be holistic, tailored and connected across schools and communities. They further underpinned the value of developing an integrated in-school life skills program and drop out early warning system.

Further focus groups were undertaken specifically on the GEA. Within these, students shared their concerns around safety at school and on their way to school, particularly highlighting inadequate school infrastructure and negative disciplinary methods. They emphasised the need for a joined-up approach to identifying students most at risk of drop out, and the value of a supportive, more learner-centred environment and learning approaches in increasing the retention of students in school. Students recognised the value of a strengthened in-school life skills program in supporting girls' personal growth and preparation for the future and pointed to the need for a life skills program to have adequate learning resources, be underpinned by gender equity, integrate role models and provide career guidance. With respect to the return to school of students who have dropped out, students underlined the value of awareness raising, emotional and social support and close monitoring.

Young women highlighted the value of a comprehensive and holistic package in supporting vulnerable girls to remain in education, particularly underlining the need to consider the social wellbeing of girls staying in sustainable and affordable boarding facilities and the importance of material and financial support such as sanitary wear and fee payments being delivered on time. They emphasised the importance of dropout prevention interventions acting to strengthen the links between learners' homes and schools, and the value of integrating a wide network of stakeholders in the identification of vulnerable learners, and the developed drop-out Early Warning System response. Another key point of feedback was to recognise that the root cause of drop out varies from learner to learner and therefore interventions put in place must also be flexible enough to address each learners' unique circumstances. Interventions should also be embedded within a broader strengthening of child protection structures, with child protection committees and strengthening of the national case management model playing a central role. Young women highlighted the lack of formalised support for young mothers returning to school and little understanding among young mothers - and other students who have dropped out - around how they can return. They pointed to the stigma associated with early pregnancy and how this needs to be addressed within schools and communities in order to support a young woman's return. In supporting re-entry they highlighted the value of strong community engagement and of positive role models. Finally, young women underlined the importance of marginalised girls being prepared for the transition from school and guided towards positive role models and career options.

Teachers and District School Inspectors agreed with the value in close connections between communities and schools with respect to supporting the most marginalised girls, and the need for monitoring systems to closely track key vulnerability indicators, such as attendance, in order to identify warning signs of drop out. They pointed to the pressures on Guidance and Counselling teachers and how child protection issues needed to be the responsibility of the whole school. With respect to re-entry, teachers noted that a lack of community members, student and teacher awareness around Zimbabwe's re-entry policy and catch-up strategy contributed to a gap between policy and implementation. District School Inspectors pointed to the need to equip teachers with the skills to manage the re-entry of students, the value in re-assessing students on re-entry to understand their level of learning and the need for financial support and close monitoring of returnees. District School Inspectors also emphasised the

importance of role models in motivating and empowering learners and underlined the value of a strengthened life-skills programme in developing girls' resilience within and post school, and reducing dropout.

As part of the program inception, a needs assessment will be undertaken within secondary schools to determine the most effective types of support for young mothers to inform the support packages provided to schools, along with a needs assessment of schools and districts within to understand their capacity to implement, opportunities to leverage/accelerate action and track program delivery in order to inform the content training delivery and the development of implementation manuals. Mapping of existing resources and approaches on life skills and wellbeing delivery will also take place to inform development of a national life skills curriculum.

More widely, the intervention areas for the GEA have been guided by the GEA operational framework and dialogue with the MoPSE, the ECG, and EMIS statistics. UNICEF - as grant agent for the STG, and marginalised girls. They also draw on CAMFED's 30 years of experience supporting marginalised girls to access education in Zimbabwe, and the bottom up, consultative and collaborative planning and delivery processes embedded within CAMFED's operating model which will complement the multisectoral whole of government approach, and anchoring on community engagement.

1.4.2. Program duration

The GEA delivery time frame will mirror that of the STG, and run from July 2023 to July 2026.

1.4.3. Program coverage

The ESSP recognises the school years with the greatest dropouts are Form 1 and Form 5. The districts with the highest dropout rates are in the northern border and the south eastern border areas. GEA will target 100% of Districts with the highest dropout rates as highlighted in the ESSP (2021 – 2025) – this will include 35 Districts across 8 rural Provinces. Annex 13 details the list of districts and provinces targeted under the GEA.

Figure 2: Percentage dropouts by district in 2019 (source: EMIS 2019) - taken from the ESSP 2021-2025

Selection of 1,090 secondary schools and 1,337 primary schools for GEA delivery within these districts will take place in partnership with MoPSE officials at provincial and district level, targeting the most marginalised e.g. those showing the largest disparities in outcomes for girls and boys and those with the highest rates of drop out. In addition, the program will also include the 200 S3 and P3 satellite schools receiving support under the System Transformation Grant to become registered.

The project implementation design is collaborative, drawing in multisectoral stakeholders at national, district and local level to lead across the programme. The strong local partnership infrastructure is centred on the girl and is underpinned by a delivery model proven to work through crisis such as Cyclone Idai and the COVID-19 pandemic, by reinforcing the existing and building the capacity of the local education system to respond to the needs of vulnerable girls. It is a sustainable approach geared for scale. Working with and through existing government and community structures will ensure that programme initiatives are integrated and developed by, and within, the system, positioning activities effectively for MoPSE to lead, sustain, monitor and adapt. By placing the girl at the centre of the programme and embedding ownership and accountability within the multi-sector partnerships that surround her, the proposed programme of activities will ensure marginalised children are 'seen' in the school system and have their needs met.

1.4.4. Theory of Change

The joint STG/SCG/GEA Theory of Change is modelled on that of the Zimbabwe GPE Compact and aligned with the ESSP strategic priorities. The STG and GEA programs together deliver towards the overarching objective of transforming education through improved equitable access to quality education and relevant learning, with three goals underpinning that overarching objective: Improved functionality and safety of schools; Enhanced foundational numeracy and literacy learning for all girls; and Enhanced Education Sector Equity-Focused Leadership. The Intermediate Outcomes to which the GEA is particularly contributing are highlighted in red in the diagram below, with those wholly relating to the GEA noted by the inclusion of '(GEA)'.

Using a girl-centred approach, the GEA programme will adopt the MoPSE led 'whole of government approach' and leverage CAMFED's existing network of strong and established cross-ministry Community Development Committees (CDCs) in Districts where CAMFED is currently operating, to build a model for the GEA that will strengthen education delivery structures in target priority districts nationally and support cross-functional collaboration. The GEA will combine provision of targeted social and financial support (GEA bursaries) to those at highest risk of drop out and those needing support to return to education. A local support system led by Provincial Education Resource Teams will be anchored by district level cross-functional committees drawing together existing education and wider ministry interlocutors and complemented at school level by peer-educators - drawing on CAMFED's Learner Guide model - a proven model in Zimbabwe whereby young women secondary school graduates volunteer to deliver a life skills and wellbeing curriculum in complement to the academic curriculum. Oversight will be led from the National level. The peer-educators will provide relatable female role models within schools, link schools with girls' communities and foster participation, learning and completion of marginalised girls, while simultaneously creating pathways for young women's leadership. The role leverages the expertise and insight of young women who have experienced the education system first-hand, to complement existing life skills interventions through an enhanced focus on the most marginalised girls, providing quality social and other forms of support to assist girls to navigate challenges they face in education. Peer-educators will support the wider learning team, including Guidance and Counselling teachers, School-Based and District committees and Parent Support Groups, and leverage existing multisectoral platforms such as Community Service Fairs led by LEPS. These constituencies will work together, bridging schools and communities, to holistically tackle the social constraints, gender norms and economic barriers preventing girls from accessing and thriving at school and catalyse local action to build a positive and protective learning environment that nurtures young women's potential.

The programme will generate a virtuous circle whereby the young women supported to graduate from school will themselves step up as leaders and multiply opportunities for the young generation. In the longer term, the approach will open up pathways to leadership for women at every level of the system, supporting decision making at district and national level, and embedding expertise and capacity within the education system to include and respond to the needs of marginalised girls.

Figure 3: Joint STG-GEA Theory of Change

The diagram contains the following text elements:

Transform Education Through Improved Equitable Access to Quality Education and Relevant Learning

- Improved functionality and safety of Schools
- Enhanced foundational numeracy and literacy for all girls and boys
- Enhanced Education Sector Equity-Focused Leadership

- Safer environment for learning
- Increasing registration and sustaining retention rates of learners (especially for SENs, girls, and boys at risk of poor learning outcomes)
- Increased access of marginalised girls to secure post school pathways (GEA)
- Improving learning outcomes
- Improved capacity of teachers to deliver high-quality education
- GPE grants effectively managed
- Improved school learning environment
- Developing and maintaining alternative blended learning
- Improved teacher motivation, support & professionalism
- Improved management of school system and policies
- Increased allocation of domestic financing to education sector
- Improved DRM including Climate adaptation
- Registration of satellite schools
- Improved learners' health
- Increased awareness and approaches to safeguard children and ensure access for SENs and girls (including community awareness for increased registration)
- Integrated Catchup Strategy and Non-Formal Education
- Implementation of the HOD
- Effective continuous assessment and assessment data for decision making
- Monitoring and supervision of schools reform
- Credible evidence is generated and disseminated & used in policy reforms

SP1. Improved disbursement, utilization & monitoring of SIGs to disadvantaged schools
- Disadvantaged schools receive School Improvement Grants timeously
- Rehabilitation/ refurbishment/ (re)construction of satellite and P3/S3 school infrastructure
- Increased registration of satellite schools

SP3. Enhanced protection, safeguarding, safety and health for girls & boys
- Improvement of schools' resilience by entrenching disaster risk management through climate adaptation
- Embed early warning system for drop outs (GEA)
- Support case management/safeguarding activities (GEA)
- Provision of tailored packages of financial and material support (GEA)
- Delivery of transition skills that bridge Form 4 and post school (GEA)
- Targeted re-entry support for out-of-school girls (GEA)
- Promoting visibility of girls in schools and community leadership (GEA)
- Review links between SHP/CSE to improve implementation
- Develop tools and then pilot them on positive discipline in schools

SP2. Improving Foundational learning
Enhanced foundational literacy, numeracy & SEL for learners through:
- Teacher capacity development
- Provision of T&L materials (including THRASS)
- Provision of T&L materials for CWDs
- TA provision for key areas of curriculum review, CA, etc.
- Support to parents to implement catch up activities within the community
- Development of a national life skills curriculum (GEA)
- Training of peer educators to support life skills learning (GEA)
- ZELA conducted each year with results available before start of school year

SP2A: Digital Skills of Teachers enhanced
- solarization (radio studio equipment) etc.

SP4. Enhancing efficiency & Effectiveness of MOPSE leadership
- Design implementation of early warning drop out system
- Support improved teacher professionalism in other programs.
- Develop capacity in STEM/STEAM subjects
- Implementation of HOD priorities
- Support the use and management of data at school and district level (GEA)

SP5. Strengthening the education financing
- Conduct Education PER (SCG)
- Finalise SFP approval through Cabinet and monitor implementation plan

SP6. Effective Grants Implementation Management
- Monitor STG, SCG, GEA implementation
- Implement communications strategies
- Independent verification of VP and Top up triggers
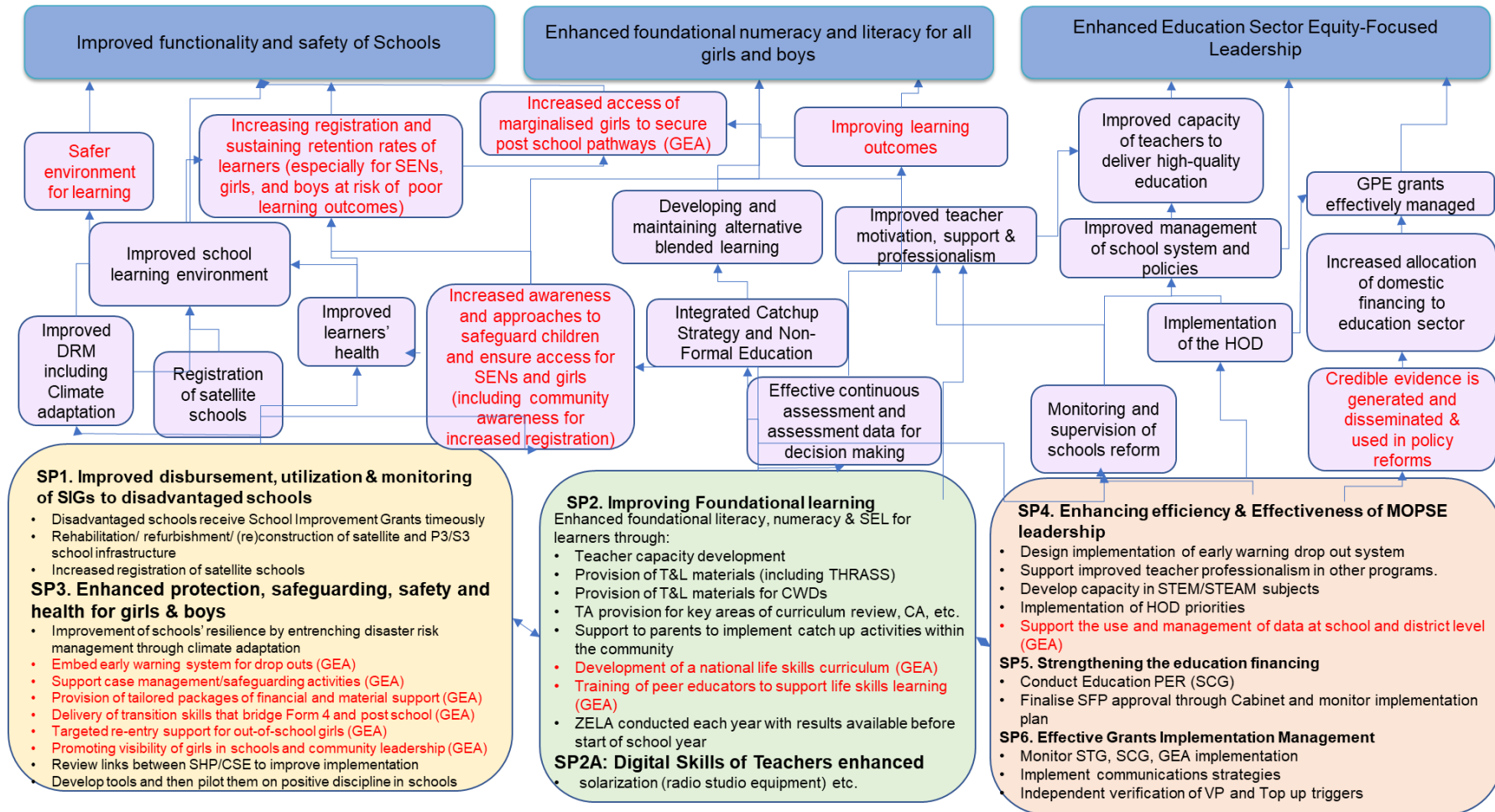
1.4.4.1. Theory of Change Assumptions and Supporting Evidence

The Theory of Change is premised on a number of assumptions and supporting evidence. Those relating to the specific interventions of the GEA are detailed below:

1) School, government and community stakeholders are willing to engage in child protection training.
2) Their engagement leads to a safer learning environment for children and particularly marginalised girls.

The Government of Zimbabwe is committed to the increased safety of schools, evidenced through the prominence of this priority in the GPE compact, the MoPSE's commitment to the Safe to Learn initiative and Zimbabwe's ESSP 2021-2025. The MoPSE has confirmed its intention to establish Child Protection Committees in all schools, the delivery of which will be supported through the GEA. Programmes such as ZGSE, delivered across 29 districts and 1090 public schools, have evidenced the willingness of government and community partners to engage and work together on this issue and more widely in support of girls' education - not least through their commitment to and resourcing of cross-functional Community Development Committees but also in the strengthening of school level child protection reporting mechanisms and the prioritisation of Guidance and Counselling within schools.

Evidence shows that the engagement of whole school communities, including teachers, school leaders, parents and community/religious gatekeepers in developing and sustaining policies, protocols and practices can reduce violence and promote non-violent, equitable norms[17]. Engaging community and religious leaders can also be particularly effective in addressing social norms that underpin violence[18]. Evidence also points to the value in strengthening dialogue between national and local policy actors in order to address potential barriers to implementation on sensitive issues linked to gender and violence[19], therefore supporting the intention of the GEA to strengthen understanding and implementation at the local level while working in close partnership with the MoPSE.

3) Schools and districts have the capacity to administer a GEA bursary scheme, and the provision of financial and material support through the bursary scheme leads to improved progression and completion among marginalised girls.

The government of Zimbabwe's investment in the Basic Education Assistance Module demonstrates their commitment to equitable educational access and their belief in the effectiveness of targeted support, with budget allocations to BEAM projected to increase in Zimbabwe's ESSP 2021-2025. The GEA will leverage the existing administrative capacity at district and school level, focussing at secondary school level in complement to predominantly primary level focus of BEAM. Through the FCDO funded ZGSE program, 1,090 schools and 29 districts oversaw the delivery of financial and material bursaries to nearly 60,000 girls over a period of ten years. School and district level selection committees formed of multisectoral school and community stakeholders selected students against a contextually tailored index of

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[17] UCL, 2016, SRGBV Global Literature Review; UNICEF, GPE, UNGEI, Learning for Peace.
[18] IBID
[19] IBID

marginality indicators and supported the distribution of termly entitlements and fee payments. The GEA will build from this existing capacity by drawing members from established district and school committees to enhance oversight and resource teams at provincial and district level who will work with schools to strengthen selection and bursary administration.

Evidence of the effectiveness of needs-based support in improving progression and completion among the most marginalised girls can be drawn from CAMFED's program where external evaluations show the probability of a marginalised girl in a comparison school in Zimbabwe is nearly three times as high as for a marginalised girls in an intervention school. The World Bank's 2020 Smart Buys report into cost-effective approaches to improve global learning recognises need-based aid or scholarships targeted to disadvantaged children- particularly at secondary level - can be crucial for supporting children to continue in school, but acknowledges it needs to be part of a wider approach that tackles the school system as a whole[20].

4) Young women are willing to act as volunteers, while peer support and training groups create safe spaces for young women post school and strengthen post school livelihood outcomes.

External evaluations of CAMFED's existing volunteer mentoring programmes provide strong evidence in support of this assumption. Volunteer retention rates for the existing peer support programme called Learner Guides, using the same incentive package as planned under the GEA, are as high as 85%. The majority of girls who leave the programme do so to take up opportunities for employment or further education, reflecting its success in supporting the girls's own positive progression. A 2018 external evaluation led by CIDT found that these Guides were highly motivated and had engaged with the local community to support girls in their schools, as well as participate in local community meetings. The assumption that Guides have the capacity to build relevant and practical skills among those they support is evidenced by findings of a 2020 independent evaluation of outcomes for those joining the Transition programme in Tanzania and Zimbabwe: respectively 82% and 87% were more confident to create a budget, 80% and 84% felt better able to start up a businesses, and 85% and 81% felt better informed on reproductive health.

The effectiveness of peer support among young women is evidenced in a number of external, peer reviewed studies and through the results achieved in CAMFED's Girls Education Challenge program. Through an embedded, rigorous learning cycle, a 2018 USAID Feed the Future programme found that two extension training topics taught by male technical leads had lower adoption and participation rates among female participants in the community than those led by females. A number of additional studies (e.g. Bell et all, 2018; Raj Chetty et all, 2016) point to the importance of environment, including exposure to role models, as a factor in informing young people's aspirations and future earnings. This is backed by a 2020 evaluation of CAMFED's post-school Guide programme which found that the majority of girls reached by the programme said they were more confident in making safe transitions and safer choices while the proportion of young women involved in income generating activities or with savings, increased from 29% at the GEC-T baseline to 63% at the GEC-T midline.

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[20] Global Education Evidence Advisory Panel, 2020, Cost Effective Approaches to Improve Global Learning; The World Bank, FCDO, Building Evidence in Education.

5) Schools and education leaders support the delivery of life skills education, which in turn supports improved agency and learning outcomes among marginalised girls.

The government of Zimbabwe's strategy for a school-based life skills empowerment and support program is set out in the ESSP 2021-2025 as part of the program to strengthen learner's learning support services. The MoPSE's existing Life Skills Orientation program, delivered out of school, prioritises the development of Ubuntu through the development of practical life skills and aims to bridge the gap between classroom knowledge and practical life. Complementing this, through the FCDO funded ZGSE and Girls Education Challenge programs, the delivery of a school-based life skills program has been embedded across 1,090 government schools since 2013, with a 2022 evaluation finding that life skills sessions were formally integrated into the school timetable in 79% of intervention schools. The capacity of girls to engage with the life skills program will be strengthened through the complementary interventions being undertaken to increase the safety of the learning environment, ensuring a holistic and multi-stakeholder approach to girls' emotional and physical wellbeing.

A 2022 evaluation of CAMFED's program, undertaken by Paul Musker and Associates[21], found that Guidance and Counselling teachers credited the peer led life skills program with increasing confidence among students, while students themselves reported enhanced well-being and resilience. The midline evaluation of the same program, conducted by CIDT, found a statistically significant, positive, difference in numeracy results between girls reached by the program and those not reached by the program[22]. A 2018 cost-effectiveness analysis conducted by the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge found that CAMFED's holistic approach combining financial, material, learning and life skills support improved learning outcomes by an equivalent of an extra 2 years of schooling per $100 spent when taking into account the most marginalised students[23].

6) Schools and communities are supportive of the re-entry to education of young mothers, while targeted re-entry support is effective in re-engaging young mothers in education.

The 2020 Education Amendment Act includes provisions to retain pregnant girls in school while the ESSP 2021-2025 - Core Programme 14 - seeks to ensure that all learners have equitable education opportunities and continued education including in-school and out-of-school girls whose education may have been disrupted due to pregnancy and early marriage. Stigma around the re-entry of young mothers to education can act as a significant barrier to their reintegration into education, however evidence from Zimbabwe's back-to-school campaign implemented post COVID-19 shows that community dialogue sessions on the importance of school re-entry for pregnant teens and those in underage marriage can be effective. Wider evidence also points to the effectiveness of a holistic and tailored approach to the re-entry of young mothers, taking into account factors such as childcare and additional socio-economic barriers[24]. Evidence from CAMFED's wider program shows the effectiveness of adopting a holistic and community integrated approach to re-entry support. A 2021 evaluation of CAMFED's re-entry program in

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[21] 2022, Paul Musker and Associations & CAMFED, The Virtuous Cycle of Girls' Education Endline Evaluation Report
[22] 2020, CIDT, The Virtuous Cycle of Girls' Education Midline Evaluation Report
[23] 2018, REAL Centre, Cost-effectiveness with equity; Research and Policy Paper 18/2; University of Cambridge.
[24] 2022, LSHTM, who goes back to school after birth? Factors associated with postpartum school return among adolescent mothers in the Eastern Cape, South Africa; Routledge.

Zambia found that 95% of the target schools were actively enacting Zambia's Re-entry Policy by the end of the project, i.e. implementing and following processes that allow girls to officially take maternity leave and support them to return after giving birth, compared with 79% at the project start[25]. Government officials interviewed as part of the external evaluation described the progress with the REP in the project target schools as remarkable, as they had struggled to achieve similar results in other school settings. The success was attributed to the project's strong engagement with schools, particularly through training Guidance and Counselling teachers and monitoring implementation with documentation and tracking of pregnant girls and those who drop out.

7) Schools and district committees are motivated to strengthen data collection which results in the increased usage of gender and marginality data in decision making within schools and district offices.

GEA monitoring systems will leverage existing government systems and also be integrated, ensuring that ownership and accountability for data collection sits with schools and district education stakeholders and MoPSE . Data analysis will be shared back with schools, along with district and national comparison data, in order to further build ownership and accountability and enable schools and districts to identify and focus on improvements specific to their challenges. The process will be overseen by Head Ofifce and Provincial Education Officers, with additional technical support provided through the GEA to build and embed capacity within the system. Joint monitoring visits will highlight best practice and create a platform to bridge implementation gaps between policy and practice.

The value of data in monitoring the quality of systems and student learning outcomes is widely recognised. More recently - and particularly as a result of the 2030 agenda set out by the Sustainable Development Goals (SDGs) - greater emphasis has been placed on the importance of disaggregated data. Disaggregated data is essential for governments to fulfil their pledge to leave no one behind, and is of significant value in supporting governments to prioritise limited resources for the maximum benefit. The World Bank points to the value of multiple disaggregation points, not only disaggregating by gender, but by key dimensions of inequality and marginalisation, including disability, income and geography[26][27], while UNGEI highlights and prioritises the role of disaggregated data in breaking the cycle of intersectional discrimination for girls and women, including those with disabilities[28].

8) Schools, communities and districts are motivated to implement a drop-out early warning system, which in turn is effective in identifying those at risk of drop out and putting in place interventions to prevent their drop out.

The prevention of school dropout is a core priority within Zimbabwe's ESSP and therefore a key point of monitoring for schools, Districts and Provinces. It's widely recognised that girls face a range of intersecting social, economic and gendered barriers to accessing and benefitting from a quality education, which grow when girls reach adolescence - with poverty and location

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[25] 2021, Brasys, FCDO Aid Match

[26] 2022, World Bank, disaggregated data for focused development programs

[27] 2019, World Bank, harnessing the power of data so no child is left behind

[28] 2022, UNGEI, Gender and Disability: a data divide.

underpinning and influencing across all these factors. However, it is acknowledged that the adoption of a holistic approach that encompasses individualised financial, material and social support, positive female role models, and strengthened connection between homes and schools is effective in tackling the poverty, social and gender-normative barriers that lead to girls drop out - not least from CAMFED's programme in Zimbabwe where girls in intervention schools were found to be three times less likely to drop out of school than girls in comparison schools[29]. The drop out Early Warning System model developed under the SCG, was informed by a wide range of consultation with existing development practitioners - including school leaders, MoPSE officials, teachers, parents and students, and therefore reflects a breadth of understanding on what works in supporting girls to remain in school, and what is possible to achieve in the Zimbabwe context.

1.5. Programme funding and complementary interventions

Funding for the GEA sits alongside and complements existing GPE, bilateral and pooled donor funding and domestic funding. It is supplementary to Zimbabwe's STG and targeted towards supporting Equitable Education Access - the priority policy determined in the development of Zimbabwe's partnership compact.

1.5.1. Government programs

The School Financing Policy (SFP) (2021-2030) is a strategic document which outlines the implementation (phasing in) of basic State-funded education. The SFP has targeted interventions which focus on Out of School Children (OOSC), P3 schools and S3 schools. The initial phase (Phase 1) will target satellite primary and secondary schools (including unregistered schools) in 2023 with annual payments of the equivalent of US$255 per primary school student and US$510 per secondary school student in schools with at least 201 students. For schools with 200 or less students, the equivalent of the fees for 200 students will be paid. In addition, Government will continue funding capital projects which include the construction of new schools and additional infrastructure in new schools, as well as providing a full subsidy for all current OOSC. This will result in more equitable funding of education by the Government. The implementation of Phase I will be done through the Basic Education State-Funded Grant. The monitoring of this will be done through the EMIS. While school fees currently remain in place, it's anticipated that the School Financing Policy will help to pave the way to free basic education, with implementation starting in a phased approach in 2023.

The Ministry of Finance and Economic Development (MoFED) provides funding to the Ministry of Public Service, Labour, and Social Welfare (MoPSLSW) for the funding of the Basic Education Assistance Module (BEAM) which pays school fees and other costs for vulnerable children. These payments have been made erratically and have gone through periods of arrears, although were consistently provided from 2019-2021, however are insufficient to cover the poorest schools' needs for support to vulnerable children as well as administrative and development costs. Allocations have been made in the fiscus to provide funds for menstrual hygiene management and sanitary wear, as well as school feeding at primary level and within boarding schools. However, there have been issues with timeous disbursement of the materials to girls and food support to schools. The provision of BEAM and other social safety nets is overseen by

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[29] 2020, CIDT, The Virtuous Cycle of Girls' Education Midline Evaluation Report

the Learner Welfare Services, Schools Psychological Services and Special Needs Education Department (LEPS) within the MoPSE, alongside the wider provision of psychological services and guidance and counselling services within schools, the safeguarding of child rights within schools and the provision of special needs education. In addition to BEAM, key government programs of relevance to the GEA include the Home-Grown School Feeding programme, in-school screening for psycho-educational needs, provision of guidance and counselling services, capacity development of teachers around special needs education and inclusive pedagogical skills, and assessments for students with additional needs.

The provision of material and financial support to marginalised girls through the GEA will complement and build on what's already in place through BEAM and support the Government's ambition to transition to free basic education by strengthening the capacity of schools, district and provincial governments to effectively administer a needs based funding package. The GEA will also adopt the whole of government approach led by the MoPSE and its directorates, leveraging existing platforms such as the community service fairs that provide a platform for engaging multiple stakeholders in the delivery of education. The GEA will complement and build on existing learner welfare provision and system capacity with a gender lens, in order to support the acceleration of outcomes for girls' education.

1.5.2.   Donor funding

Zimbabwe's existing System Capacity Grant has supported the development of the ESSP (2021-2025) and the running of Joint Sector Reviews and will be used for the annual production of the Annual Statistics Report and the development of the next ESSP (2026-2030). The priorities of the GEA are firmly aligned with those of the ESSP, while the activities of the GEA to strengthen district and provincial data collection, analysis and usage will help strengthen the production and usage of the Annual Statistics Report and add detail to the Education Sector Performance Report (ESPR) that assessment performance annually and is discussed during the Joint Sector Review each year.

The Education Development Fund (EDF), a pooled donor fund which is closely aligned to the ESSP, was set up by MoPSE in 2010 in partnership with UNICEF and the international donor community. This has coordinated funding and resource mobilisation as well as activities which closely align with the ESSP and were complementary to GPE funded activities - combined annual reporting, including both GPE and EDF funding were made to the ECG, with separate biannual reports provided to each relevant donor. The EDF is now dormant as there is only one active donor. However, it remains available to be restarted once more donors enter the education sector.

the Teacher Effectiveness and Equitable Access for All Children (TEACH) programme (2019-2025) is funded by the UK Government through the Foreign, Commonwealth and Development office (FCDO). It focuses on improving equitable access through the provision of school improvement grants (SIGs), teaching, and learning materials, including on supporting catching up on lost learning time, pilots on ECD and solarization in schools. UNICEF is the implementing partner for those components through the Education Development Fund. The teacher professional development component (TPD) is focused on supporting improvement in teachers' capacity and development. This support also includes support on reforms related to the curriculum/assessment, inspections, supervision, and school leadership in schools and Education Development Trust (EDT) is the implementing partner. Building teacher capacity includes the areas of foundational literacy and numeracy and SEL.

There is strong coordination between the TEACH programme and the Education Development Fund-EDF II and III. Now that there is only one active bilateral donor in Zimbabwe funding the EDF, the decision was made to have the EDF become dormant until new partners come into the sector. To ensure coordination and complementarity and reduce Government transaction costs, as per the Paris Declaration and agreements, in the new governance structure the GPE and the TEACH steering committees will share the same meeting with MOPSE, as participants will be similar, but decision making will be slightly different. The GPE and TEACH SC meetings will be held quarterly and will be chaired by the Permanent Secretary of MoPSE. To leverage on impact, the STG will complement the TEACH in thematic areas related to Teacher Professional Development, teacher/leadership training, foundational learning and SIGs.

The Zimbabwe Girls Secondary Education (ZGSE) Programme, which is funded by the UK Government through the FCDO, is focusing on supporting girls to complete a full cycle of education through to the end of secondary education. It is implemented by CAMFED. Some of the materials piloted in the 29 districts where they work have been reviewed through the MoPSE curriculum development and teacher services department (CDTS) and institutionalized as national catchup materials. The ZGSE programme is ending 30 September 2023 as CAMFED will now be the GA for the GEA.

1.5.3. Budget envelope and value for money

The proposed budget for the GEA is US $12,415,000, with an additional 7% agent fees. The GPE secretariat has confirmed that the GEA is exempt from the need for variable tranche funding: top up triggers will instead sit within the System Transformation Grant/STG.

The delivery model proposed under the GEA is strongly integrated within and draws on existing embedded capacity, generating strong VfM. CAMFED support in each district is limited to one or two District Operations Officers, with project delivery involving a multi-sectoral team of community and key stakeholders including other Ministries' duty bearers, coordinated by District School Inspectors, Guidance and Counselling teachers (child protection focal persons). A rigorous analysis of the cost effectiveness of a holistic blend of financial, material and social support (mirrored in the GEA) was completed by the Research for Equitable Access and Learning (REAL) centre at the University of Cambridge in 2018. It found that for all children supported through the holistic intervention program, the impact is equivalent to an extra 1.7 years of schooling per $100 spent. This increases to an impact equivalent of an extra 2 years of schooling per $100 spent, when explicitly taking equity considerations into account. Unit costs in the proposal have been drawn from actuals based on existing program delivery, and benefit from existing supplier relationships that have been established on the basis of strong value for money, quality and efficiency driven by adherence to CAMFED's and MoPSE's rigorous procurement policy. This includes the centralisation of procurement for learning materials for all supported districts which contributes to lower unit costs from volume discounts.

Overall, we anticipate a total project cost per child beneficiary of $11 per child/year when taking into account the whole school population of the target schools who will benefit from safer and more supportive learning environments. That cost per beneficiary calculation increases to $64 per child/year when only considering students receiving some form of direct material or financial support – i.e the most marginalised. These whole project cost per beneficiary calculations will be repeated as part of the project evaluation to review VfM effectiveness against ambitions.

1.6.   Program beneficiaries

The GEA tackles key barriers identified for girls' education in Zimbabwe, but deliberately includes boys and community members, both as part of the intervention and as beneficiaries - recognising that this is the most effective way of addressing some of the social and normative barriers facing girls and shifting attitudes and behaviours that affect girls' education outcomes..

Direct interventions will be particularly targeted in the poorest and rural districts and at key transition points where available data shows an increase in drop outs and a disparity in education access and outcomes between girls and boys to be widest and growing; namely at the Grade 7 to Form 1 transition, Forms 3 and 4, and post O-level transition, in districts and schools where girls are consistently under-represented. Support for children living with disabilities will be targeted in forms 2 upwards recognising their deeper levels of vulnerability while ensuring students complete lower secondary within the timeframe of the GEA by distributing their final term entitlements prior to the project closure. Direct interventions will be targeted at secondary school level (S3 schools) and primary school level (P3 schools) in the poorest and rural districts (including the 200 satellite schools being supported to register under the System Transformation Grant), where evidence shows the disparity in education access and outcomes between girls and boys to be widest and growing; and at the primary/secondary transition in districts and schools where girls are consistently under-represented.

By July 2026, over 8,360 girls including 500 girls living with disabilities, will have been supported to progress through and complete secondary school. Over 100,000 boys and girls will have been supported to acquire foundational learning and life skills, and Grade 7 pupils in 1,337 primary schools will have benefited from psycho-social and academic support to transition to Form 1. Furthermore on graduation from school the 8,860 young women will benefit from post-school transition support, of which 786 will be supported to access upper-secondary education, while 2,180 young women - including those from among the cohort supported to graduate school under the GEA - will have taken up roles as peer-educators and peer mentors, accessed relevant training and qualifications, and been supported to become a strong support system and leaders within local education systems.

1.6.1.   Children with disabilities

All program interventions will be accessible to children with disabilities. The GEA will leverage existing capacity and expertise within the MoPSE and the Ministry of Health to provide disability assessments and training, while building capacity at local level to identify and refer students for specialist support. Students with disabilities will be identified through the integration of Washington Group questions into student selection and monitoring processes. This initial identification will then be followed by a more detailed assessment with a disability specialist as assigned by MoPSE. CAMFED will build on Disability support programme under MoPSE, drawing lessons from work undertaken during ZGSE to enable these assessments to take place at district, cluster and community level - to avoid the need for students to have to travel to Far/urban centres, and to strengthen referral systems. Disability specific support, e.g. specialist equipment such as eye glasses and hearing aids, will be provided for up to 500 girls living with disabilities to complement the GEA bursary support. Any complex disabilities and costs will be referred to the relevant agency to address. Peer educators, peer mentors and Guidance and Counselling teachers will benefit from training in disability awareness to enhance their ability to

effectively support students with disabilities within and outside the classroom, while school and district education leaders will be supported to strengthen their monitoring of children with disabilities in order to support improved data disaggregation and analysis and better visibility of the outcomes of children with disabilities at provincial and national level. All disability specific support will be delivered in partnership with the MoPSE and the Ministry of Health - including the MoH's rehabilitation department which oversees disability support, and School Psychological Services.

2. Programme Description

2.1. Program objectives

The overall objective of the GEA is to support the delivery of ESSP and GPE compact priorities by reducing gaps in educational outcomes between the most marginalised students - particularly girls - and less marginalised students. In delivering this objective the GEA will strengthen the capacity of Zimbabwe's education system to identify and respond to the needs of marginalised girls, supporting their improved retention and progression through school.

2.2. Program outcomes

2.2.1. Outcome 1: Improved Functionality and Safety of Schools

The aim of the GPE compact, under this outcome, is to improve NERs for ECD A, ECD B and Junior Education, improve GERs for Junior Secondary education, increase the retention of girls in senior schools and reduce dropout rates of girls.

The activities of the GEA in support of this outcome are therefore focussed on those aspects of the education system where girls' educational outcomes diverge from boys - namely girls' access, retention in and progression to and through secondary school and girls' drop out from secondary school. As described in section 1.2, the barriers needing to be addressed in order to support girls' improved educational and life outcomes are interrelated and complex, and include those related to poverty, gender, culture and psycho-social wellbeing. The interventions planned under the GEA therefore aim to provide the target schools' most vulnerable girls with a holistic and complementary set of supports, that address her safety and sense of security, her ability to access learning and participate in class, her confidence to progress through school, and her ability to transition into a productive livelihood post school and capitalise on her and her family's investment in her education.

By embedding intervention mechanisms within Zimbabwe's existing school and educational oversight structures and complementing existing Learner Welfare initiatives led from within the MoPSE, the GEA will define a scalable and sustainable framework that has the capacity to transform marginalised girl's school experience into one in which her needs are recognised and addressed before they lead to school dropout. Moreover, her increased participation in class will result in improved educational outcomes, and her increased confidence, skills and connection with peers will better position her to succeed beyond school.

Intermediate Outcome: Increased awareness and approaches to safeguarding children and ensure access for SENs and girls

Activity 1. Support case management, safeguarding and prevention of SRGBV activities

CAMFED will support the provision of child protection, financial administration and gender awareness training to all GEA target schools, drawing together SBC and CDC/district representatives, school heads, Guidance and Counselling teachers, parents, recent female school graduates and students to ensure school/community structures have the capacity to identify and respond to the unique challenges faced by the most marginalised children in their schools, with a focus on girls.

This activity will supplement the Disaster Response Management and positive discipline training planned for SBCs under the System Transformation Grant and build capacity at decentralised levels in administration, planning, management and budgeting in order to improve cooperation and coordination between national and decentralised levels, in alignment with ESSP priorities. It will further complement the school level activities taking place in Zimbabwe under the 'Safe to Learn; ending violence in schools initiative' which is grounded in the ethos of making the school environment safer for boys and girls and includes a focus on the promotion of positive discipline, social norms and gender equality, and the strengthening of child protection referral mechanisms to support victims of violence in schools. As Grant Agent, CAMFED will draw on experience from the Zimbabwe Girls Secondary Education program, in working within schools to increase understanding of the National Case Management system and build awareness of the 2020 Education Amendment Act, including through training of school and community stakeholders - including Parent Support Groups, Guidance and Counselling Teachers, School Heads, Case Care Workers and School Based Child Protection Committee members) and the distribution of Child Protection Protocol booklets, and case referral form booklets - in partnership with the Department for Social Development. The training will emphasise Child Protection Committee members role in enhancing awareness, mobilising key champions across schools, communities and the police to encourage proactive and preventative approaches in mitigating and responding to child protection issues. This intervention will also include support Guidance and Counselling teachers to improve record keeping of students' termly reports, attendance and performance, which can act as an important evidence base in cases of Child Protection, and strengthening links between schools and district committees which draw together key child protection stakeholders including Victim Friendly Officers, Social Welfare officers and Psychological Services Officers supported by LEPs.

Training covering aspects such as role and responsibilities, identification and selection of marginalised students, financial management, budgeting and acquittals will be delivered by resource teams made up of existing CDC and partner school members and relevant stakeholders in order to embed training capacity within the existing system and support both district and school level decision making bodies to apply a gender lens to resource allocation, with a focus on marginalised girls' needs. Training will also include awareness raising on the Education Amendment Act, including re-entry provisions and the implications of the practice in some schools of withholding exam results of school children whose parents have not fully paid up fees.

Intermediate Outcome: Safer environment for learning

Activity 2. Standardisation of sustainable and affordable boarding facilities

The GEA will support MoPSE's joint strategizing to develop a viable sustainable strategy and guidelines for sustainable and affordable boarding facilities in Zimbabwe – and work with UNICEF and other key stakeholders to incorporate this under the scope of the Schools Infrastructure Development Policy and Standards being taken forward under the STG. The guidelines will include criteria for selecting the most in need girls, pricing structures/caps, safeguarding and security of boarding facilities, staffing and support for girl's resident in the facilities, and building standards - led by the Strategic Policy Planning and Research Unit in the MoPSE working with the Infrastructure Development department.

This work will also include advocating for equitable financing in available Government infrastructure budget at local government as well as at national level.

Intermediate Outcome: Increased access of marginalised girls to productive post school pathways

The GEA will establish a holistic Form 4/post-school offer that opens up pathways to further education, employment and enterprise for marginalised girls as they graduate school and provides each with the skills and capacity to capitalise on their secondary education and progress to productive livelihoods, including through non-formal education opportunities.
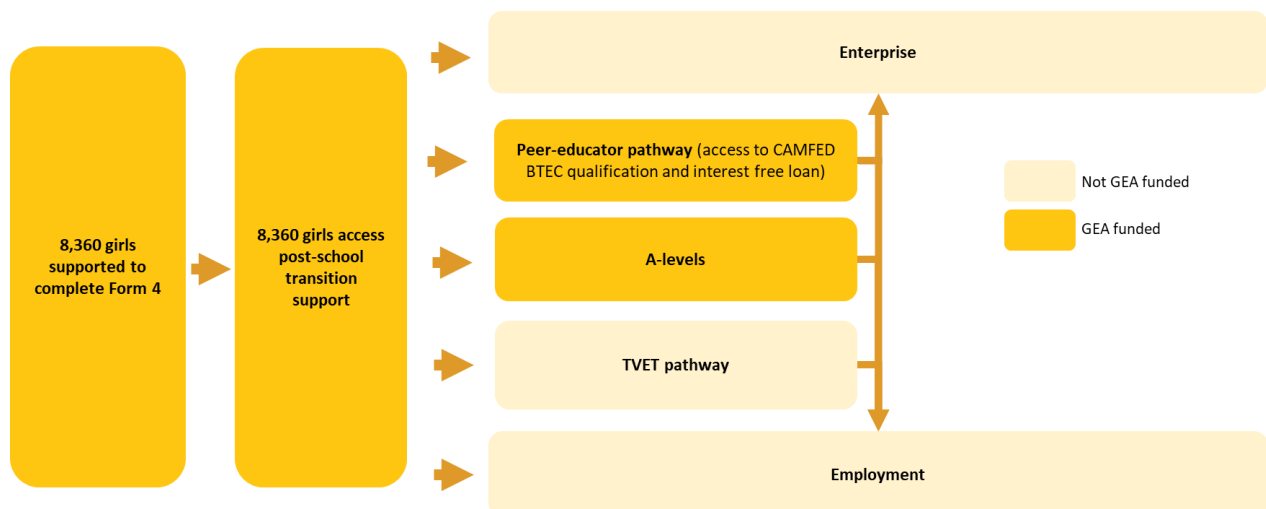

Figure 4: GEA post-school pathways

Activity 3. Transition skills

1,090 young women school graduates will be trained as peer-mentors to provide weekly mentoring and skills training to young women who have left or graduated lower secondary school. The peer-mentors, recruited locally to each graduating cohort, will deliver a 6-month training programme covering elements such as basic business skills, financial literacy, SRH, interview skills and CV development. This will complement MoPSE's non-formal education programme.

They will support school graduates to identify their next pathways post school, including transition into Form 5, enterprise or vocational training, drawing on existing linkages with the Ministry of Women Affairs, Community, Small and Medium Enterprises Development to maximise access to existing entrepreneurship training opportunities.

To strengthen support to out of school girls, post-school peer-mentors will also collaborate with peer-educators to reach young mothers, particularly those who do not wish or are unable to return to school, and invite them into the Transition Programme.

Activity 4. Peer-educator progression pathway

Each peer-educator will access an incentive package to encourage and support their voluntary commitment to the programme. This will include access to a CAMFED BTEC qualification, which can act as a stepping stone to further education and employment, to support their progression into enterprise. The GEA will explore opportunities for wider recognition of the BTEC within the Zimbabwe education system, and/or development of a country-specific accredited programme, including exploring local vocational/work based qualifications that may also be accessible to peer-mentors and peer-educators.

Intermediate Outcome: Increased registration and sustaining retention rates of learners

Marginalised girls will be selected for support under this intermediate outcome on the basis of vulnerability criteria including aspects such as household status (e.g. child single/double orphan); financial difficulties (e.g. inability to cover levies); living with sick parents, elderly or unemployed guardians; previously having dropped out of school; children resorting to paid employment that disrupts their schooling; and children with special needs, through a transparent process involving selection committees made up of school and district stakeholders.

Activity 5. Targeted, responsible bursary support

7,860 of the most marginalised girls will be provided with tailored packages of financial and material support to attend and complete school. The support will be targeted towards girls in forms 3 and 4, in response to the additional and intersecting challenges girls face in later adolescence. The financial and material support program will anchor a community/system-wide approach to surfacing and responding to girls' needs at secondary school, and support a pipeline of new leaders into youth, women's and community platforms. In view of the economic challenges facing Zimbabwe, the threat of widening (especially rural/urban) inequities in the wake of COVID-19, financial and material support packages continue to be critical as a targeted mechanism for ensuring the most marginalised girls and vulnerable boys can access secondary education, and that gains made before the pandemic are not lost. As stated within the GPE compact, the Government-led Basic Education Assistance Module is insufficient to cover the marginalised schools' needs, meaning that bursaries remain critical in complementing the module. A higher proportion of BEAM support is targeted at primary level, therefore the GEA bursaries will seek to focus on secondary school level.

Activity 6. A level support

786 lower secondary graduating girls, selected on the basis of need, will be supported to enrol in and progress through upper secondary education through the provision of tailored packages of financial and material support. All students selected will be supported to complete the two years of upper secondary education within the timeframe of the GEA. The financial and material support program will anchor a community/system-wide approach to surfacing and responding to girls' needs at secondary school, and support a pipeline of new leaders into youth, women's and community platforms. In view of the economic challenges facing Zimbabwe, the threat of widening (especially rural/urban) inequities in the wake of COVID-19, financial and material support packages continue to be critical as a targeted mechanism for ensuring the most marginalised girls and vulnerable boys can access secondary education, and that gains made before the pandemic are not lost.

Activity 7. Tailored support to girls with disabilities

A further 500 packages of support will be provided at Form 2 upwards for girls with disabilities, given their higher level of vulnerability while still ensuring they complete school within the timeframe of the GEA by providing their final term entitlements prior to the end of the programme. Alongside the financial and material support packages, children with disabilities will be provided with disability specific support to enable their retention and learning in school.

Students will initially be identified for support through the inclusion of Washington Group Questions in the bursary selection process, then referred to the MoPSE Department of School Psychological Services and Special Needs Education (SPS-SNE) to conduct initial assessments. CAMFED will also partner with the Ministry of Health, LEPS and other service providers to connect identified students with additional sources of support, where appropriate, leveraging existing capacity and accessibility within the system. This will include those supported through the STG at national level.

CAMFED will collaborate with service providers to ensure that specialist assessments of children living with disabilities can take place at district level; reducing costs and ensuring that learners have access to the facilities they need nearer to their community.

Activity 8. Primary completion support

1,337 primary schools (feeder schools to the targeted secondary schools), identified through high rates of drop out and low rates of completion and including those satellite schools supported to register under the STG, will receive packages of learning support including continuous assessment files, exercise books and stationery in addition to targeted support from peer-educators. The schools will be situated across the 35 GEA target districts, with the target number based on assumptions on the proportion of feeder primary to secondary schools drawn from CAMFED's current program. Peer-educators will visit the feeder primary schools once a month to support Grade 7 pupils to prepare for exams and build their confidence for the transition to secondary. Local school graduates – leveraging the existing capital of the CAMFED Association, Old Student's Associations, Parent Support and other community Groups based in each school's local community, will be engaged to strengthen the home-school link, recognising that the most marginalised learners benefit from holistic support to remain in school and transition to secondary. Over time, girls supported under the GEA and graduating from school, will be engaged to plough back in their communities and schools through supporting other learners. This is in line with the national Life Skills focus on building ubuntu/unhu//Vumuntu, character and responsible citizenship.

Activity 9. Scaling the standard national early warning system

CAMFED has worked closely with UNICEF in the design of a standard national early warning system; contributing to the report being prepared for the ministry and sharing learning accrued from implementation of the Guide programme.

The design of the Early Warning System (EWS) has included a situational analysis and consultations with pupils, parents, SDCs, implementers and MoPSE staff. The situational analysis recognised that the barriers to girls' progression increase as they enter adolescence, with child marriages and early pregnancies a key factor driving school dropout rates. The purpose of the EWS is to support schools, education authorities and wider stakeholders to identify pupils with specific needs and support them in a timely and appropriate way to prevent them from dropping out of school. The EWS aims include supporting the MoPSE to build knowledge on pupils at potential risk of dropping out, understand predictors of school dropout, strengthening monitoring and communication around dropout risk, and designing community, school and systemic response measures and capacity.

The EWS is intended to cover all schools in Zimbabwe, particularly where there are high incidences of pupil dropout, schools with low capitation, marginalised, remote and hard to reach schools, and is intended to work with existing programs such as BEAM and Guidance and Counselling programs.

Piloting of the EWS will take place under the STG, drawing on the design work that has already taken place, with scaling then supported under the GEA in years 2 and 3 through expansion of the model into 545 schools and the drawing together of national and provincial level stakeholders to review delivery and establish mechanisms for wider scaling. The GEA will leverage relevant Technical Working Groups in MoPSE, as well the expertise of the CAMFED Zimbabwe National Advisory Committee (multisectoral representatives), established in 2013 to support integration of program delivery within government systems, to work closely with the MoPSE and facilitate the process of transferring the approved EWS model into practice. Implementation of the EWS will be integrated within a number of GEA interventions, including the strengthening of district oversight of schools, data collection processes at school and district level, improved guidance, counselling and life skills provision within schools and home-school links, and the support of alternative pathways for students who drop out.

Activity 10. Targeted re-entry support for out-of-school girls

The GEA will aim to address the gap between policy and implementation with regard to the 2020 Education Amendment Act - particularly with respect to teen mothers and pregnant girls. CAMFED - as grant agent - will draw on experience under the Zimbabwe Girls Secondary Education programme to promote the second chance policy, including the training of community stakeholders in the use of the National Case Management System in schools and holding school level workshops to raise awareness of the Act.

The GEA will support the training of community stakeholders (Mother Support Groups, Guidance and Counselling Teachers, School Heads, Case Care Workers and School Based Child Protection Committee members) in the implementation of the Act and its implications for the support of teen mothers and pregnant girls. Education Coordination Group meetings will provide a key forum for identifying and coordinating the roles and responsibilities of different stakeholders to allow the Act to function effectively.

Within the GEA targeted districts and schools, schools identified as having a particularly high prevalence of dropout due to early pregnancy and marriage will be prioritised for re-entry support, facilitating the return of 1,635 young women to education. Schools and communities will be supported to implement practical improvements such as childcare and facilities for nursing mothers, while GEA delivery teams will work with school authorities and community leaders to address social stigma around accepting pregnant, parenting or married girls back into the classroom. Peer-educators, working with existing Parent Support Groups will play a key role in engaging learners, and the families of learners, who have dropped out of school to facilitate and encourage their re-entry to education. This will complement activity under the STG to raise awareness of the Education Amendment Act and provisions on the retention and reintegration of pregnant girls into schools, and to build teachers capacity on catch-up and the accelerated education programme.

Activity 11.   Community engagement campaigns

Across all districts targeted under the GEA, Community Development Committees/district committees, as a multisectoral and integrated forum, will work with the Child Protection Committees to facilitate community engagement campaigns, supported by peer-educators and peer-mentors, School Based Committee members and Parent Support Groups, to raise awareness of the Education Amendment Act, advocate against early marriage and pregnancy and review implementation of the re-entry policy. These will leverage and complement existing MoPSE initiatives such as community outreach fairs that provide a platform for engaging multiple stakeholders in promoting education. Awareness raising among schools and communities will also take place on the practice in some schools of withholding exam results of school children whose parents have not fully paid up fees. Regular school level monitoring, led by CDCs, and as part of the MoPSE led Joint Monitoring Visits, will collect data on the effectiveness of re-entry implementation, documenting promising practices. Community engagement activity will be coordinated with UNICEF, to mitigate against any overlap in targeted communities.

More widely, CAMFED will engage with key stakeholders to disseminate learning and knowledge on effective re-entry support, particularly through the Education Coordination Group and CAMFED's Annual General Meetings that include CDC representatives, DSIs from all partner Districts and Provincial Education Directors and LEPs department officials at headquarters.

Activity 12.   Promoting the visibility of girls in school and community leadership

The GEA will aim to support two girls per school to step into local leadership roles, such as becoming student representatives on SDCs, prefects, class monitors, sports captains or club chairs. This activity aims to contribute to a positive and representative learning environment within schools and communities by deliberately positioning girls as positive role models within and contributing to the creation of positive gender norms.

The GEA will also engage with key stakeholders at local, district and national level to create strong progression and transition pathways for girls - particularly into the education sector - and leverage CAMFED's role as Chair of the Gender and Disability Thematic Working Group under the Education Coalition of Zimbabwe to identify opportunities and pathways for the promotion of girls visibility in leadership, including at national level in order to establish a national framework for the championing and recognition of girls' agency.

2.2.1.1. Enabling factors for system transformation

Through this pillar, the GEA aims to reshape mechanisms for needs-based bursary delivery, operationalise the MoPSE's commitment to Child Protection Committees, scale a sustainable peer-led support network that transforms young women's prospects as they complete lower secondary school and embed, at scale, an integrated multi-sector approach to preventing school drop out. Together these interventions will deliver improved educational and livelihood outcomes for the most marginalised girls and vulnerable students, significantly reduce the drop out of marginalised and vulnerable girls, while also benefiting the wider student population through the creation of more supportive learning environments both within and post secondary education.

The Basic Education Assistance Module (BEAM) demonstrates the government's commitment to equitable educational access and provides a mechanism through which the most vulnerable students are able to access financial support to assist with school going costs. However BEAM payments can be erratic and have previously gone through periods of arrears. Working within the existing system to deliver GEA bursary support will both support alignment and complementarity with BEAM and the Learner Support Services Client Profile database and build capacity within the system to identify vulnerable students and administer targeted and equitable financial support effectively.

The development of a drop-out Early Warning System was identified as a priority within Zimbabwe's GPE compact, continuing work begun under the System Capacity Grant. This in turn reflects the recognition of drop outs within Zimbabwe's ESSP and the prioritisation of educational access (including enrolment, attendance, retention, participation, completion, performance and transition) - particularly among marginalised female learners, and improved management of information, including data collection and utilisation of education statistics. Through piloting and rolling out the EWS, the GEA will embed a system which strengthens the ability of schools, districts and provinces to work together in identifying, tracking and responding to the needs of the most marginalised students in order to prevent their drop out from education. The GEA will integrate and engage the MoPSE at all levels in training, support, delivery and review of the EWS roll out.

Long distances to school and the threat students face on these journeys is a challenge that particularly affects marginalised girls - those without the resources to pay for transport or the connections to move closer to school. Sustainable and affordable boarding facilities, when managed fairly and safely, offer a valuable alternative - particularly when paired with financial support targeted to the most vulnerable. The development of guidelines for the operation of sustainable and affordable boarding facilities has already been highlighted as part of the Joint Sector Review meeting in 2022 and completion of the guidelines was adopted as a key activity under the Infrastructure Activity in the 2022 Aide Memoire. This elevated the issue as a sector priority that is followed up through ECG meetings - the GEA will support the finalisation of this process and ensure the guidelines are available and accessible to all provincial and district education authorities to help inform their education planning and oversight of schools, and ultimately support the access to education of vulnerable girls in some of Zimbabwe's most remote communities.

Political support for the principles embedded within the Education Amendment Act exists, but the successful implementation of the act can be impeded by a lack of understanding and will at school and community level. Building awareness and understanding of the Education Act, and particularly provisions for child protection committees, within communities and schools through the GEA will build and embed social capital that will sustain beyond the program and transform the home/school environment for vulnerable girls. It will build schools' confidence and ability to identify at-risk students, strengthen community and school stakeholders' understanding of and confidence in SRGBV reporting mechanisms and increase the likelihood of perpetrators being brought to justice and victims receiving appropriate support.

The role of Guidance and Counselling teachers is already firmly embedded within the Zimbabwe education system and psycho-social support has been identified as a priority by the MoPSE under the Catch Up strategy. Guidance and Counselling teachers provide a valuable fulcrum within each school for the championing of child rights and the identification of the most vulnerable students, and already receive ongoing training from MoPSE in support of this role. Working with the MOPSE LEPS department which is responsible for guidance and counselling, the GEA will support with targeted training to Guidance and Counselling teachers on issues of child protection and case referral, develop and strengthen oversight and support of Teacher Mentors by district education leads, facilitate peer connection between Guidance and Counselling teachers to enable the sharing of challenges and best practices, and strengthen the connection between Guidance and Counselling teachers and children's home environment; supported through integration within schools of the proven and scalable volunteer peer mentor role.

2.2.2. Outcome 2: Enhanced Foundational Literacy and Numeracy for all Girls and Boys

The aim of this outcome in Zimbabwe's GPE Compact is to support the reintegration of children back into education, and to increase foundational literacy and numeracy. The activities of the GEA in support of this outcome are focussed on strengthening the foundational learning and social skills of marginalised girls in order to facilitate their ability to engage with the academic curriculum, through the development and implementation of a national life skills and foundational learning programme.

Intermediate Outcome: Improved learning outcomes

Activity 13.   Development of a national life skills and wellbeing curriculum
Consultations undertaken as part of the GEA and STG design process pointed to the value of a strengthened in-school life skills program in supporting girls' personal growth, helping them to see the relevance of their learning and developing girls' resilience within school. Consultees referenced a lack of confidence, emotional challenges and the influence of local norms and values as contributing factors to learner's – and particularly marginalised girls' - poor academic progress.

Zimbabwe's out-of-school Life Skills Orientation Program aims to bridge the gap between classroom knowledge and practical life – increasing the relevance of the academic curriculum – and bolster skills such as critical thinking and problem solving. Similarly, CAMFED's My Better World curriculum has been designed to complement children's academic learning, building skills in problem solving and assertiveness and values such as being goal oriented. It recognises the context of marginalised girls and the particular challenges they face in participating in learning; building their self-belief and motivation and better equipping girls to engage with the academic curriculum through participating in class discussions, asking questions when they don't understand something and engaging positively with their peers. External evaluation findings have underpinned the impact of improved life skills on girls' education outcomes in Zimbabwe, with a 2020 study finding a statistically significant positive difference in numeracy results between girls reached by the life skills program and those not reached by the program[30]. A separate 2018 cost-effectiveness analysis conducted by the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge found that CAMFED's holistic approach combining financial, material, learning and life skills support improved learning outcomes by an equivalent of an extra 2 years of schooling per $100 spent when taking into account the most marginalised students[31].

In support of the government's strategy for a school-based life skills empowerment and support programme, the GEA will support the delivery of the school-based life skills empowerment strategy and facilitate the development of a national Life Skills Curriculum and set of life skills materials that can support the Guidance and Counselling - Life Skills Orientation programme and strengthen the programmes' effectiveness in responding to the specific needs of marginalised girls. To take this forward, CAMFED will review the existing My Better World curriculum, alongside SADCQF materials, LOP and LEPS materials and those from other education partners, and work with the Curriculum Development and Technical Services Department to develop a curriculum suitable for nationwide rollout.

To support roll out of the strengthened programme, the GEA will support printing and dissemination of the life skills materials to provincial level, then work with MoPSE's existing distribution mechanisms to support distribution to district and school level. CAMFED will also engage with MoPSE's Learner Welfare, Psychological Services and Special Needs Department and the Curriculum Development and Technical Services Department to explore integration of MBW principles and components into teacher training programs. Materials will be distributed and delivered in sessions to both boys and girls in order to address damaging gender stereotypes within the classroom and build mutually respective behaviours, understanding and accountability between peers.

During the first year of delivery, and building on the results of a climate education needs assessment conducted in Zimbabwe in 2022 with subject teachers, Head Teachers, Guidance and Counselling teachers, learners and CAMFED Learner Guides and shared with MoPSE and the Ministry of Agriculture, the My Better World curriculum will be adapted to incorporate a climate education focus including understanding of climate change, information and skills to support mitigation, personal and community resilience. This additional content will help to build the resilience of students in understanding and responding to climate change, building climate

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[30] 2020, CIDT, The Virtuous Cycle of Girls' Education Midline Evaluation Report
[31] 2018, REAL Centre, Cost-effectiveness with equity; Research and Policy Paper 18/2; University of Cambridge.

smart skills. CAMFED has already established a Technical Working Group with representatives from MoPSE, the Ministry of Agriculture and the Curriculum Development and Technical Services Unit to review content adaptation and advise on streamlining with existing materials and programmes, for example UNDP's Green Climate Fund and the MoPSE led programme Future Life Now. This will directly support the achievement of the STG VP related to climate adaptation and mitigation.

Development and dissemination of the life skills curriculum will support Zimbabwe's commitments under the Safer School Campaign by strengthening positive social and gender norms within schools. It will further form part of the phased roll out of the Competence-Based Curriculum which aims to support greater emphasis on competencies desired in life and work, post school. The Comprehensive sexuality education documentation will be reviewed within this process to determine if there is some complementarity within the life skills curriculum around SRH. CAMFED will work closely with UNICEF and the MoPSE on the review of the curriculum scheduled for 2023.

Activity 14.   Training of peer educators

1,090 young women will be trained as peer-educators to work in all GEA target 1,090 S3 schools and provide targeted support to feeder primary schools. The peer-educator model will draw on the proven Learner Guide model, leveraging the capacity of female secondary school graduates (including those supported under the GEA financial and material support programme) who sign up to an 18-24 month commitment to volunteer in their local secondary schools. They will receive training to identify and support girls and boys who are at risk of dropping out of school, and engage with relevant school and community authorities to support improved attendance and safeguarding. With lived experience of the challenges faced by the children they are now supporting, peer-educators are uniquely placed to mentor these marginalised girls to help them navigate the challenges they face on their journey through school.

They will work in close partnership with Guidance and Counselling teachers, who will receive complementary training in psycho-social support, child protection and counselling - to monitor attendance patterns, behavioural changes and grade fluctuations in order to spot the early warning signs of potential dropout, and help students address the challenges they face. CAMFED will collaborate with and seek to leverage the TEACH Programme capacity building interventions for teachers as appropriate. Peer-educators and Guidance and Counselling teachers will be trained by CAMFED in partnership with MoPSE's Learner Welfare, Psychological Services and Special Needs Department, with MoPSE taking an increasingly active role in monitoring and oversight.

Activity 15.   Delivery of life skills and foundational learning

Within all GEA target districts and schools, the programme will support the deployment and training of peer-educators to initially deliver the MoPSE approved My Better World life skills curriculum before transitioning to the national life skills and wellbeing curriculum once developed and approved. Schools will be targeted based on high rates of drop out, particularly among marginalised girls. Schools will also be provided with foundational learning study materials implemented successfully by CAMFED under the Girls Education Challenge, including learning to learn in English, and study guides in English, Maths and Science.

During time-tabled sessions, peer-educators will draw on life skills curricula and study guides and use interactive pedagogies and encourage peer learning among learners of mixed ages and abilities. In addition to building confidence and self-belief, the sessions will support learners to catch up on lost learning time and seek advice on challenging course content, as well as developing study skills and promoting independent learning beyond the classroom - aligning with and directly supporting the government's prioritisation of catch-up learning in the aftermath of the pandemic and complementing the work planned under the STG to build teachers' capacity on catch-up and accelerated education programming.

2.2.2.1. Enabling factors for system transformation

Through this pillar, the GEA aims to embed and institutionalise in-school delivery of a life skills program that transforms the ability of students, particularly the most marginalised, to engage with the academic curriculum, strengthen their learning, and gain skills that support their progression through and beyond school. This ambition will be underpinned both by the design and delivery of a holistic and integrated in-school life skills curriculum and by the establishment of safer learning environments - recognising this as a fundamental need for student's positive engagement. The latter will leverage the activity taking place under the first pillar of the GEA and the work under the STG to improve school's physical infrastructure and develop a manual of positive discipline, along with Zimbabwe's wider commitment to the safe to learn initiative.

The commitment of the government of Zimbabwe's to school-based life skills empowerment is set out in the ESSP 2021-2025 as part of the program to strengthen learner's learning support services. The MoPSE's existing Life Skills Orientation program, delivered out of school, prioritises the development of Ubuntu through the development of practical life skills and aims to bridge the gap between classroom knowledge and practical life. The Competence Based Curriculum also offers a valuable hook for integration of life skills, and the curriculum review being supported under the STG allows for strong alignment and complementarity to be achieved. The existing role and expertise of Guidance and Counselling teachers provides embedded capacity within the existing school system around which to centre life skills delivery, while the GEA will also draw on the implementation expertise of schools, districts and provinces which have overseen in-school life skills delivery under ZGSE and the GEC-T, in order to define and embed a government led model which will work at scale and beyond the lifetime of the GEA.

2.2.3. Outcome 3: Enhanced Education Sector Equity-Focussed Leadership

Under this outcome, Zimbabwe's GPE Compact identifies the need to address the gaps in programmatic support around the enabling factors of system capacity development and the production and use of information in planning. The activities of the GEA in support of this outcome are focussed on strengthening the capacity of school and district level stakeholders to collect, analyse and use data on gender and marginalisation in order to enhance the visibility of girls in the education system and strengthen policy and program responses.

Activity 16.   Improved data collection, management and usage

GEA targeted schools and districts will be supported to utilise a knowledge management approach of feedback loops, ongoing learning forums and dissemination of best practices, continuous quality improvement and adoption of good practices to improve education outcomes for girls and strengthen the system as a whole. The activity will focus on building schools' capacity to collect, analyse and use disaggregated data to inform local strategies aimed at reducing the drop out of marginalised girls. The particular value of locally owned and managed data in supporting a targeted response to those at risk of drop out was identified as a high priority during the consultations into the development of the drop out Early Warning System.

The Grant Agent will work with Gender Desk within MoPSE to support schools and districts to strengthen education monitoring data - including out of school children returned to school and attendance data and exploring how children selected onto the programme of bursary support could be incorporated into EMIS alongside data on those selected under BEAM. This will complement work prioritised within the ESSP 2021-2025 to strengthen monitoring systems at provincial and national level.

Data will be collected in line with MoPSE guidelines and as part of the Joint Monitoring Visits and existing CDC/district committee termly monitoring and support visits to schools. The data will be shared back with schools along with district and national comparison data. This will help schools and districts identify areas where they face particular challenges and enable them to focus on improvements specific to improving outcomes for marginalised children, especially girls. Not only will the data feed from and into EMIS, but the process will build the capacity of the local level in support of the government's ambition for stronger district and provincial involvement in EMIS data collection, analysis and planning; supporting the goals of the System Transformation Grant while also bringing a gender lens to data collection. The structures and processes behind this approach are detailed further in section nine.

As Grant Agent, CAMFED will actively participate in the Joint Monitoring Visits with the MoPSE, GEA as well as STG visits; using the opportunities to highlight learning and opportunities resulting from GEA implementation and creating a platform to discuss critical policy issues and strategies to enhance policy implementation in relation to girls' education in Zimbabwe**.**

Activity 17.   System Integration of the GEA

The GEA is premised on enhancing capacity within the existing education system. Eight Provincial Resource Teams, each led by the Provincial Education Director and drawing together key sector representatives, will therefore be established to capacitate and support 35 districts to implement the GEA, with oversight from MoPSE Head Office. Districts will work with School Based Committees (SBC), with technical support and oversight from the Provincial and Head office and will deliver the GEA package in targeted schools. SBCs will play a critical role in monitoring learner wellbeing and following up on attendance issues, working hand in hand with teachers, peer-educators to bridge the connection between parents and schools that was recognised as crucial to maintaining learning among the most vulnerable students during the pandemic, and that will continue to be crucial in post-pandemic recovery. Working with and

through these structures, the GEA will embed ownership of learner selection - including of children living with disabilities - and monitoring. Working within the existing system in this way will both support alignment and complementarity with BEAM and the Learner Support Services Client Profile database and build capacity within the system to identify vulnerable students and administer BEAM effectively.

Provincial and 'whole of government' district level resource teams will enhance schools' capacity to recognise and enforce actions set out in the amended Education Act, the Marriage Act and the Child Justice Act to protect the right to education of the most marginalised girl. This approach will ensure that improvements to the learning environment will be locally led, with each school's capacity to identify, manage and fund infrastructure developments strengthened in order to support better access, protection and safeguarding of children.

2.2.3.1. Enabling factors for system transformation

Through this pillar, the GEA will drive improvements in the ability of schools, districts and provinces to collect, analyse and respond to data in a timely fashion; increasing the visibility of marginalised girls within the system through greater data disaggregation, increased granularity of data relating to drop out and return of students and strengthened feedback loops between policy and implementation. This in turn will bring a focus to the overarching goal of Zimbabwe's GPE Compact to support equitable access to education, with greater visibility of marginalised children and girls helping to support equity-based decision making and resource allocation. It will better support school, district and provincial level officials understanding of the barriers to girls progression and retention in school and enable the better tailoring of interventions to address their needs.

The GEA will position responsibility for data collection firmly in the hands of schools, districts and provincial education officers, with the GEA providing technical support to the MoPSE's existing provincial and district level capacity, while working in close partnership with the MoPSE gender desk. UNICEF has assisted the MoPSE in the collection, collation, analysis, publication and dissemination of education statistics, with Zimbabwe's commitment to further strengthening data collection and addressing the remaining inequities in the education system detailed in the ESSP.

2.3. GEA system level outcomes

The proposed programme will therefore deliver system level outcomes that enhance the agency, visibility and leadership of girls and women within the education system at government, school and community level. These are set out below.

- **Reduced drop out of girls from school** through scaling of an Early Warning 'drop out' System across Forms 1-4 that aims to identify and support pupils at risk of dropping out of school, especially girls and children with disabilities; system integration of a needs-based bursary system targeted towards marginalised girls and the development and roll out of a national in-school life skills program

- **Decision making and interventions that address the needs of marginalised girls** through the strengthening of data collection and analysis, including as part of enforcing policies and instruments that support the retention of girls within school, and that relate to re-entry of girls into the school system. The GEA will support the use of relevant gender disaggregated data to inform action and resource allocation at school and district level, which in turn will support EMIS strengthening planned at provincial and national level under the STG. Specifically, CAMFED working closely with MoPSE, will embed systems within schools to collect detailed drop-out and return to school data, and engage with district and national leaders to embed and integrate disaggregated program data into budget decision making, supporting better targeting of resources in meeting the needs of the most marginalised.

  Key target policies include the implementation of the Education Amendment Act and the introduction of clear and effective policies at school and district level to support re-entry for girls who have dropped out because of marriage or pregnancy. The GEA will also target the provision of guidance and counselling and life skills education, and the School Health Policy, along with the standardisation of sustainable and affordable boarding facilities. A particular focus will be strengthening feedback loops from the grass roots to decision makers, to ensure full visibility of implementation gaps and particularly how they impact the most marginalised. Through the Education Coordination Group, the GEA will contribute to review and oversight of the Education Sector Strategic Plan which will continue to provide the programming framework in which stakeholders in the education system operate.

- **Strengthened participation and agency of women and girls within schools and post school**
  Attention to gender balance and gender dimensions is fundamental to a supportive context for marginalised girls, both within school and as girls' graduate from school. This means decision-making bodies and committees at all levels (student councils, school boards, district bodies etc) make space for meaningful participation from women and girls, particularly representatives from marginalised backgrounds, and to embed a gender lens in how they function. Women and girls from marginalised backgrounds in positions of local leadership stand as important role models and can help to shift prevailing social forms in relation to the choices available to girls. Furthermore, a nationally integrated in-school life skills program will build skills such as confidence and problem-solving in a way that recognises the context of the most disadvantaged students and the particular challenges they face. It will strengthen the capacity of the most marginalised students and girls to both engage with the academic curriculum - speaking up in class, asking questions, engaging positively with peers - and build the skills they need to thrive post school and capitalise on their education.

The system-level outcomes outlined above are linked to a range of people-level outcomes that will measure improvements in girls' lives, relating to their likelihood of successfully completing school, their engagement within school and their transition to viable post school pathways:

- Increased self-confidence and wellbeing among supported students

- Improved examination pass rates in target schools

- Secondary school completion of supported students

- Improved in-school progression among girls in secondary education

- Proportion of supported students transitioning from lower to upper secondary

- Reduced dropout rate for girls in supported schools

- Increased number of girls returning to education after pregnancy/early marriage

- Integration of GEA bursary selection into EMIS

- Strengthened child protection structures in schools.

Underpinning these outcomes, CAMFED and GEA stakeholders will collect disaggregated data against a range of indicators covering the provision of financial and learning support to students, support to students with disabilities, improvements to schools and safety of students, reduction in student drop and training of teachers and school leaders. The full set of proposed output indicators are detailed in the accompanying logical framework in Annex 1.

2.4.　Program Outputs

The following table summarises the geographic reach and expected reach of each intervention.

Outcome	Intermediate Outcome	Activity no.	Activity name	Geographic coverage	Reach/Output
Improved functionality and safety of schools	Increased awareness and approaches to safeguarding children and ensure access for SEN's and girls	1.	Support case management, safeguarding and prevention of SRGBV activities	35 districts	1,090 School Development Committees 35 district committees
	Safer environment for learning	2.	Standardisation of sustainable and affordable boarding facilities	National	Viable sustainable strategy for affordable boarding facilities
	Increased access of marginalised girls to secure post school pathways	3.	Transition skills and vocational pathways	35 districts	1,090 young women trained as peer mentors 7,524 Form 4 graduates access post-school transition support
		4.	Peer educator progression pathways	35 districts	218 young women secure a BTEC qualifications
	Increased registration and	5.	Targeted, responsive bursary support	35 districts	7,860 marginalised girls receive bursary support

	sustaining retention rates of learners	6.	A level support	35 districts	786 female Form 4 graduates supported into A-level qualifications
		7.	Tailored support to children with disabilities	35 districts	500 marginalised girls with disabilities receive tailored bursary and disability support
		8.	Primary completion support	35 districts	1,337 primary schools and 53,480 children
		9.	Scaling the standard national early warning system	35 districts	1,090 guidance and counselling teachers trained 545 schools integrate the early warning system
		10.	Targeted re-entry support for out-of-school girls	35 districts	1,635 grants disbursed to schools to strengthen re-entry support
		11.	Community engagement campaigns	35 districts	Community engagement campaigns across 35 districts
		12.	Promoting the visibility of girls in schools and community leadership	National	2,180 girls step into local leadership roles
Enhanced foundational literacy and numeracy for all girls and boys	Improved learning outcomes	13.	Development of a national life skills and wellbeing curriculum	National	54,500 life skills curriculum printed and distributed to boys and girls
		14.	Training of peer educators	35 districts	1,090 young women trained as peer

					educators
		15.	Delivery of life skills and foundational learning	35 districts	98,100 study guides distributed
Enhanced Education Sector Equity - Focussed Leadership	Credible evidence is generated and disseminated and used in policy	16.	Improved data collection, management and usage	35 districts	2,427 schools supported to collect/analyse data relating to the most marginalised students 35 districts supported to strengthen education monitoring data collection
		17.	System integration of the GEA	35 districts	35 district committees support implementation of the GEA 8 provincial resource teams support implementation of the GEA

Table 1: Geographic reach and anticipated outputs of each GEA activity

3. Implementation and governance arrangements

3.1. Governance

Zimbabwe's Education Coordination Group is an interministerial, policy, decision making and the most senior authority group within Zimbabwe's education sector. It is mandated to take decisions on:

- the effective prioritisation of resources for the achievement of free quality education, through the approval of GoZ developed costed implementation plans, policies and budget.
- Policy reform and the ambition and overarching parameters for national Education Sector Strategic Plans (ESSP) including taking decisive action in response to slow or under-delivery, as measured by regular Joint Sector Reviews (JSRs).
- Progress against programme/project milestones and agreed actions based on the annual Joint Sector Reviews, Aide Memoire and recommendations; and
- The final escalation of issues that risk impeding the achievement of GoZ's policies and programmes, or those of GoZ's key education Development Partners (DPs).

Specific responsibilities of the ECG include:

- supporting alignment to and improved coordination of technical and financial support for the implementation of the national sector priorities of the MoPSE as stated in national planning documents (ESSP, NDS1 and 2, etc.).
- facilitating/providing inputs for the development and implementation of the national ESSP;
- sharing information on MoPSE's strategic direction and position on relevant issues;
- monitoring government's financial commitments to education and domestic education spending effectiveness;
- providing advice and support on the implementation of EDF, GPE and other major donor supported projects and programmes, in line with the MoPSE's Education Sector Strategic Plan (ESSP), including updating on procurement underway;
- providing feedback through written and verbal comments on key high-level evaluations, research and assessments that are relevant to the education sector;
- supporting identification of new sources to finance the plan from national budget, donors and CSOs, and private sector;
- discussing the scope of projects, approaches, harmonization of technical support, and fitting funding modalities to support country systems;
- monitoring high level progress on donor funded education programmes,
- monitoring JSR Aide Memoire Recommendations
- advancing strategic dialogue and exchange around bottlenecks of the sector to support steady implementation of the ESSP;
- supporting the MoPSE to report and monitor progress on implementation of interventions to achieve the objectives of selected aspects of the ESSP including the KPIs and other international data requirements (UIS, SDG 4, SADC, etc.), the ESPR, as well as policies and reforms underway;
- promoting dialogue among Ministries involved in (or relevant to) the education sector and development partners including defining areas of synergy and overlap; and

- supporting collaboration and joint implementation in areas, aspects, subjects etc. in which more than one development partner is active.

A separate GPE/TEACH Steering Committee is responsible for making key decisions for each program and technical advice regarding practical implementation of the GPE and TEACH program. Membership of the Steering Committee includes the Government, Development Partners, Implementing Partners - including CAMFED as the Grant Agent for the GEA and UNICEF as grant agent for the STG, and Civil Society, represented by ECOZI.

The GPE/TEACH Steering Committee meeting will be responsible for;
- Reviewing and signing off performance targets and timelines for activities under GPE and TEACH programmes and escalating issues to ECG if needed – approving logframes, delivery plans, risk registers, workplans and annual budgets.
- Providing technical and strategic inputs for performance monitoring of the GPE and TEACH programmes.
- Assessing the programmes overall performance and implementation progress – contributing to FCDO's and GPE's Annual Reviews.
- Acting as a liaison between the GPE/TEACH IC and ECG on key programmatic challenges and risks that threaten the achievement of programme objectives.
- Providing technical input for consideration by the GPE/TEACH Steering Committee on all matters related to MoPSE's policies as well as system improvement and reform.
- Providing recommendations for any review of the GPE/TEACH programmes Terms of Reference, guidelines and/or implementation modalities.
- Agreeing on the scope and timing of joint annual reviews of the education sector.
- Addressing other strategic issues involved in the implementation of the TEACH and GPE programme including (but not limited to) bottlenecks, resource management, capacity building plans, M&E and operational research.

Meetings of both the GPE/TEACH steering committee and the ECG will take place quarterly, with the outcomes of both the GPE and TEACH Steering Committees reported back to the ECG.

A separate GPE and TEACH Implementation Committee will be responsible for deciding and advising on implementation mechanisms of the TEACH program in line with the recommendations and guidance of the GPE/TEACH Steering Committee. The Implementation Committee will meet monthly, drawing together UNICEF, EDT, World Vision, Save the Children and CAMFED.

With operational level focus, each Implementation Committee shall be the key programmatic bridge between the GPE/TEACH implementing organisations, the FCDO and the MoPSE through (but not limited to):
- Promotion of effective implementation through better collaboration among implementing organisations and coordination of the TEACH and GPE programme components.
- Sharing of implementation experiences (challenges, bright spots, emerging risks etc.) for joint solution seeking, recommendations for improved delivery, and/or mitigatory actions, respectively – discussion on complementarity in these meetings.
- Ensuring the alignment and contribution of the TEACH and GPE programme components to MoPSE's strategic priorities, and core programmes articulated in the ESSP.

- Reviewing risk registers, delivery plans, logframes and workplans.
- Providing regular updates to the GPE/TEACH Steering Committee, including at least quarterly updating of AR recommendations, Risk registers, and VfM indicators.

3.2. Implementation

Using a girl-centred approach, the GEA programme will leverage existing government capacity and CAMFED's existing network of strong and established Community Development Committees (CDCs) in Districts where CAMFED is currently operating, to build a model for the GEA that will strengthen gender sensitive education delivery structures in target priority districts nationally. The GEA will use a cascade model to draw together National, Provincial and District level MoPSE structures that adopt and mirror the whole of government approach led by the MoPSE and its directorates. The strengthened delivery structures will draw on the principles of CDCs already established in CAMFED's 29 partner districts, which are led by District Schools Inspectors and are multisectoral convenings that provide a comprehensive and effective circle of support for girls.

The GEA will combine provision of targeted social and financial support (GEA bursaries) to those at highest risk of drop out and those needing support to return to education. A local support system led by Provincial Education Resource Teams will be anchored by district level cross-functional committees drawing together existing education and government interlocutors and complemented at school level by peer-educators - drawing on CAMFED's Guide model - a proven model in Zimbabwe whereby young women secondary school graduates volunteer to deliver a life skills and wellbeing curriculum in complement to the academic curriculum. The peer-educators will provide relatable female role models within schools, link schools with girls' communities and foster participation, learning and completion of marginalised girls, while simultaneously creating pathways for young women's leadership. The role leverages the expertise and insight of young women who have experienced the education system first-hand, to complement existing life skills interventions through an enhanced focus on the most marginalised girls, providing quality social and other forms of support to assist girls to navigate challenges they face in education. Peer-educators will support the wider learning team, including Guidance and Counselling teachers, School-Based and District committees and Parent Support Groups. These constituencies will work together, bridging schools and communities, to holistically tackle the social constraints, gender norms and economic barriers preventing girls from accessing and thriving at school and catalyse local action to build a positive and protective learning environment that nurtures young women's potential.

Delivery of the Zimbabwe Girls Education Accelerator programme is premised on strengthening the ecosystem surrounding the most marginalised children, and particularly girls, at both national and local level; equipping government structures with the evidence base, skills and capacity to understand and prioritise interventions that are successful in reducing the gap in education outcomes between the most marginalised girls and boys. Co-delivery with government will be at the core of the program and interventions embedded within existing systems, enabling and supporting a capacitation towards government-led implementation and creating significant added value. The GEA will capacitate Provincial Resource teams to integrate and roll-out the GEA model in priority Districts and schools. The Resource teams will be led by the Provincial Education Director, and will consist of Girls education champions from CAMFED Partner

Districts within the Province, including CDC members from various Ministries to promote a whole of government approach led by MoPSE.

The GEA will be delivered within 35 targeted rural and marginalised districts and 2,427 marginalised schools, with several principles used to identify these, including 100% of those highlighted as Districts with the highest and drop-outs rates (ESSP 2021 – 2025). This will be an important element of ensuring the GEA delivers national impact and embeds capacity across the education system as a whole. CDCs and SBCs already in place in 29 of Zimbabwe's most marginalised districts will provide a crucial resource for capacitating provincial resource teams, who will in turn support the strengthening of district level structures and capacity outside of CAMFED's existing footprint which will serve to help catalyse the GEA nationally.
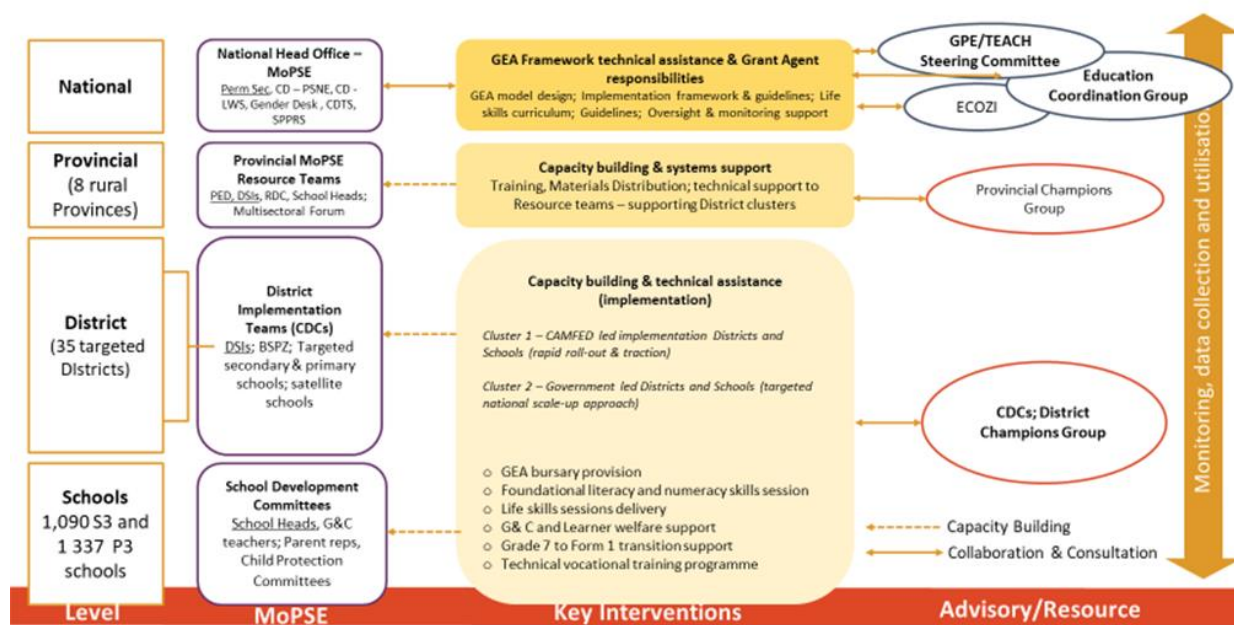
Figure 5: GEA delivery model

Provincial Resource teams will capacitate and support Districts to implement the GEA. Districts will work with School Based Committees (SBC), with technical support and oversight from the Provincial office, will deliver the GEA package in targeted schools. SBCs will play a critical role in monitoring learner wellbeing and following up on attendance issues, working hand in hand with teachers, peer-educators to bridge the connection between parents and schools that was recognised as crucial to maintaining learning among the most vulnerable students during the pandemic, and that will continue to be crucial in post-pandemic recovery. Working with and through these structures, the GEA will embed ownership of learner selection - including of children living with disabilities - and monitoring. Working within the existing system in this way will both support alignment and complementarity with BEAM and the Learner Support Services Client Profile database and build capacity within the system to identify vulnerable students and administer BEAM effectively.

Provincial and district level resource teams will enhance schools' capacity to recognise and enforce actions set out in the amended Education Act, the Marriage Act and the Child Justice Act to protect the right to education of the most marginalised girl. Improvements to the learning

environment will be locally led, with each school's capacity to identify, manage and fund infrastructure developments that allow better access, protection and safeguarding of children. Peer-educator's sessions will be timetabled into the school day, creating space for strengthening of foundational skills and addressing the social/emotional needs of learners. Training of stakeholders, will be co-delivered with MoPSE representatives, using a training of trainer and cascade approach, ensuring alignment with national policies and curricula and building system capacity for inclusive education.

These structures can leverage the support of the CAMFED Association network of young women which now numbers 77,880 members in Zimbabwe. These young women, supported through school and at the centre of programme delivery under ZGSE and GEC, are committed to championing girls' education, and to giving back through advocacy and philanthropy. Since 2020, CAMFED Association members in Zimbabwe have, using their own resources, supported over 390,000 additional girls to stay in primary and secondary school, embedding a model of responsive, sustainable community support for girls in communities. Already, 54% of Learner Guides are recognised as visible leaders in their community. Through the GEA, CAMFED will support MoPSE to embed the principles of CAMFED Association and youth-led give-back into the GEA to build sustainable youth-led social capital to support education, driven by community philanthropy. These principles will also be incorporated into the Life skills and Fit for Life curricula and interventions. CAMFED Association members will serve as advisors and a support system to district and school level partnerships to encourage youth activism, while their social and economic philanthropy will directly enhance the quality of support provided to vulnerable children.

3.3. Programme and financial management and oversight

As grant agent and sole implementer of the GEA, CAMFED will oversee and manage all program delivery in partnership with the Ministry of Primary and Secondary Education.

CAMFED Zimbabwe is governed by a national board and senior management team who ensure compliance with local regulations. CAMFED Zimbabwe is staffed by a team of experts in finance, program delivery and monitoring and evaluation who are all experienced in working through a devolved network of partners in delivering programs. CAMFED Zimbabwe's organisational structure is detailed in Annex 11. The permanent staff includes District Operations Officers positioned in each district of operation, whose role is to oversee and support program delivery in partnership with each district committee or CDC. District Operations Officers and programme volunteers - including government teachers and peer educators - are supported to input monitoring data to CAMFED's Salesforce system, providing quality assurance of that data and drawing on the technical support of the CAMFED MEL team in analysis.

The project budget includes provision for 15 additional staff to support program delivery and expansion into districts in which CAMFED doesn't currently operate.

CAMFED's financial procedures document provides the structures and guidelines by which GEA delivery will be managed, with a cloud-based Salesforce and Financial Force system in place which allows the tracking of each girl receiving financial support. The monitoring database is directly linked to the finance system allowing the tracking of project spend to the level of the individual. The finance system also allows for the accurate and complete disclosure of financial

transactions; records that identify source and application of funds, effective control and accountability for funds, comparisons of expenditure versus budget and fund accounting.

Effective financial management of the GEA grant will be guided by a suite of tools including monthly management reports containing up-to-date financial reports of actual vs budget per budget line, bi-weekly expenditure analysis and quarterly expenditure approvals. These will be supported by district level planning meetings, weekly national office management meetings and quarterly program review workshops.

CAMFED operates a zero tolerance policy on fraud, bribery, corruption and collusion and has established processes and protocols for reporting, investigating and addressing any suspicions regarding the misuse of funds detailed in an organisation wide anti-bribery and corruption policy. Strong guidelines are in place to protect assets from loss, fraud, waste and abuse. These include segregation of duties and authorisation limits, securing of financial resources, itemised billing and financial reporting, monthly bank reconciliations and adequate insurance of all fixed assets. A diagram detailing the flow of funds in GEA delivery is included in Annex 12.

4.   Monitoring, Evaluation and Learning

4.1.   GEA Key Performance Indicators

The GEA logical framework is included in Annex 1, with the following GEA core indicators embedded:
   ● Number of girls benefiting from monetary and nonmonetary incentives to enrol in/stay in school, disaggregated by disability
   ● Number of beneficiaries (disaggregated by sex and type) benefiting from programs that intend to prevent early marriage and/or early pregnancy
   ● Number of schools that implement strategies, policies or programs to retain or reintegrate pregnant girls or teenage mothers in schools as a result of the program.

4.2. Monitoring plan

The overall scope of M&E in this project is to enhance system capacity in measurement and evaluation to support strengthened feedback loops between implementation and policy, and to measure and assess the effectiveness and impact of the interventions for the purpose of tracking GPE compact and wider Education Sector Strategic Plan delivery.

Existing robust monitoring systems will be extended to provide a clear framework for data collection and learning under the Girls Education Accelerator. CDC/district committee-led monitoring at school and community level, including government officials and local leaders, overseen by professional staff, is a pillar of CAMFED's accountability to the girls and young women. This approach is cost effective and builds local capacity and ownership, as well as building accountability into the education system, as monitoring is carried out through face-to-face meetings with supported children. CAMFED's bespoke cloud-based database is accessed across CAMFED teams internationally, and captures data on a day-to-day basis, facilitating responsiveness in programming locally, and timely learning within the organisation. Each GEA supported student will be allocated an individual record on the system to record their household status, receipt of entitlements and progression through school. The database will also capture activity data on the number of people trained – including Peer-educators, Guidance and Counselling teachers, SBC and district committee members. Data is consolidated and shared back with districts and schools, catalysing local action in response to findings and embedding a culture of monitoring and comfort with analysing and using data. This creates tangible and effective feedback loops within communities and within the system.

Drawing on this database, CAMFED will work with MoPSE to incorporate key indicators and disaggregated data into regular government monitoring and information systems, allowing impact on marginalised girls in particular to be better tracked, positioned to inform policy design and implementation. The following monitoring tools will be employed to collect comprehensive evidence for programme development, quality assurance and tracking progress:

- Baseline data collection will be undertaken in Q3 of year 1. It will include: baseline EMIS data; student wellbeing survey with cohorts of students at randomly selected 50 schools. Targets for each indicator will then be developed in conjunction with the GPE coordination group. Each indicator will be disaggregated by gender. An endline survey will also be undertaken within the final six months of delivery to collect results against the agreed outcome indicators alongside an examination of the effectiveness of program delivery, degree of system integration and opportunities for sustainability.
- Data collected during the selection process: Details on reasons for students selection against equity criteria will be collected by district level selection committees
- Monitoring of students identified for support: Specially trained Guidance and Counselling teachers will collect data on a termly basis for all students receiving material school-going support, reflecting progression and drop-out, including reasons for drop-out.
- District-led monitoring: district committee members will monitor programme implementation and school-level performance in terms of enrolment, drop-out and exam pass rates. Through their remit as senior government officials, they will also

monitor schools' wider progress in terms of achieving a quality learning environment, in terms of implementing child protection policies, school resource management, etc.

- CAMFED Zimbabwe staff joint monitoring: staff and CDC members will conduct joint monitoring every term to collect district- and school-level data. Verification by staff of receipt of entitlements, record-keeping, and monitoring of the implementation of the peer-educator sessions will be carried out in a sample of schools in selected districts.
- Peer-educator programme monitoring: Peer-educators will collect and submit data each month through mobile-based reporting. This will include an overview of their activities, including numbers benefitting from their support (disaggregated by gender), any referrals or abuse cases reported and dealt with, number of home visits conducted, and number of students supported to return to or remain in school.

To ensure the quality of data collection and submission, Provincial Resource teams, District and School teams will receive training on the timely collection of quality data, the methodology involved, how to address any specific challenges encountered, support on ensuring the data collection process is standardised. This will include peer-educators, where all enumerators will be supported to have the most recently updated data collection tools. CAMFED Zimbabwe M&E staff working closely with MoPSE's M&E team, will conduct initial quality checks on data received. Once data has been collected, submitted, and cleaned, it will then be available in the designated GEA database system to enable appropriate programming monitoring and support as well as reporting through evidence informed approaches.

4.2.1. Output data collection methodology

The following table summarises how data will be gathered to provide evidence for each project output indicator.

Output indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
Number of SDC members trained/supported	CAMFED Zimbabwe National and District staff	Training reports. Records of trainings will be updated in the Programme Database.	Quarterly
Number of CDC members trained/supported	CAMFED Zimbabwe National and District staff	Training reports. Records of trainings will be updated in the Programme Database.	Quarterly
Number of young women trained as peer mentors	CAMFED Zimbabwe National and District staff	Training reports. Records of trainings will be updated in the Programme Database.	Quarterly

Output indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
Number of young women accessing transition support provided by peer mentors	Peer mentors CAMFED Zimbabwe District staff	Peer mentors complete monitoring reports on activities they have been involved in, with support from DOOs.	Termly
Number of young women securing a BTEC qualification	CAMFED Zimbabwe National and District staff	Records of young women who receive a BTEC will be kept in the Programme database	Quarterly
Number of female lower secondary graduates securing A level qualifications	Schools CDC Monitoring Zimsec examination data	Individual students recorded in programme database Progression of students confirmed through CDC monitoring and updated in programme database. A level qualifications confirmed through Zimsec examination data.	Annually
Core Indicator: Number of girls benefiting from monetary and nonmonetary incentives to enroll in/stay in school, disaggregated by disability	Schools CDC Monitoring	Disbursements information from CAMFED financial information, cross-checked with monitoring by CDCs. Records of disbursements are stored against individual students' records in the Programme Database.	Termly
Number of children (girls and boys) reached with Grade 7/Form 1 transition support	Schools CDC Monitoring	Disbursements information from CAMFED financial information, cross-checked with monitoring by CDCs. Monitoring of feeder Primary schools receiving package of support by CDCs.	Termly

Output indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
Number of girls supported to take up local leadership role	CAMFED Zimbabwe National and District staff	National fora and events and monitoring reports. Records of events will be updated in the Programme Database.	Termly
Number of Guidance and Counselling teachers trained/supported	CAMFED Zimbabwe National and District staff	Guidance and Counselling teacher training reports. Records of trainings will be updated in the Programme Database.	Termly
Core Indicator: Number of beneficiaries (disaggregated by sex and type) benefiting from programs that intend to prevent early marriage and/or early pregnancy	Peer educators	Peer educators complete monitoring reports on activities they have been involved in.	Termly
Number of young women trained as peer educators	CAMFED Zimbabwe National and District staff	Peer educator training reports. Records of trainings will be updated in the Programme Database.	Termly
Core Indicator: Number of schools that implement strategies, policies or programs to retain or reintegrate pregnant girls or teenage mothers in schools as a result of the program	Schools	Schools reporting successful retention or reintegration of pregnant girls or teenage mothers. Schools to complete annual monitoring data collection form.	Annual
Development of national Life Skills curriculum	CAMFED Zimbabwe National and District staff	Programme records	Termly
Number of schools in which the national dropout Early Warning System is integrated	Schools	School monitoring reports Programme records	Termly

Output indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
# of Schools receiving teaching and learning materials for foundational learning	Schools	Disbursement records from CAMFED programme information, cross-checked with monitoring visits by CDC members and CAMFED staff	Annually
Number of schools supported to collect/analyse data relating to the most marginalised students	Schools District committees CAMFED District staff	Schools to complete annual and termly monitoring data collection form with support from CDCs and CAMFED District staff.	Termly
Number of district committees supported to collect/analyse data relating to the most marginalised students	Schools District committees CAMFED District staff	District committees to carry out termly monitoring of schools with support from CAMFED District staff.	Termly

Table 2: Output data collection methodology

4.2.2. Outcome data collection methodology

Outcome indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
Number of schools with strengthened child protection structures and safe, supportive learning environments	CAMFED Zimbabwe National and District staff District committee monitoring	Training reports. Records of trainings will be updated in the Programme Database.	Quarterly

Outcome indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
Proportion of supported students transitioning from lower to upper secondary	District committee monitoring Schools	Individual students recorded in programme database. Progression of students confirmed through District committee monitoring and updated in programme database. Programme database used to calculate proportion of supported students who transition from Form 4 to Form 5.	Termly
Lower Secondary school completion of supported students	District committee monitoring Schools	Individual students recorded in programme database. Progression and completion of students confirmed through District committee monitoring and updated in programme database.	Annually
In-school progression among girls in secondary education	District committee monitoring or EMIS data collection Schools	Enrolment of students by gender and form, transfers in and out, repetition and drop out numbers confirmed through District committee monitoring.	Annually
Dropout rates in supported schools	District committee monitoring or EMIS data collection Schools	Enrolment and drop out numbers, by gender and form confirmed through District committee monitoring.	Annually
Number of young women returning to education after pregnancy/early marriage	District committee monitoring or EMIS data collection Schools	Re-entry numbers by form, confirmed through District committee monitoring.	Annually

Outcome indicator	Partner for data collection	Data sources	Frequency of data collection, *i.e. annually, per term*
Self confidence and wellbeing among supported students	Schools CAMFED MEL staff Enumerators External statistician	Self confidence and wellbeing will be assessed through a psychometric test developed and validated for use among adolescents in East Africa, the Amplify Agency tool. Data will be collected through local enumerators trained and supervised by CAMFED Zimbabwe MEL staff. The data will be analysed by a statistician contracted for this purpose.	Year 1 and 3
Examination pass rates in target schools	Schools Zimsec examination data	Numbers sitting and passing exams by gender will be obtained for target schools from Zimsec.	Annually
Integration of GEA bursary selection in to EMIS	CAMFED Zimbabwe	This will be a process indicator which will describe the alignment and integration of GEA bursary selection into EMIS data collection forms.	Annually

Table 3: Outcome data collection methodology

4.2.3.   Monitoring tools

Type of monitoring	Data collector	Frequency	Method	Areas monitored
Entitlement checks for girls identified for support	District committee	Termly	Phone/ Paper	Receipt of entitlements

Type of monitoring	Data collector	Frequency	Method	Areas monitored
Monitoring of girls identified for support	Guidance and Counselling teacher	Termly	Phone/ paper	Attendance, Retention, Progression, Examination performance. Data will be disaggregated by gender.
Monitoring of community infrastructure engagement	District committee, Guidance and Counselling teacher	Termly	Phone/ paper	Activities of G&C teachers (including number of reported cases of abuse and steps taken in response), P/MSGs at school, qualitative info about issues requiring follow up, activities of district committees (including numbers trained in child protection, number of cases of abuse dealt with and steps taken in response)
District-led monitoring	District committee, SO	Yearly	Paper	Educational resources, programme implementation, school management including financial management, teaching quality, enrolments, dropouts and examinations. Student data collected from school records will be split by grade and gender.
Peer educator programme monitoring	District Operations Officer, Core Trainers	Monthly	Phone/ paper	Peer educator activities, including numbers benefitting from Peer educator support (by gender), classroom observations of Peer educators for quality assurance and number of cases of abuse dealt with, type of abuse and actions taken
Monitoring of girls with disabilities in supported schools	District committee, Guidance and Counselling teacher, Peer Mentors	Termly/Bi annual	Paper/ Tablet	In-school observations and FGDs/interviews with children with disabilities and parents to assess sensitivity, appropriateness and impact of project interventions on people with disabilities.

Type of monitoring	Data collector	Frequency	Method	Areas monitored
Monitoring and support visits to schools and tertiary institutions	CAMFED staff, District Operations Officer	Yearly	Paper	Spot checks to cover all elements of the programme, including quality of intervention delivery and process of change
Post-School Life Skills Training Programme monitoring	CAMFED staff, District Operations Officer, Peer mentors	Termly	Phone/ Paper/ tablet	Pre/post survey on acquisition of knowledge/skills re learning objectives, quality of training delivery through beneficiary feedback, numbers attending transition training sessions, reasons for participants no longer attending training, economic activities of training participants at the start of the transition training and at the end of the training

Table 4: Type and description of GEA monitoring tools

4.2.4. Data quality assurance

CAMFED's robust, established system for monitoring and evaluation allows the tracking of every girl receiving financial support, including her progression, performance, and family situation as well as receipt of bursary entitlements. This cloud-based system in Salesforce also tracks EMIS information on every partner school. Data is uploaded on all aspects of the programme, against a comprehensive set of Key Performance Indicators such as in-school progression rates, number of Guides trained, and exam pass rates, on a day-to-day basis. Results are also tracked at grant level, with logical frameworks in place for each major programme, which will often include more qualitative outcomes such as behaviour change.

To ensure the quality of data collection and submission, peer educators, peer mentors, district committee members and guidance and counselling teachers will receive training on the timely collection of quality data, the methodology involved, how to address any specific challenges encountered, support on ensuring the data collection process is standardised. CAMFED M&E staff will conduct initial quality checks on data received from the school and district level stakeholders; for example, if large discrepancies were seen in progression data, the Guidance and Counselling teacher would be asked to further verify the information. Once data have been collected, submitted, and cleaned, they will then be available in CAMFED's central database system for use by the CAMFED Zimbabwe M&E and CAMFED International MEL teams.

The monitoring database is directly linked to CAMFED's finance system, enabling continuous tracking of the direct reach and cost of the programme, reinforcing its efficacy and value-for-money. The alignment of programme and financial systems allows CAMFED to track project spend to the individual level, informing regular management calls. In addition to this quantitative data collection, program reports are prepared and shared by district offices with

national offices, who review these against reported district level expenditure and cross reference with data collected through Salesforce, before consolidating the reports and submitting to CAMFED International.

4.2.5. Monitoring capacity and alignment with government monitoring systems.

Monitoring and evaluation will be led by the experienced CAMFED Zimbabwe M&E team, currently comprised of one national co-director, one MEL manager and two MEL officers who manage the monitoring systems and programme database and conduct district- and school-level monitoring visits. They will be further supported by the IT Officer and interns to support with data entry at least annually, while additional MEL resource has been included in the GEA budget and will positioned at regional level to provide support to Provincial Resource Teams in strengthening the monitoring capacity of schools and districts. The CAMFED International MEL team – specifically the Head of MEL and at least one MEL Officer – will provide technical support in research design, survey tool development, database management, data analysis, and IT support for mobile phones used in data collection.

School-based government staff such as Guidance and Counselling teachers, District staff such as District School inspectors and Provincial Education Offices will be integral to the GEA monitoring and review strategy.

Guidance and Counselling teachers along with CAMFED trained Peer Educators will collect academic and personal data about individual supported students. District-based government stakeholders, including District School Inspectors, will also monitor the receipt of entitlements and educational resources, as well as school-level data such as school enrolment, drop-out rates and progress on school-level activities. These government stakeholders will receive capacity-building in data collection and monitoring as needed through training events and review meetings in order to ensure they are equipped to carry out these roles. Drawing on this local institutional infrastructure is critical to the effectiveness of the GEA model and its long term sustainability. This interactive and client-partner method of data gathering provides a detailed and rich picture that is more authentic and revealing in complexity than typical extractive methods. It also achieves significant cost-efficiencies, embeds a local culture of monitoring, and helps to ignite local action in response to the findings.

School level monitoring data - including out of school children returned to school and attendance data - will be collected in line with MoPSE guidelines and also as part of the Joint Monitoring Visits and district committee termly monitoring and support visits to schools. The data will be shared back with schools along with district and national comparison data. This will help schools and districts identify areas where they face particular challenges and enable them to focus on improvements specific to improving outcomes for marginalised children, especially girls. Not only will the data feed from and into EMIS, but the process will build the capacity of the local level in support of the government's ambition for stronger district and provincial involvement in EMIS data collection, analysis and planning; supporting the goals of the System Transformation Grant while also bringing a gender lens to data collection. The structures and processes behind this approach are detailed further in section nine.

School Development Committees and Guidance and Counselling teachers will play a critical role in monitoring learner wellbeing and following up on attendance issues as part of the EWS roll out, working hand in hand with Peer Educators to bridge the connection between parents and schools that is recognised as crucial to maintaining learning among the most vulnerable students. Working with and through these structures, the GEA will embed ownership of learner selection - including of children living with disabilities - and monitoring. Working within the existing system in this way will both support alignment with BEAM and the Learner Support Services Client Profile database and build capacity within the system to identify vulnerable students and administer BEAM effectively.

CAMFED will continue to actively participate in the Joint Monitoring Visits with the MoPSE and partners and will use the opportunities to highlight learning and opportunities resulting from GEA implementation and creating a platform to discuss critical policy issues and strategies to enhance policy implementation in relation to girls' education in Zimbabwe.

In addition to integrating government resources, the GEA monitoring plan aligns with the ESSP monitoring plan for those priorities where the interventions under the GEA are relevant. The main areas of complementarity are detailed below.

- **Strategic Priority 2**: Enhanced Curriculum and Assessment to Contribute to Improved Access to Quality, Equitable and Inclusive Education
    - Core Programme 9: Competence-based curriculum fully implemented
        - Outcome: The competence-based curriculum achieves its objectives
            - Output 2: Resource constraints with regard to teaching and learning materials addressed
                - Provisions of supplementary materials in identified resource constraint areas.

ESSP outcome indicators and targets for lower secondary completion rates and transition rates have been integrated into the GEA results framework.

- **Strategic Priority 3**: Adequate safeguarding and Learners Support to Contribute to Improved Access to Quality, Equitable and Inclusive Education
    - Core Programme 11: Enhanced protection, safeguarding, safety and health of learners and staff
        - Outcome: Improved safe and conducive learning environment for learners and staff
            - Output 1: Effective and efficient responses to SRGBV and positive disciplining approaches
                - Community supported school based plans for effective responses to SRGBV

ESSP outcome indicator and targets for female drop out rate in secondary schools have been integrated into the GEA results framework.

- **Strategic Priority 4**: Enhanced Teachers' Capacity to Contribute to Improved Access to Quality, Equitable and Inclusive Education
    - Core Programme 13: Menstrual Health and Hygiene Support

- Outcome: Improved hygiene for girls in junior and secondary schools
  - Output 1: Inclusive menstrual health management programme rolled out
    - Provision of sanitary wear to female learners in schools
- Core Programme 14: Provision of learners' learning support services
  - Outcome: Improved learner welfare in schools
    - Output 2: District Learner Support Service Centres
      - Implementation of school based life skills programme
- Core Programme 16: Enhanced Teachers' Continuous Professional Development
  - Outcome 2: Improved learning outcomes
    - Outputs 4, 5 and 6: Teacher supported school-based plans to increase Grade 7, O'level and A' level pass rates
      - Identify barriers and prepare school based plans to increase Grade 7, O-level and A-level pass rates.

The ESSP outcome indicator for form 4 female pass rates have been integrated into the GEA results framework, however a more realistic pass rate target has been included for GEA supported students, recognising the lower baseline of pass rates among the most marginalised students vs national averages.

- **Strategic Priority 5**: Enhanced Capacity of the Ministry's Leadership for Governance and Planning in the Sector and in Implementing ESSP's Core Programmes to Contribute to Improved Access to Quality, Equitable and Inclusive Education
  - Core programme 17: Education data collection, management and usage improved
    - Outcome: Enhanced Education Data Collection, Management and Usage
      - Output 1: Activated action plan based on review of MoPSE's education data requirements in the context of current data collection, management and usage.
        - Implementation of enhanced data collection, management and usage.

One outcome indicator for SP5 is the production of EMIS by the end of the year - the GEA therefore includes a target to integrate GEA bursary selection into EMIS data collection.

4.3. Feedback mechanisms

Program beneficiaries are able to access multiple points of feedback to report issues or concerns. Within each school a trained Guidance and Counselling teachers acts as a child protection focal point, while trained peer educators and peer mentors engage regularly with students and recent school graduates, in small group and 1:1 settings so that children feel able to voice any concerns. Regular school level monitoring visits by district committee members, supported by CAMFED district operations officers, provide another reporting route for project beneficiaries, as do national office supported monitoring visits. Confidential issues

can be reported through CAMFED's independently monitored whistleblowing address and a toll free hotline will shortly be in place in Zimbabwe.

Any feedback or complaints relating to issues of child protection or safeguarding are reported through the mechanisms detailed in Section 5.1 and responded to in line with CAMFED's Child Protection Policy and Safeguarding Code of Practice (Annex 9). Feedback relating to program delivery is shared and discussed at Core Trainer and Peer Educator review meetings and regular meetings of the district committees/CDCs, with action plans and adaptations developed with the support of District Operations Officers who ensure clear communication with CAMFED national offices for the purposes of budget and activity forecasting. School level action plans are supported as part of the feedback of regular monitoring data to School Development Committees, detailed in section 4.2.5 above.

In addition, feedback from beneficiaries in their experiences within the GEA will be gathered as case studies each year during field monitoring and share with stakeholders through the GPE/TEACH steering committee meetings and the ECG.

4.4. Evaluation and Learning

The evaluation of the project will focus on evaluating the project at outcome and intermediate outcome levels of the project logframe, while progress against outputs will be assessed through monitoring. In order to trace the impact pathway from outputs to intermediate outcomes and outcomes, the external evaluator will need to understand the project interventions, the outputs, what is being measured and the progress made against them. The evaluator will also be expected to explore questions such as the relevance of the interventions and whether the interventions were delivered on time and as intended.

The evaluation will also seek to test the project's Theory of Change, understand the barriers to education that are overcome and measure the success of the project in delivering the intermediate outcomes. Evaluation questions can be divided between those that ask about results (what was achieved?) and those about the process (how was this achieved?).

The evaluation questions will be structured around the OECD DAC criteria as follows, but only finally agreed during the first 4 months of implementation. They are:

- Relevance: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

- Coherence: The compatibility of the intervention with other interventions in a country, sector or institution.

- Effectiveness: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

- Efficiency: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

- Impact: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

- Sustainability: The extent to which the net benefits of the intervention continue or are likely to continue.

5. Safeguarding, Risks and Mitigation

5.1. Safeguarding

CAMFED has developed a comprehensive Child Protection Policy and Safeguarding Code of Practice that is embedded in all project planning and at every stage of programme delivery, to ensure children and vulnerable young adults are protected from harm and experience safe learning environments. The Policy outlines roles and responsibilities in the safeguarding of children and young people, including a clear whistleblowing policy. All staff, board members, contractors and other associates are required to sign the Policy and recommit to it annually as a condition of contract.

A culture of accountability, specifically to beneficiaries, is mainstreamed through systems and practices at all levels. This multi-stakeholder approach ensures that there are multiple routes for monitoring child protection in the GEA. Recruitment and induction of new employees, volunteers and committee members include briefing on child protection issues and safeguarding as a major concern; CAMFED recognises its legal and moral obligation to ensure that individuals and agencies contracted to provide a service which may involve direct or indirect contact with children are aware of, and abide by, the CAMFED Child Protection Policy and Code of Practice. This includes training on recognising abuse, reporting concerns, understanding best practice and encouraging children's confidence to report inappropriate behaviour.

In constituting committees, the GEA will proactively include duty bearers that are in a position to protect children and vulnerable adults, in order to promote child protection in programme delivery and, where possible, recent female school graduates will form part of the committees.

The GEA will also support parents and other community members to understand and identify abuse and build their capacity to report to relevant authorities and follow up on cases to deter further abuse, through linking communities with stakeholder agencies on abuse such as victim support, social welfare, medical personnel or other organisations working in this area.

CAMFED's full Child Protection Policy and Safeguarding Code of Practice, along with relevant Standard Operating Procedures covering reporting and survivor support mechanisms are included in Annex 9.

5.2. Contingency planning

CAMFED has significant experience in continuing delivery during times of instability, not least during major events such as Cyclone Idai and most recently during the COVID-19 pandemic and associated school closures. Regular monitoring of delivery and expenditure is embedded into programme oversight and shared back with school and district structures, while grass roots structures have clear communication channels with district and national level CAMFED staff, ensuring rapid feedback loops that enable delivery to adjust and adapt to changing circumstances. If implementation is unavoidably delayed by external factors, CAMFED's

integrated bottom up budget planning process will enable expenditure plans to be quickly adjusted and re-prioritised in consultation with MoPSE.

The GEAs highly decentralized delivery structures means the program will be strongly positioned to continue reaching students with well-being and academic support during any periods of lockdown and school closure. This will draw on experience during the pandemic when locally embedded members of delivery teams were appointed to district-level COVID-19 response teams, affording them key-worker status to keep delivering critical support throughout lockdowns, for example supporting families to access government relief in the form of cash and food parcels.

Peer educators will be recruited from within the communities and villages surround their target school. In response to any disruption to school opening, and drawing on experience during COVID-19, Peer educators will meet at village level with students on an individual or small group basis, recognising that access to phone and radio can not be assumed given the level of household marginality. They will provide psycho-social support to girls, build awareness of and support access to any government led remote learning provision and lead community-based study circles, drawing on distributed study guides to engage with schoolwork set by teachers..

CAMFED's existing District Resource Centres will allow remote delivery of training to key stakeholders such as district committee members and Peer educators/mentors if necessary, again drawing on experience during the COVID-19 pandemic. This would later be supplemented by in-person training to fill in any gaps, recognising that internet infrastructure is patchy, and that some elements of training delivery are strengthened through in-person connection.

Recognising that girls and young women are at particular risk during school closures, with incidences of gender-based violence and early pregnancy increasing during the COVID-19 pandemic, Peer Educators will work in collaboration with existing safeguarding structures, for example social welfare officers embedded within district committees/CDCs, and Guidance and Counselling teachers embedded within schools, to refer and support any Child Protection issues identified locally. Peer educators will also work hand in hand with Parent Support Group members to engage with parents and guardians to help build understanding of how they can support continued home based learning, while the young women volunteers themselves will be supported and advised through regular contact with Core Trainers. As was the case during the pandemic, CAMFED will have the ability to leverage the wider CAMFED Association volunteer network to undertake local level household surveys, to gather a more detailed understanding of girls needs and priorities in order to adjust our response accordingly. CAMFED's existing internal cloud-based monitoring system allows data to be collected remotely and transferred via the internet to the programme database in Salesforce.

5.3. Risks and Mitigation

CAMFED maintains detailed risk registers at organisational and program level. Risk registers are reviewed quarterly by the CAMFED International Board and Executive Team. Operational responsibility and further actions are assigned to the relevant members of the Senior Management Team, who will collectively review and update the risk framework quarterly.

Overall risk management is the responsibility of the CAMFED International Board, exercised through the Co-Executive Directors, and is cascaded through the entire structure up to and including district partners and beneficiaries. CAMFED's Finance and Audit Committee (a sub committee of CAMFED International's Board) reviews and approves an annual risk-based internal audit plan and receives regular reports from the internal audit function on the effectiveness of controls and progress against its plan and recommendations. Key risks and mitigations associated with the GEA program are set out in Annex 4.

6.   Sustainability and Aid Effectiveness

The proposed use of GPE funding is directly aligned with the Partnership Compact and ESSP 2021-2025. The ESSP has already been costed, thereby providing a basis for unlocking National Domestic Financing towards the education sector in Zimbabwe; a priority area for supporting the achievement of SDGs.

The design and development of the program reflects the principles of Aid Effectiveness, namely: ownership, alignment, harmonisation, focus on results, inclusive partnerships and capacity development. The program has been developed with system integration at its core and care has been taken to minimise recurrent cost implication and embed implementation models within existing system structures and utilising existing capacity. The Partnership Compact, which informs the design of the GEA, supports the ESSP and to ensure alignment, draws on key performance indicators and the monitoring and evaluation systems of the ESSP. These monitoring and evaluation processes are well established, with a high degree of government ownership.

The Compact and the GEA were developed through a thorough and inclusive process led by line ministries, and involving development partners, CSOs, consultation with teachers, school leaders and students. Development partners and CSOs have committed to aligning with the ESSP and the three goals pinpointed in the Compact. All these stakeholders actively participate in the sector planning, monitoring and evaluation processes of the annual joint sector review and the ECG (LEG) through which progress and achievements of the GPE program will be reported and complementarity maximised.

Program implementation will be through existing national, provincial, district and school level structures and the GEA focuses on strengthening and supplementing mechanisms that are already in place within the Zimbabwe education system, in support of equitable access for education. These include the Basic Education Assistance Module, the cadre of Guidance and Counselling teachers, Child Protection Committees, School Development Committees, Parent Support Groups and key district, provincial and national education interlocutors, central to which will be the Gender Desk within the MoPSE who's role in coordinating across the department in analysing and addressing gender disparities, will be key. Embedding delivery - particularly of the EWS - within existing systems and structures in this way will ensure sustainability and a seamless transition as the GEA draws to a close. The GEA budget purposefully includes provision for strong national and provincial level engagement, both in the development of the national life skills and wellbeing curriculum, and in training of school and provincial stakeholders on EWS delivery, and in a national level review of EWS delivery in year 3. This will be supported by an end of project evaluation, again designed in close

partnership with the MoPSE, in order to ensure it captures evidence and learning that will be valuable in advocating for the levels of education financing projected in the ESSP and in ensuring the interventions delivered through the GEA are embedded and sustained with ministry infrastructure and planning going forward.

The provision of training and capacity building at provincial, district and school level on aspects such as bursary management, child protection, SRGBV, monitoring, data collection and analysis should embed strengthened capacity within existing education authorities, incentivise quality, and facilitate gender hard-wiring across the education system. It will support education services to be delivered more effectively, more equitably and through a stronger gender lens, thereby having a positive impact on sustainability and girls outcomes in the long term. Also core to sustainability is the integration of educated female youth into program delivery - not least leveraging the capacity of the 78 000 strong CAMFED Association - recognising their value as positive role models and their ability to bridge the home/school divide recognised as so valuable in keeping vulnerable girls in school.

Some program elements do have a recurrent cost, particularly bursary provision and the delivery of learning materials. It is proposed that the provision of learning materials under the GEA will be focussed solely at secondary level (with the STG targeting ECD/lower primary), and will target the marginalised schools, thus responding to the needs in areas where access, quality and good learning outcomes are most problematic. With respect to bursary provision. It is projected through the financial modelling scenario, that fiscal space will develop in the latter part of the ESSP/GPE implementation period and that more funding will be available for these non-salary recurrent cost items. The monitoring and evaluation data collected through the GEA will support advocacy efforts towards the long term allocation of more domestic funding towards the education.

Annexes

Annex 1: GEA Logical Framework Table

PROJECT NAME	GPE: Girls Education Accelerator							
IO 1	**Outcome Indicator 1.1**			**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
Increased awareness and approaches to safeguarding children and ensure access for SEN's and girls	Number of schools with strengthened child protection structures and safe, supportive learning environments	Cumulative	**Planned**	N/A	1,090	1,090	1,090	Count of schools where School Development and/or Child Protection Committees have received CP training
			Achieved	N/A				
			Source					
			CAMFED Zimbabwe Child Protection Training documents					
	Output Indicator 1.1.1			**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
	Number of SDC members trained/supported	Cumulative	**Planned**	N/A	13,080	13,080	17,004	Count of training attendees for Year 1 trainings. For further trainings, cross referencing with names of those already trained.
			Achieved	N/A				
			Source					
			CAMFED Zimbabwe Child Protection Training documents					
	Output Indicator 1.1.2			**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology

					Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	
	Number of District Committee members trained/supported	Cumulative	**Planned**	N/A	840	840	840		Count of training attendees for Year 1 trainings.
			Achieved	N/A					
				Source					
				CAMFED Zimbabwe Child Protection Training documents					
IO 2	**Outcome Indicator 2.1**				Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
Safer environment for learning	Finalisation of national guidelines for sustainable and affordable boarding facilities	Qualitative Cumulative	**Planned**	N/A	1	1	1		Count of national guidelines finalised
			Achieved						
				Source					
				Programme records					
IO 3	**Outcome Indicator 3.1**				Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
Increased access of marginalised girls to viable post school pathways	Proportion of supported young women transitioning to a productive post school pathway	Annual	**Planned**	78%	80%	82%	85%		Survey of supported school graduates
			Achieved						
				Source					
				Baseline: School graduate survey 2021; Surveys in 2024 and 2026					
	Output Indicator 3.1.1				Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
		Cumulative	**Planned**	N/A	1,090	1,090	1,090		

				Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	
	Number of young women trained as peer mentors		Achieved					Count of training attendees
			Source					
			CAMFED program database					
	Output Indicator 3.1.2			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of young women accessing transition support provided by peer mentors	Cumulative	**Planned**	N/A	2,568	5,136	7,704	Peer mentor monitoring reach numbers
			Achieved					
			Source					
			CAMFED peer mentor monitoring reports					
	Output indicator 3.1.3			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of young women securing a BTEC qualification	Cumulative	**Planned**	N/A	121	165	218	Count of BTEC certificates claimed
			Achieved					
			Source					
			CAMFED program database					
IO 4	**Outcome Indicator 4.1**			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology

	Lower secondary school completion of supported students	Annual	**Planned**	Females: 73% Males: 73%	Females: 73% Males: 73%	Females: 73% Males: 73%	GEA target: 73% ESSP target: Female: 68% Male: 70% Total: 69%	Using program database, students who completed Form 4 as a proportion of those supported from Form 1
			Achieved					
			Source					
Increased registration and sustaining retention rates of learners			CAMFED program database					
	Output Indicator 4.1.1			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of girls benefiting from monetary and nonmonetary incentives to enroll in/stay in school, disaggregated by disability [core indicator]	Cumulative	**Planned**	N/A	7,524	7,524	7,524	Number of girls receiving GEA bursary support
			Achieved					
			Source					
			Programme database					
	Output Indicator 4.1.2			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of Grade 7 children reached with primary completion support	Cumulative	**Planned**	N/A	0	26,740	53,480	Number of children benefiting from transition support according to Primary school records
			Achieved					
			Source					
			Programme records					

	Outcome Indicator 4.2			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	In-school progression among girls in supported secondary schools	Annual	**Planned**	Survival to Form 4 Female: 67% Male: 74% Total: 71%	Female: 68% Male: 75% Total: 72%	Female: 69% Male: 76% Total: 73%	Female: 70% Male: 77% Total: 75%	Female students who progress through secondary school without dropping out or repeating as proportion of those who start Form 1.
			Achieved					
			Source					
			EMIS data					
	Outcome Indicator 4.3			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Proportion of supported students transitioning from lower to upper secondary	Annual	**Planned**	12%	15%	18%	ESSP targets Female: 31% Male: 29% Total: 30%	% of supported students with O-level passes that allow their progression to upper secondary
			Achieved					
			Source					
			CAMFED program database					
IO 5 Improved learning outcomes	Output Indicator 4.3.1			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of supported students securing A level qualifications	Cumulative	**Planned**	N/A	0	0	786	Count of A-level supported students who pass their
			Achieved					

IO 5 Improved learning outcomes IO 5				Source				grade 6 examinations
				CAMFED Programme database				
	Outcome Indicator 4.4			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Dropout rates in supported schools	Annual	**Planned**	Female: 6.8%	Female: 6%	Female: 5%	Female: 3.73% Male: 2.71% Total: 3.23%	Students who drop out as a proportion of enrolment.
			Achieved					
				Source				
				EMIS data				
	Output Indicator 4.4.1			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of beneficiaries (disaggregated by sex and type) benefiting from programs that intend to prevent early marriage and/or early pregnancy [core indicator]	Cumulative	**Planned**	N/A	Female: 129,274 Male: 118,810 Total: 248,084	Female: 161,593 Male: 148,513 Total: 310105	Female: 193911 Male: 178215 Total: 372126	Sum of enrolment in partner schools where peer educators intervention is taking place
			Achieved					
				Source				
				EMIS data on enrolment				
	Outcome Indicator 4.5			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
		Cumulative	**Planned**	TBC	TBC after baseline	TBC after baseline	TBC after baseline	

			Achieved					Count of schools with evidence of successfully retaining or reintegrating pregnant girls or teenage mothers to school
Number of schools that implement strategies, policies or programs to retain or reintegrate pregnant girls or teenage mothers in schools as a result of the program [Core indicator]			**Source**					
			Program reports					
Output Indicator 4.5.1				**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
Number of Guidance and Counselling teachers trained/supported	Cumulative	**Planned**	N/A	1,090	1,090	1,090		Count of Guidance and Counselling teachers trained
		Achieved						
		Source						
		Programme database						
Output Indicator 4.5.2				**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
Number of grants disbursed to schools to strengthen re-entry support	Cumulative	**Planned**	N/A	763	1,308	1,635		Count of grants disbursed to schools
		Achieved						
		Source						
		Program and financial reports						
Output Indicator 4.5.3				**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology

					Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	
	Number of girls supported into positions of leadership	Cumulative	**Planned**	N/A	1,090	1,900	2,180	Number of female students supported to access leadership positions at school, regional or national levels (e.g. school leadership positions, national fora)
			Achieved					
			Source					
			Programme records					
Improved learning outcomes	**Outcome Indicator 5.1**			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
Improved learning outcomes **IO 6** Credible evidence is generated and disseminated and used in policy	Lower secondary examination pass rates in target schools	Annual	**Planned**	Female: 21.8% Male: 22.7% Total: 22.3%	24%	26%	28.% ESSP target 48% (total) - gender disaggregated target not identified	Students passing national exams at Form 4 as a proportion of those who sit them
			Achieved					
			Source					
			Baseline: Data on numbers of students sitting and passing 2022 Form 4 exams in partner schools					
	Output Indicator 5.1.1			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of teaching and learning materials provided	Cumulative	**Planned**	N/A	32,700	32,700	32,700	Count of schools
			Achieved					

				Source				
				Progrram and financial reports				
Outcome Indicator 5.2			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026		Methodology
Self confidence and wellbeing among supported students	Annual	**Planned**	TBC	TBC after baseline		TBC after baseline	Assessment using Amplify Agency tool. Average agency scores before and after intervention.
		Achieved					
			Source				
			Survey				
Output Indicator 5.2.1			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026		Methodology
Development of national Life Skills curriculum	Qualitative Cumulative	**Planned**	N/A	1	1	1	Count of national Life Skills curriculum developed.
		Achieved					
			Source				
			Programme records				
Output Indicator 5.2.2			Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026		Methodology
Number of young women trained as peer educators	Cumulative	**Planned**	N/A	1,090	1,090	1,090	Count of peer educators trained
		Achieved					
			Source				

| | | | | Programme database | | | | |

					Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
IO 6 Credible evidence is generated and disseminated and used in policy	**Output Indicator 5.2.3**				**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
	Number of children reached with foundational learning support		**Planned**	N/A	Female: 129,274 Male: 118,810 Total: 248,084	Female: 161,593 Male: 148,513 Total: 310,105	Female: 193911 Male: 178215 Total: 372,126	Sum of enrolment in partner schools where peer educators intervention is taking place
			Achieved					
			Source					
			Programme database					
	Outcome Indicator 6.1			**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
	Integration of GEA bursary selection in to EMIS	Qualitative	**Planned**	N/A	1	1	1	Description of the integration process to date
			Achieved					
			Source					
			EMIS					
	Output Indicator 6.1.1			**Baseline**	**Milestone 1: July 2024**	**Milestone 2: July 2025**	**Target: July 2026**	Methodology
	Number of schools supported to collect/analyse data relating to the most marginalised students	Cumulative	**Planned**	N/A	650	1,090	2,427	Count of schools visited by district committee
			Achieved					

				Source				representatives and supported with data collection and interpretation
				Program reports				
	Output Indicator 6.1.2				Baseline	Milestone 1: July 2024	Milestone 2: July 2025	Target: July 2026	Methodology
	Number of district committees supported to collect/analyse data relating to the most marginalised students		**Planned**	N/A	10	20	35	Count of district committees supported with data collection and interpretation
			Achieved					
			Source					
			Program reports					

Table 5: GEA logical framework

Annex 2: GEA Program Results Framework

Overall Objective: All primary and secondary school boys and girls in Zimbabwe including marginalised girls and children with disabilities have equitable access to quality, safe, inclusive education with relevant learning opportunities by 2026.

Indicator	Baseline	Target
Outcome 1: Improved functionality and safety of schools		
Number of schools with strengthened child protection structures and safe, supportive learning environments	0	1090
Finalisation of national guidelines for sustainable and affordable boarding facilities	0	1
Proportion of supported young women transitioning to a productive post school pathway	78%	85%
Lower secondary school completion of supported students	73%	73%
In-school progression among girls in supported secondary schools	67%	70%
Proportion of supported students transitioning from lower to upper secondary	12%	31%
Dropout rates in supported schools (female)	6.8%	3.73%
Number of schools that implement strategies, policies or programs to retain or reintegrate pregnant girls or teenage mothers in schools as a result of the program [Core indicator]	TBC	TBC after baseline
Output 1: Increased awareness and approaches to safeguarding children and ensure access for SEN's and girls		
Number of SDC members trained/supported	0	17,004
Number of District Committee members trained/supported	0	840
Output 2: Safer environment for learning		
Finalisation of national guidelines for sustainable and affordable boarding facilities	0	1
Output 3: Increased access of marginalised girls to secure post school pathways		
Number of young women trained as peer mentors	0	1090
Number of young women accessing transition support provided by peer mentors	0	7,704
Number of young women securing a BTEC qualification	0	218
Output 4: Increased registration and sustaining retention rates of learners		
Number of girls benefiting from monetary and nonmonetary incentives to enroll in/stay in school, disaggregated by disability [core indicator]	n/a	8,360
Number of Grade 7 children reached with primary completion support	n/a	53,480
Number of supported students securing A level qualifications	0	786
Number of beneficiaries (disaggregated by sex and type) benefiting from programs that intend to prevent early marriage and/or early pregnancy [core indicator]	0	Female: 193911 Male: 178215 Total: 372126
Number of Guidance and Counselling teachers trained/supported	0	1,090
Number of grants disbursed to schools to strengthen re-entry support	0	1,635
Number of girls supported into positions of leadership	0	2,180
Outcome 2: Enhanced foundational literacy and numeracy of all girls and boys		
Lower secondary examination pass rates in target schools	21.8% female 22.7% male	28%
Self confidence and wellbeing among supported students	TBC	TBC after baseline
Output 1: Improved learning outcomes		
Number of teaching and learning materials provided	0	32,700

Development of national Life Skills curriculum	0	1
Number of young women trained as peer educators	0	1090
Number of children benefting from foundational learning support	0	372,176
Outcome 3: Enhanced education sector equity-focused leadership		
Integration of GEA bursary selection in to EMIS	0	1
Output 1: Credible evidence is generated and disseminated and used in policy		
Number of schools supported to collect/analyse data relating to the most marginalised students	0	2,427
Number of district committees supported to collect/analyse data relating to the most marginalised students	0	35

Annex 3: GEA Program Risk Register

Risk Description	Level risk (L/M/H)	Likelihood of occurrence (L/M/H)	Mitigation Measure(s)*	Residual level of risk	Residual likelihood
Children are exposed to increased risk through participation in the programme, for example abuse at school.	High	Medium	Child protection is mainstreamed through the GEA program. The grant agent, CAMFED, has developed a robust and comprehensive Child Protection Policy and operates a zero tolerance approach to abuse and exploitation. CAMFED's partnership with schools is based on a commitment to child protection policies and procedures provided by the government and makes clear our position and approach to working with children and how we would respond to any instance of abuse. Children's participation in sessions delivered in school through this project will equip them to better protect themselves by becoming more informed about their rights and what constitutes abuse, as well as the channels for reporting to those who can help, so they can better identify and respond to risks or actual cases of abuse. The program includes a specific activity to increasing awareness of child protection and child safety within schools and communities, and aims to support implementation of the safe to learn initiative and strengthen the function of child protection committees.	Low	Low

Schools fail to operate due to teacher incapacitation or closures relating to a resurgence of COVID-19.	High	Medium	Peer educators, alongside others trained through the project such as SBC members and Guidance and Counselling teachers, will play a critical role in reaching out to those children most at risk during closures in order to access available distance learning initiatives and to deliver catch up learning sessions in communities. CAMFED, in consultation with MoPSE, will re-budget according to priorities arising from long closure, for example ringfencing funds for supporting payment of fees/entitlements until schools re-open, and support the Catch-up strategy interventions that have proven successful during and post-COVID. Peer educators will aim to remain in touch with children in their host schools, and will work closely with Guidance and Counselling teachers to identify and monitor girls seen to be at greatest risk of not returning to school. Children will also be provided with additional support with learning materials and study groups, guidance and counselling to avoid pregnancy, motivation and support to remain engaged with education, or support with basic needs to mitigate the push to seek work or employment that could lead to drop-out. Peer educators will work with PSGs to advocate with parents and family members to prevent early marriage and CAMFED will work closely with schools to raise awareness of the Amended Education Act which prohibits the exclusion of pregnant girls from school	Low	Medium
Lack of safeguards for girls travelling long distances to school or living in unsafe accommodation	High	High	CAMFED undertakes training of all its staff and stakeholders in child protection and safeguarding, while child protection reporting structures are closely integrated with existing safeguarding service providers including line ministries of social welfare, local government (police), Health and Child Care, to ensure they provide immediate services to learners who experience any threat or harm. Affordable and sustainable boarding support will be provided to learners travelling long distances and the wellbeing of learners housed in low-cost boarding facilities is	Low	Low

			monitored by dedicated matrons - most commonly Guidance and Counselling teachers.		
Changes in policy or lack of engagement mean that government, school, community authorities fail to support project implementation	High	Low	CAMFED has long-standing partnerships in the target districts and schools, backstopped by collaboration with regional and national government and underpinned by an MoU. The project will leverage CAMFED's established and experienced partner delivery structures of nearly 30 years, while CAMFED has a long established working relationship with MoPSE, including during particularly difficult economic periods. CAMFED participates actively in MoPSE planning and review meetings at National, Provincial and District level, which ensures early awareness of any changes in policy direction and CAMFED consults the Ministry on its programmes, with CAMFED playing a critical role in developing the current Education Sector Strategic Plan.	Low	Low
Disruption of learning and programme delivery due to the harmonized elections happening in 2023	High	Medium	CAMFED will ensure that Memoranda of Understanding with key ministries and local governments are updated for 2023 and in place in all CAMFED partner districts. These help to secure authorizations from relevant authorities to proceed with activities.	Low	Low

Government Commitments on Education financing falls below the agreed % e.g., the 2023 allocation is 14.9% against the target of 16.8%	High	High	Mitigation actions include • Contribution of technical support to the phased implementation of the basic state-funded education • Support of advocacy efforts for the government to uphold the Kenyatta declaration (together with the Parliamentary Portfolio Committee on Primary and Secondary Education) • Support of the finalization, approval by cabinet and the implementation of the School Financing Policy • The allocated national budget to education is progressively increased as planned	Medium	Medium
Schools do not have sufficient resources due to low levels of school fees, impacting on quality of learning outcomes	High	High	In addition to ensuring the provision of timely tuition fees directly to schools at the beginning of each school term, CAMFED will provide schools with study materials in support of the catch-up strategy, while peer educators will be provided with materials for their engagement with study groups. CAMFED will use national platforms, joint monitoring visits and regular data collection and dissemination to regularly engage MoPSE on the resourcing of rural schools.	Medium	Medium

Beneficiaries are not selected, or are not perceived to be selected, on a fair basis	Medium	Medium	CAMFED has established and maintains clear and transparent selection procedures at the local level using an evidence-based index to assess student's marginality prior to selection. A formal committee structure of School Committees, Community Development Committees and Most Vulnerable Children Committees are staffed on a voluntary basis and include diverse membership from across school, government, community members and traditional leadership to ensure checks and balances are applied. At all levels of CAMFED's involvement and delivery of programmes, it is required that everyone involved be aware of and observe child protection policies, procedures and measures. CAMFED is clear that protecting all children against abuse in all its forms is an ethical and moral obligation and one which is paramount to the realisation of children's rights. CAMFED's governance model ensures a safe and trusted environment where all processes and structures of the programme. Men and boys are included and engaged in all stages of project delivery, oversight, monitoring and implementation.	Low	Low
Bursary payments are not delivered on time, leading to economic challenges within schools and risk to learners dropping out.	Medium	Medium	Each supported student is assigned a unique system of identification on CAMFED's on-line programme database, SalesForce, which links to the FinancialForce system in generating payments and supporting procurement. Supported students sign entitlement forms on receipt of entitlements, in the presence of neutral witnesses. In addition, schools maintain detailed and up to date records showing how funds have been used - with records checked regularly by CAMFED staff and District Committee members. Guidance and Counselling teachers and SBCs follow up with each beneficiary to confirm entitlements received.	Low	Low

Young women fail to take up roles as Peer Educators, or aren't committed to the role	High	Low	Evidence from CAMFED's programme demonstrates that significant enthusiasm for the Learner Guide programme among young women and that they are committed to supporting the next generation in school, in line with the values of the network. There is high take up of available positions and an ever-increasing pool of membership to draw from as more girls graduate school with CAMFED support. A significant proportion of Learner Guides opt to extend their commitment beyond the initial 18 month voluntary commitment, because of the opportunities they gain from the role.	Low	Low
foreign currency risks and volatile USD exchange rate	Medium	High	The majority of CAMFED's budgeted activities in Zimbabwe are paid for in US dollars, which mitigates foreign currency risk. Where goods or services need to be procured in local currency (ZWL), this is purchased immediately before activities take place, and for no more than two weeks ahead, to take into account the volatility of the local market and mitigate against the risk of currency depreciation.	Low	Medium
Project activities stall due to bribery, fraud and/or misuse of funds	Medium	High	As detailed above, CAMFED has strong internal control systems to minimise fraud and misuse of funds. These include segregation of duties to ensure transparency of financial transactions, a procurement committee to promote fair, transparent and robust procurement processes at all levels of operation, minimum and maximum procurement thresholds for authorisation to engage all levels of management, and annual external audits.	Low	Low

Insufficient quality or timeliness of procured materials.	Medium	Medium	Procurement is conducted exclusively with competent and reputable suppliers and CAMFED ensures there is a separation of duties in the procure to pay processes. Monitoring visits check the quality of appropriateness of procured items such as shoes and uniforms. CAMFED's internal audit department actively reviews supplier engagement processes as well as routine checks of transactions with suppliers to ensure compliance with internal policies.	Low	Low
Due to incessant rains or drought resulting in food shortages, programme delivery is compromised or beneficiaries fail to attend school regularly due to hunger in affected partner districts.	Medium	High	CAMFED's highly decentralised delivery model, with key delivery stakeholders embedded within local schools and communities, means that programme delivery is minimally impacted by issues such as flooding. As part of GEA programme delivery, CAMFED will work with community and school stakeholders to identify the most vulnerable households and signpost them to existing government safety nets and community based philanthropic activity.	Low	Medium
Amendments to Zimbabwe's PVO act risk CAMFED's operation	Medium	Low	CAMFED remains apolitical and exercises strong adherence to government mandated reporting requirements, securing legal counsel to ensure the national board, management team and staff are aware of and adhering to all relevant regulations.	Low	Low

| Sustainability of interventions after the progam | High | High | GEA delivery will prioritise close community involvement and engagement at all stages of implementation. The implementation model is highly integrated within existing government structures and seeks to strengthen and build engagement across government levels and across ministries, embedding capacity within the system. The GEA will also build an evidence base that will support advocacy for the allocation of more domestic funding allocated to the education sector by the government. | Medium | Medium |

Table 6: GEA risks and mitigations

Annex 4: Detailed GEA Program Implementation Plan

See attached

Annex 5: Responses to the QAR 1

GPE: GEA QAR 1 - Secretariat Matrix indicating the feedback and the country's response to it/how it was or will be addressed

Recommendation by the GPE	Response on how this will be addressed
Overall comments	
1. Describe how successful interventions can be integrated into MoPSE system	Key priority areas in the GEA according to the MoPSE and GPE feedback 1. Range of support provided to girls 2. Local level model used in the education program 3. Early warning system 4. Development of life skills curriculum CAMFED will aim to do the following: • influence the BEAM program – focusing on the quality of support, responsiveness and institutional capacity • strengthening local-level model in the delivery of the education program • embed a practice of using data at local level to inform decision making through training of school level and district level stakeholders • integration of peer education model in delivery of life skills curriculum • scale and implement the EWS and share impact of the EWS • develop a life skills curriculum for MoPSE to be used nationally
2. The TOC should be elaborated, ideally together with UNICEF	• CAMFED and UNICEF have worked on a joint ToC
3. It would be helpful to have a table showing activities linked to specific numbers of beneficiaries.	• Done. See table under section 2.4 in the Programme Document ○ Total 9146 pupils receiving comprehensive bursary support
4. A log frame would be helpful for tracing progress on GEA activities	• A logframe has been developed.

5. A risk assessment and mitigation measures need to be provided. This might be done together with UNICEF. See recommendation later under Grant Modality alignment assessment.	• This was done, an aligned risk assessment and mitigation matrix was developed together with UNICEF
6. Ensure the budget is itemized - the GEA outcome 2 activity which is the rollout of the catchup strategy support targeting pregnant and teen mothers, US$369,130 is presented as a lump sum.	• Noted and Done
7. Revise the GEA budget to program US$12,415,000 plus agency fee of 7%, or US$869,050	• Noted and Done
Grant Modality Alignment Assessment	
1. Meet and jointly agree an approach to TOC development and log frame development. For joint activities such as the early warning system and district and school level data interpretation and usage determine what will be done by each grant agent. Look for shared costs. Consider also joint discussions of the M&E, log frame and risks	• Noted and Done. A combined ToC was developed together with UNICEF to reflect both grants
2. It is encouraged to work with UNICEF to allocate responsibilities for shared activities such as early warning and data dissemination. The GEA program application should also define or better describe the correspondence between implementation of the life skills curriculum with the competency-based curriculum proposed In the STG application. Both partners should better demonstrate how they will work together on the community engagement components that are the cornerstone of the GEA application and a key element of the STG application.	Done. UNICEF will be responsible for the piloting of the early warning system and CAMFED for the scaling. In the program document more detail has been provided on community engagement.
3. Given that no formal QAR2 is envisaged before Board submission of the STG and GEA, it could be helpful to request an informal review by the GPE secretariat before Board submission. The Secretariat will be happy to provide feedback as may be needed	Noted

Annex 6: Summary of input from Program Consultations

REPORTS FROM CONSULTATION
Bulawayo Rainbow Hotel
02 June 2023
Southern Region Consultation (Bulawayo, Matebeleland North and South Provinces)

<u>Respondents</u>
1. Provincial Education Directors- 4
2. District Schools Inspectors- 10
3. School Heads-16
4. Teachers-10
5. Learners-10

REPORT FROM SCHOOL TEACHERS
1OPENING QUESTION
.a) Current situation in Zimbabwe regarding quality, inclusive and equitable education
-Coming up with compressed timetable to cater for both mainstream learners and learners with learning challenges is a difficult task
-Teacher not fully trained for inclusive teaching
-Materials for inclusive learning not available in schools
-General shortage of resources and even unequitable availability a threat to quality and equitable education
-There is a high disparity distribution and availability of infrastructures
-Poverty impact heavily on learners with disability
1.b) Provision of education to the marginalized /disadvantaged learners
-No adequate assistance given to OVC
- BEAM not enough
2 Introductory questions
 a) Major causes of rising numbers of non-readers
-High teacher pupil ratio
-Resource shortages
-Low teacher motivation
-Learning disabilities
-Lack of individualized teaching
3 Transitional questions
.a) Current problems, difficulties or barriers to quality, inclusive and equitable education
-Poverty
-Resource unavailability
-Disparities in infrastructure
-Prevalence of drug and substance abuse
-Automatic promotion not working
b) Is gathering information on non-readers feasible
-That is highly a challenge
4.Key questions
a) Determinants that affect quality education
-Resource availability
-Curriculum review to meet the needs of the learners
-Teacher –pupil ratio very high
-Skills competence gape
-Internet connectivity and gadgets

-Rigid leadership
b) Effective methods of addressing the changes affecting learners
-psycho-socio support
-All schools to have special classes
c)Ways of improving current teaching methods
-Use of interactive teaching methods
-Individualized teaching
-Teaching through research
- Teachers autonomy is required
-Teacher retraining to meet current global teaching methods
 5. Ending question
Major priorities to improve education in Zimbabwe
-teacher motivation
-Reduction of teacher pupil ratio
-CALA reduction
-Infrastructure improvement
-More training required on positive discipline
-Use of artificial Intelligence in teaching and learning
Heads
Topic: Equitable access to quality education and relevant learning
Purpose: To reaffirm that the outcomes and activities that are being proposed in the STG program document are the priority areas in the education system

Theme outcome areas areas
Outcome 1: Functionality and safety of schools: are our schools safe for learners
Outcomes: Enhanced foundational numeracy and literacy
Outcome 3: Education sector equity-focused leadership.

Focus Group Questions
Opening Questions
What is the current situation in Zimbabwe regarding access to quality, inclusive and equitable education?
- Quality is affected by a lack of resources.
- The new curriculum is exposing learners to so much learning areas and content
- Quality is not guarantee
- Human resources are inadequate for teachers to deliver meaningful teaching.
- Poverty among learners. Pupils attend lessons on an empty stomach
- Partners are concerned about rural schools at the expense of urban schools which are also severely affected by poverty.
- Teachers are not well remunerated to do their best.
- Parents not paying fees for their children and heads are not allowed to send learners back home to collect fees
- Teachers are not supported in terms of teaching and learning resources and parental support in homework. Teachers are not getting support from home.
- Disciplinary problems as pupils do what they want

What is the extent of the provision of education to marginalized or disadvantaged learners?
- To a large extent, BEAM does not cater to other needs such as uniforms and other needs
- Marginally, 99% from special schools need assistance. A lot is expected especially in transportation. A physically challenged child needs someone to accompany her/him to and from school. There will be chaos during feeding time.

- Teaching of ICT is not supported in areas which do have gadgets since no teaching will be taking place.
- CAMFED is lifting the girl child only while boys feel unfairly treated creating more mistakes in trying to correct the mistake of the past and hence indulge in drugs.

Introductory questions
Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?
- Teachers are demotivated
- Teachers can not go the extra mile.
- For a child to read there is a lot of effort from the teacher.
- Inadequate human and material resources
- Composite classes
- Automatic promotion into the next grade leads to having forms 3s who cannot read
- Colleges need to sharpen their effectiveness in teaching reading skills.
- Re-engage all teachers to do staff development in reading.
- No enthausism in learners
- Learners see no purpose in learners
- Lack of support from home as most parents are preoccupied with trying to put food on the table and other things.
- F1 and F2 school systems as good
- Concentrate on maths, English, and Indigenous language
- Reduce loading of learning areas.
- There is not enough reading time because of the expected task to be completed
- Learners are always confined to the classrooms
- Capacitate infant teachers on teaching-reading
- Too large classes at infant make teaching reading difficult

Transitional Questions
What are the current problems, difficulties, or barriers to quality, inclusive and equitable education?
- Is gathering information on non-readers feasible?
- Number of the non-readers is given per period.
- At grade 1, end of June, and at the end of the year

Key Questions
What are the determinants that affect quality education?
- Teacher motivation
- Resources – human, material, and financial
- Relevance of the curriculum
- Takers in different Geographical areas, ICT questions to learners who have never seen computers
- A lot of resources are required to address learning, assistance in writing, notes, dress

What is the most effective method for addressing challenges affecting learners with difficulties in learning?
- Financial resources
- The tone of the school
- Clear policies
- Individualized learning
- Engagement of psychologists

- Progress classes
- Special classes
- Teaching using phonic methods and the involvement of parents
- Appreciation of effort
- RED-STAR method
- Improving current teaching-learning methods.
- Resourcing schools
- Teaching to be in line with technology
- Staff development
- Group teachers according to their area of specialization
- Give food incentives to the teacher
- Giving responsibility

How mighty current methods of teaching and learning be improved?
What are your key priority areas in your school improvement plan?
- Infrastructure
- Textbooks
- School feeding
- Quality Education
- Supervision
- Inclusivity

Ending question
What do you think could be the major priorities of improving education in Zimbabwe?
- Improve teachers' welfare
- Staffing
- Relevance of the education aligning it to what is happening in the area

Adequate staffing and promote
FOCUS GROUP DISCUSSION WITH THE DSIs
1. OPENING QUESTIONS
What is the current situation in Zimbabwe regarding access to quality, inclusive and equitable education?
QUALITY
- Shortage of qualified teachers.
- Failure to take teachers, e.g not taking new teachers after other teachers have gone for different leaves.
- Deployment of centralized teachers.
- They don't have adequate resources e.g. shortage of resources for ICT learning
- We need digital content when learners are learning ICT.
- Shortage of specialized teachers.
- Lack of vehicles that's affecting supervision in schools.
- None and and late payment of fees.
- Migration of teachers from rural schools to urban school.
- Teacher pupil ratio.1:8
- Lack of motivation of teachers e.g. lack of incentives.
- High staff turnover.
- Shortage of adequate infrastructure e.g. classrooms for both teachers and learners.
- Poor road network leading to best teachers refusing to go to those schools.
- Lack of connection / network
- Mental illness of teachers.

- Stressed teachers.

INCLUSIVE EDUCATION
- Lack of infrastructure/proper infrastructure.
- Lack of special needs.
- Lack of specialized teachers
- Neglation of teachers with disorders
- Disabled teachers who lack resources in order to be able to deliver knowledge.

ii) What is the extent of provision of education to marginalized or disadvantaged learners?
- Lack of resources
- Even though beam is provided they need food, shoes, stationery so giving or offering them money is not adequate.
Delay in payment of beam / funds into schools.

2) INTRODUCTORY QUESTION
Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?
- Rising number of non-readers
- High teacher ratio
- Inadequate reading materials
- Going for teaching colleges just for employment not for passion.
- Higher and Tertiary Education is producing unqualified teachers.
- Teaching attachment is not full load and there is lack of supervisor from the college and also a long wait period before deployment.

3) TRANSITIONAL QUESTION
Is gathering information on non –readers feasible?
- Information is not accurate.
- It is feasible with enough time.
- Training of teachers on how to collect data.

4) KEY QUESTIONS
i) What are the determinants that affect quality education?
- Inadequate resources (teaching and learning)
- Poor infrastructure
- Demotivated teachers.
- Negative attitude by parents
- Currency volatility.
- Dropping out of learners.
- Lack of supervision e.g. vehicles

ii) What is the most effective method for addressing challenges affecting learners with difficulties in learning?
- Staff developing teachers and catch up strategies(ERI)
- Workable teacher pupil ratio.
- Adherence to policy teacher pupil ratio
- Provision of adequate resources.

iii) How might current methods of teaching and learning be improved?
- Use of ICT gadget
- Staff development on the use of ICT and other methods and also provision of the ICT gadget.
- Refresher courses
- Provision of training resources down the grass root.

5) ENDING QUESTION

What do you think could be the major priorities of improving education in Zimbabwe?

- Improvement of working conditions
- Provision of teaching and learning resources
- Provision of vehicles in districts for supervision.
- Infrastructure improvement.
- Revisiting the teacher training curriculum.(teaching practice)
- Reduce waiting period for deployment.
- Deployment of teachers to their district of choice.

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1)How do we strengthen the links between schools,homes,districts and provinces in order to increase visibility of girls at risk of dropping out and supporting feedback loops to prevent drop out?

- Decentralization to districts
- Outreach programmes/awareness campaigns that are also funded.
- Establishment of viable G and C programmes in schools
- Establishment of girl guides(GEM) Girl Empowerment Movement

2) What is the gap between policy and implementation of re-entry support and catch up strategy?

- provision of education to cater for the incoming learners last point of success.
- Provision of non-formal education and use of compressed syllabus.
- Need for funding of non-formal.

3)What is needed to successfully support effective implementation of re-entry and catch up strategy.

- Equipping teachers with necessary knowledge in order for the learner to catch up
- Learning how to use compressed syllabus
- Close monitoring and evaluation of attendance of the teachers

4) How can the recommended approaches be made sustainable?

- Funding
- Training of personnel
- Continuous monitoring and evaluation
- Development of income generating programmes to enable sustainability

5) How do you think a strengthened life skills programme can improve girl's education outcomes?

- Improve life skills in order to reduce drop outs e.g. misbehaving like early pregnancy
- Survival skills

6) What should be prioritised forb a life skills programme?

- Funding of the programme
- Teacher motivation
- Learner's choice e.g. what the learner wants or programme of interest
- Monitoring and evaluation vehicles into schools.

Learners Southern Region
Learner focus group discussion

Item	Boys	Girls	Total
Total Learner Participants	6	4	10

Age range: 11yrs   -   19yrs

Primary	Secondary
1	9

New ways of assessing learners

From the focus group interview conducted, all learners agreed that there is need to improve continuous assessment by including the following learning areas and concepts:

Mechanics   Story Writing   Proverbs   Verbs
Complex numbers   Adverbs   Spellings   Preposition
Induction   Article writing   Letter writing   Similes Cv Designing.

Teaching of English in schools: What can be done to improve performance?
- Promote a reading culture in schools
- More dramatization activities in English
- Making English a compulsory medium of instruction for all teaching and learning activities
- Encourage students to participate in public speaking activities and making presentations on using different platforms as a way of boosting their confidence

Challenges in learning Mathematics
- Poor time management
- Poor delivery of concepts by teachers which makes it difficult for learners to understand
- Inadequate learning resource materials such as textbooks with ZIMSEC content
- Content overload (Too many CALAS per learning area)
- Poor teaching methodologies
- Lack of inclusivity (lack of supporting resources for learners with special needs)

Challenges in learning English
- Lack of confidence by learners
- Poor foundation background for learners to master skills to learn English at an early age
- Emotional and physical challenges (dyslexia)
- Most learners are used to their mother tongue
- Lack of skills and poor teaching methodologies by teachers
- Lack of teacher motivation
- Teacher absenteeism
- Influence of local customs, norms and values from the local communities
- Negative attitude portrayed by teachers towards learners
- Teachers are becoming more exam oriented
- Too much workload on CALAS

Important things learners would change to make learning enjoyable
- Need to foster a safe learning environment
- Need for more revision exercises
- Teachers should exercise positive criticism to students
- Reduce number of CALAS per each learning area
- Teachers should treat fairly all learners regardless of background
- Teachers and learners need constant motivation
- Teachers should improve their teaching methodologies and also make use of more practical examples within their local environs during lessons
- Techers should stop favoritism and negative comments

Satisfaction about the way teachers are delivering their lessons

Most of the students somewhat agree that teachers are delivering lessons satisfactory although improvements can be done on teaching and learning methodologies.

Learning online

The majority of learners agree that learning online has a number of benefits such as:

- Flexibility: Online learning allows you to learn at your own pace and on your own schedule. You can access course materials and complete assignments whenever and wherever it's convenient for you.
- Convenience: Online courses eliminate the need to commute to a physical classroom, saving you time and money on transportation and parking.
- Access to a wider range of courses: With online learning, you have access to courses and programs offered by institutions all over the world, which can help you to find the best fit for your needs and interests.
- Cost-effective: Online courses are often less expensive than traditional on-campus courses, which can make education more accessible and affordable for many learners.
- Interactive and engaging: Online courses often use a variety of multimedia tools and interactive activities to engage learners and enhance the learning experience.
- Personalized learning: With online learning, you can often customize your learning experience, choosing the pace, format, and content that works best for you.

However, the learners raised a number of issues that needed to be considered for this to be effective:

- Need for provision of more resources especially to the disadvantaged learners in rural areas
- Reduce distractors during learning
- Provide internet connectivity
- The girl child has many responsibilities at home which makes it difficult to balance with online lessons.

Do you think learning and teaching resources are adequate? Most students responded No

What form of support is needed to improve their performance at school?

- Provision of food during lunch
- Encouragement/ Motivation
- More tools for researching
- More textbooks
- Need to balance the workload
- Improved infrastructure
- Availability of adequate furniture
- Learners need for hearing aid/ gadgets

Do you feel safe at your school?

- The majority of learners felt safe at their schools within the school yard

Is there any form of bullying at your school?

- From the responses obtained from students, an element of bullying do exist at their schools especially at lower levels

Is there any form of drug or substance abuse at your school?

- The majority of learners expressed that there are less incidents of drug or substance abuse within the school environment but they did mention that some students do indulge in drug and substance abuse away from the school environment
- Gangsterism is also happening at schools.

Conclusion and recommendations?

- CALAS are time consuming and should be reduced per every learning area

- Provision for more resources should be channeled towards teaching and learning activities
- The percentage contributed by CALAS on the overall exam pass mark needs to be revised upwards considering the fact that CALAS are time consuming and require more resources (Value for time)

Comments on the whole exercise
- Some students were concerned that their views will not be considered
- Some students appreciated the opportunity and platform they were given to freely express themselves and represent other learners across the nation
- There is high hope for government and its partners to provide solutions towards the concerns raised

REPORTS FROM CONSULTATION
Mazowe Hotel
12 June 2023
Northern Region Consultation (Harare, Manicaland, Mashonaland Central, East and West Provinces.)

Respondents
1. Provincial Education Directors- 4
2. District Schools Inspectors- 10
3. School Heads-16
4. Teachers-10
5. Learners-10

Learners Northern Region
PRIMARY AND SECONDAFRY SCHOOL LEARNERS QUESTIONS
Date: 12 June 2023
Attendance: 4 females and 6 Males
Age range: 11-18

How do you think teaching you in English would improve your performance at school?
- Being taught in English benefits in writing of exams because they are written in English
- Let teaching of English start at infant level
- Teachers are explaining in Shona which becomes difficult for learners to express themselves in English during exams
- Lack of explanation on particular topics especially summary writing
- Learners cannot speak in English
- Limited ways of communication with others
- Selective teaching
- Non- readers

A new way of assessing learners known as continuous assessment was introduced. In your opinion hat areas do you think should be improved.
- CALAs should be done practical subjects
- Should be structured in a way that resources can be available easily
- They aren't helping because there is repetition every year the same CALA
- CALAs to be taken away because they are causing stress towards students
- To many CALAs bring workload
- Funds or money demanded in CALAs for late submission
- CALAS should suit the environment in which learners get materials locally
- It is hard to look for resources so they must be an improvision of resources

- A subject and a CALA should not be given to kids at the same period they cannot exert the energy for all and costs at the same time
- The resources are not available so the kids are now buying resources and parents do not understand
- The costs involved the pupils cannot travel to Harare to buy materials

Challenges you have from learning in learning Mathematics
- The questions are written in English and learners fail to interpret
- Teachers are teaching in complex way and can not explain in a way learners can understand
- Limitation of methods of tackling a particular problem
- Teachers have a lot of students and it makes it difficult for the teacher to focus on one individual

How do you think are the best methods of helping learners improve their discipline and conduct?
- Teachers should understand situations and ban beating kids to solve problems
- They should try suppress the center of influence
- Teachers should communicate with parents to bring one solving skill to a child
- Schools should make awareness campaigns advocating for intensive guidance and counselling

Name the challenges in your school?
- Inadequate teachers
- Short of learning materials like textbooks
- Teachers use phones for teaching and students do not have the gadgets or are prohibited
- Teachers are rushing they are not going with the same pace
- Teachers are limited to their teaching skills

What are the three most important things that you want improved or done to make your learning enjoyable
- Hold educational trips
- Reduction of CALA components
- Turning of single sex schools to core educational schools
- Access to computer labs, science labs and WIFI

Are you satisfied with the way teachers are delivering their lessons
- selective teaching
- self-research teachers are not fully teaching and are not giving adequate information
- revision is only be done with those paying for extra lessons
- the way teachers are delivering lessons isn't satisfying

do you think learning online would help strengthen and improve your learning
- learning online only benefits those who have access to gudets and those without are greatly disadvantaged its beneficial because you get more tutoring

do you think your learning and teaching resources are adequate
- we do not have teachers
- no textbooks
- lack of parental support
- lack computer labs and science labs
- teachers are not replaced when they go on sick leave

do you feel safe at your school?
- No
- Long distances which are exposing children to abuse like rape
- Schools do not have physical barriers like walls and fences
- Emotional abuse by teachers
- Some structures are very old almost collapsing scary to learn in

Heads Northern Region

HEADS' QUESTIONS

Introductory questions

Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?

- Some school have access but others do not have
- There are no facilities in schools especially on special learners and teacher shortages
- No teachers trained to handle resource unit
- Low moral also affect the quality, teachers are demoralised because they are receiving low incomes.
- Gaadgets such as computers and network including wifi and gadgets and high teacher pupil ratio.
- Teachers were trained to teach old curriculum.
- There is no close link with higher education because teachers are not trained in the new demands of the Competence Based Curriculum.
- The infrastructure development is poor.
- There is positive descrimination within the education sector.

Facilities are very poor in schools. The MoPSE

- Teachers teachers teach subjects that they were not trained for
- Beam does not pay on time and when they pay the funds will be eroded
- Schools in rural areas are not getting qualified teachers. Teachers run away back into urban even if the Mini allocates
- Learners are tested on exam but have no facilities such as computers to use.
- Hot seating is affecting access

2What is the extent of the provision of education to marginalized or disadvantaged learners

- Establishment of new schools has increased access to education.
- The government still have a lot to do as learners are travelling long distances to schools due to lack of schools within the community .
- The government must improve payment of Beam on time.
- The child age and placement must be matched well. Due to limited number of schools in some areas.
- Poverty is upsetting the provision of the education. Hence addressing the poverty and food will improve accesss.
- Parents needs civic education. There Beam is not enough and is not addresiing all the challenges affecting the learners.
- The special learners are not benefiting because parents believe that there is no need for them to go to school

3 Within the Zimbabwean education system, what do you think is the major cause of rising numbers of non-readers?

- Lack of reading materials
- Starting base
- No libraries
- Teachers are not motivated enough
- The curriculum is too overloaded and hence teachers have no time due to the overloaded sylabu
- Teachers have negative attitude due to other time challenges
- Some learners do not have interest in learning.
- Some innovations are not implemented
- Education has lost its test and hence learners are not seeing any models

- Covid-19 affected

4 What are the current problems, difficulties, or barriers to quality, inclusive and equitable education?
- Drug abuse
- The misuse of technology
- Cute shortages of learning materials
- Hanicaped can not travell long distance
- Shortages of teachers and subject mismatch
- Teachers are not allowed to go on leave including sick leav, maternity and hence are full of demotivation.
- Exams comes too early and the purpose of doing that is not necessary.

5 How might current methods of teaching and learning be improved?
- Disabled – government to provide special resources and teachers be trined to use the resources
- The teachers who are able to teach special learners are not motivated to teach due to demands.
- Learners must not be tested at the same level. They must be given their own assessment.
- The cala is burdening the teachers and hence have no time to assist the learners.
- The child must repeat to accquire skills
- Empower teachers to teachers
- Government to revive non-formal education to cater the marginalised learners and the government to pay non-formal learners

7 What are your key priority areas in your school improvement plan?
- ICT gadgets
- Movable boards
- Projectors to improve teaching methods
- Playgrounds
- Special rooms
- Special human resources, no ICT teachers, VPA teachers.
- Special classes and accommodation
- Income generating projects so that we revamp classes and incentives for the teachers

8 What do you think could be the major priorities of improving education in Zimbabwe?
- The most important thing is to renemearte teachers so that they are motivated
- Provision of adequate resources
- Provide per capita grant in schools
- Better schools must provide resources to the schools than viceversa
- The government to sponser schools on sport activities.
- There are so many subjects at the Primary level
- Innovations must be backed up with resources
- More researches must be conducted to ensure new curriculum to pay dividends
- Heads were not given time to Evaluate the new curriculum.
- The government to consider its commitment on Beam and computers.
- Schools do not participate in workshops
- Timeliness
- Need for the professionalism in the Ministry.
- Most non readers are not interested in learning Cala.

- There is need to reduce the number of subjects in Primary School.

- skills development

PEDs Northern Region

QSN 1 (i) WHAT IS THE CURRENT SITUATION IN ZIMBABWE REGARDING ACCESS TO QUALITY, INCLUSIVE AND EQUITABLE EDUCATION?
-we are not there yet though we have covered a reasonable gap in terms of quality, inclusive and equitable education
QSN (ii) WHAT IS THE EXTENT OF PROVISION OF EDUCATION TO MARGINALIZED OR DISADVANTAGED LEARNERS.
-it is fair because the marginalized schools still lack learning materials
-no teacher accommodation
-no adequate classrooms eg in Kariba
-students travel long distance to schools
-Government (BEAM) and Social Services are trying to fund but not all the needs are met
-very poor schools but there are devolution funds
-pupils are limited on learning areas in marginalized areas
-BEAM funds do not come in time
-on the issue of girls sanitary wear is not meeting the need
-the marginalized girl pass rate is low
QSN 2 WITHIN THE ZIMBABWEAN EDUCATION SYSTEM, WHAT DO YOU THINK IS THE MAJOR CAUSE OF RISING NUMBER OF NON-READERS.
- high teacher-pupil ratio
-high stuff turnover
-teachers misplaced
- language barrier in-respect of teachers
-shortage of teaching learning materials- poor infrastructure
-no capacity developments
-low teacher motivation
QS 3 (i)WHAT ARE THE CURRENT PROBLEMS, DIFFICULTIES OR BARRIERS TO QUALITY, INCLUSIVE AND EQUITABLE EDUCATION?
- ON QUALITY EDUCATION Shortage of learning materials especially textbooks, ICT gadgets.
- Poor and inadequate Infrastructure
- Quality can only be enhanced when we have good teachers (no good motivated teachers)
- Distance traveled by learners to school
- Teachers are not yet capacitated to teach some areas like CALA, TECHVOC and Mass displays
- Teachers are inadequate in remote areas
- Some teachers have no pedagogy so they can not teach effectively
- Teachers who go on leave are not replaced this is a serious issue
- We must have floating teaches who are ready for that

  INCLUSIVE
  - the equipment is expensive
  -Resource units are being established but not used well
  -There are no teachers
  -there is no support, need for funding
  -negative attitude by teachers towards INCLUSIVE education
EQUITABLE
-high level of school dropouts among the pupils especially in rural areas

QS (ii) IS GATHERING INFORMATION ON NON-READERS FEASIBLE?

-it is possible

-reading tests

-there is ZELA and school based reading programs, ERI (early reading initiative)

QS 4(i)WHAT ARE THE DETERMINANTS THAT AFFECT QUALITY EDUCATION?

-Availability of qualified teachers and motivated

-sound school governance

-adequate infrastructure

-support from parents

-availablity and inflow of funding

(ii)WHAT IS THE MOST EFFECTIVE METHOD FOR ADDRESSING CHALLENGES AFFECTING LEARNERS WITH DIFFICULTIES IN LEARNING?

- provision of qualified teachers

-parental involvement

-adequate learning materials

-provision of assistive learning devices

-disability friendly infrastructure and furniture specific to their disabilities

-financial support

(iii)HOW MIGHT CURRENT METHODS OF TEACHING AND LEARNING BE IMPROVED?

- funding

- capacitating the teachers

-provision of adequate teaching and learning materials

-parental involvement

(iv)WHAT ARE YOUR KEY PRIORITY AREAS IN YOUR SCHOOL IMPROVEMENT PLAN?

-infrastructure development

-sound financial management

-sound governance

5.WHAT DO YOU THINK COULD BE THE MAJOR PRIORITIES OF IMPROVING EDUCATION IN ZIMBABWE?

-building of more schools

-Teacher motivation

-Improve the existing infrastructure

-discipline of pupils

-school feeding

-there are no teachers for STEM

-no recruitment of teachers to teach special areas like ICT, TECHVOC, ECD

Annex 7: GEA summary and detailed budget

See attached

Annex 8: ECG endorsement

Annex 9: Child Protection Policy and Safeguarding Code of Practice

Standard Operating Procedures: Reporting mechanisms

Standard Operating Procedures: Survivor Support Mechanisms
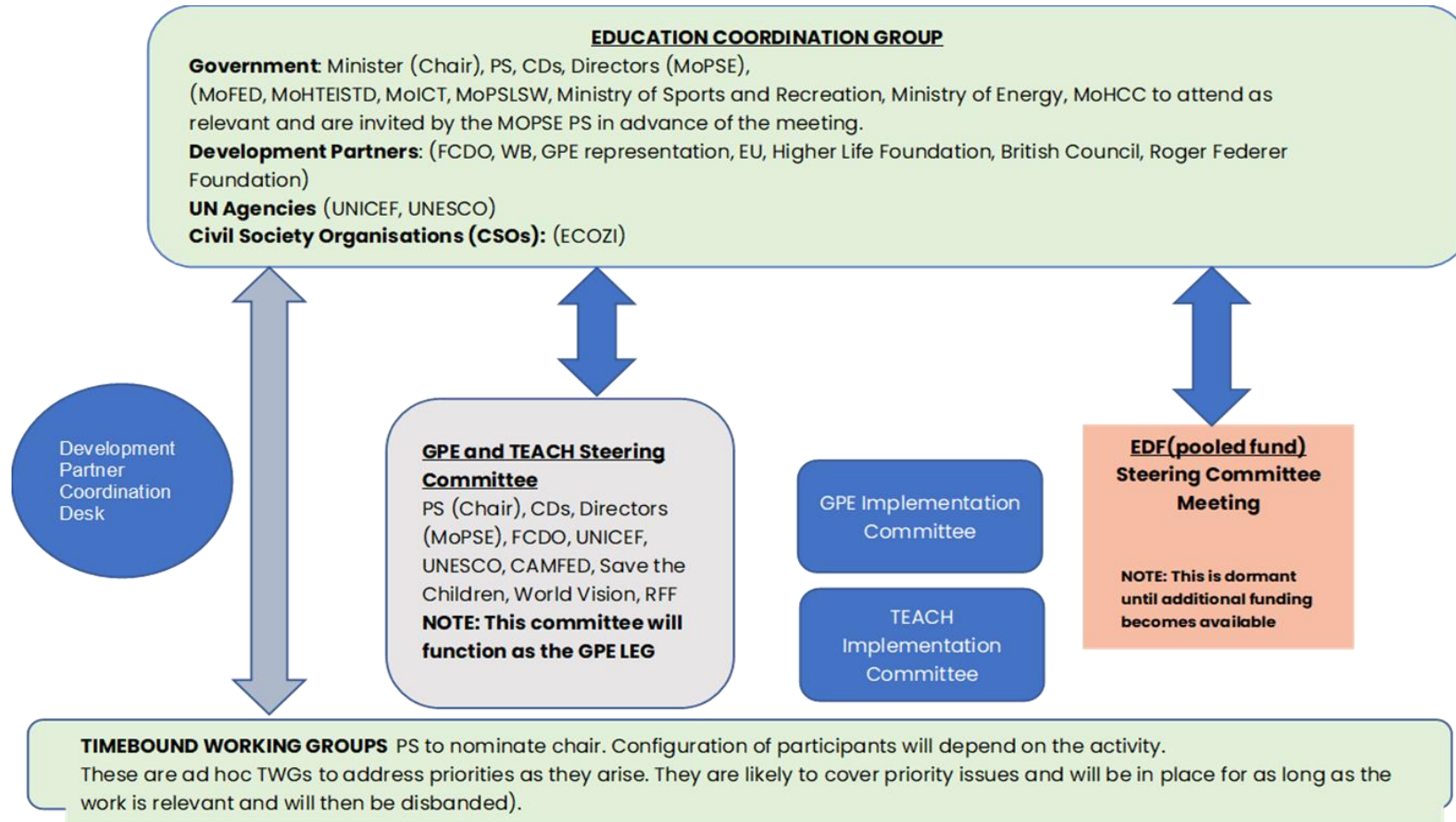
Annex 10: Education governance structure for Zimbabwe

EDUCATION COORDINATION GROUP

Government: Minister (Chair), PS, CDs, Directors (MoPSE), (MoFED, MoHTEISTD, MoICT, MoPSLSW, Ministry of Sports and Recreation, Ministry of Energy, MoHCC to attend as relevant and are invited by the MOPSE PS in advance of the meeting.

Development Partners: (FCDO, WB, GPE representation, EU, Higher Life Foundation, British Council, Roger Federer Foundation)

UN Agencies (UNICEF, UNESCO)

Civil Society Organisations (CSOs): (ECOZI)

Development Partner Coordination Desk

GPE and TEACH Steering Committee
PS (Chair), CDs, Directors (MoPSE), FCDO, UNICEF, UNESCO, CAMFED, Save the Children, World Vision, RFF
NOTE: This committee will function as the GPE LEG

GPE Implementation Committee

TEACH Implementation Committee

EDF (pooled fund) Steering Committee Meeting

NOTE: This is dormant until additional funding becomes available

TIMEBOUND WORKING GROUPS PS to nominate chair. Configuration of participants will depend on the activity. These are ad hoc TWGs to address priorities as they arise. They are likely to cover priority issues and will be in place for as long as the work is relevant and will then be disbanded).

Figure 6: Zimbabwe Education Governance Structure[32]

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[32] Pending final approval by Ministry of Primary and Secondary Education

Annex 11: CAMFED Zimbabwe org chart
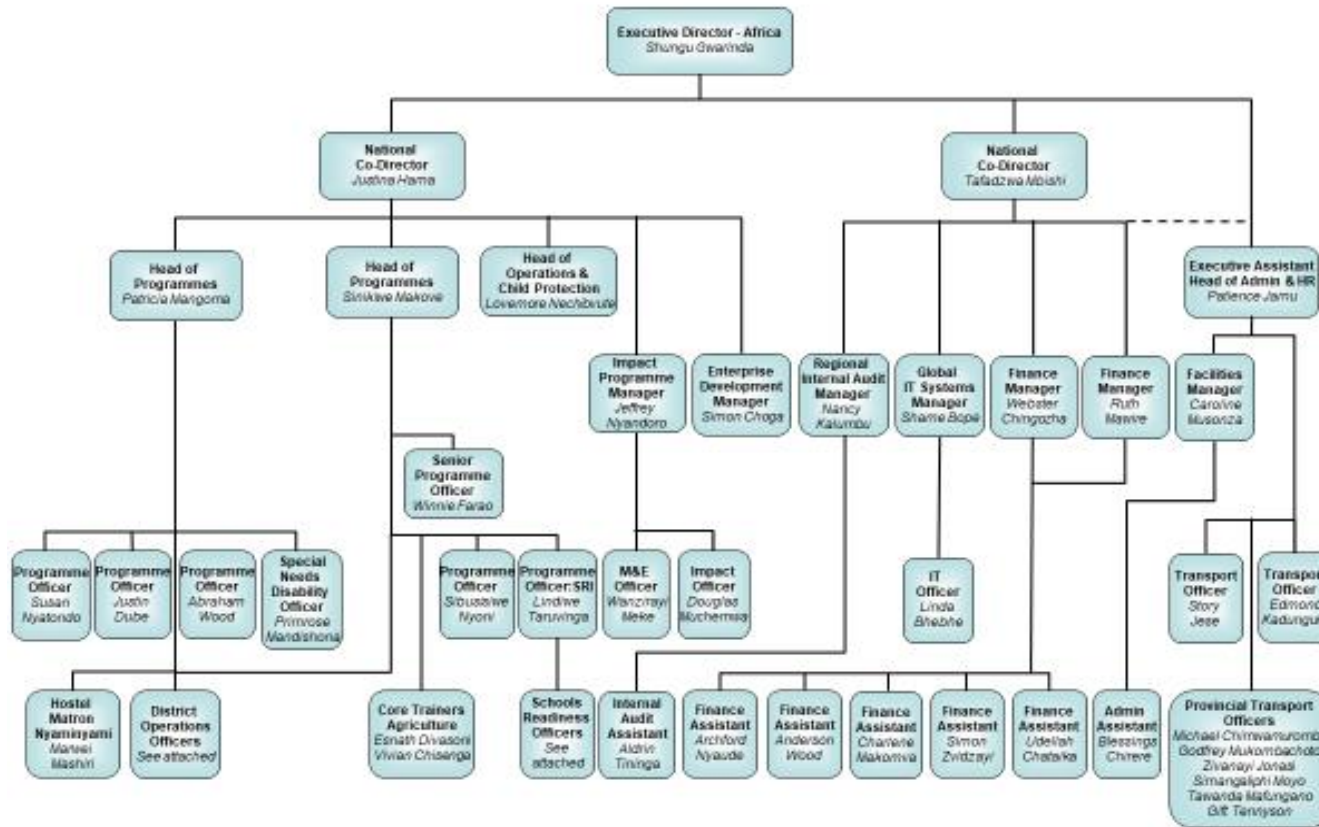
Figure 7: CAMFED Zimbabwe organisational structure

Annex 12: GEA Flow of Funds

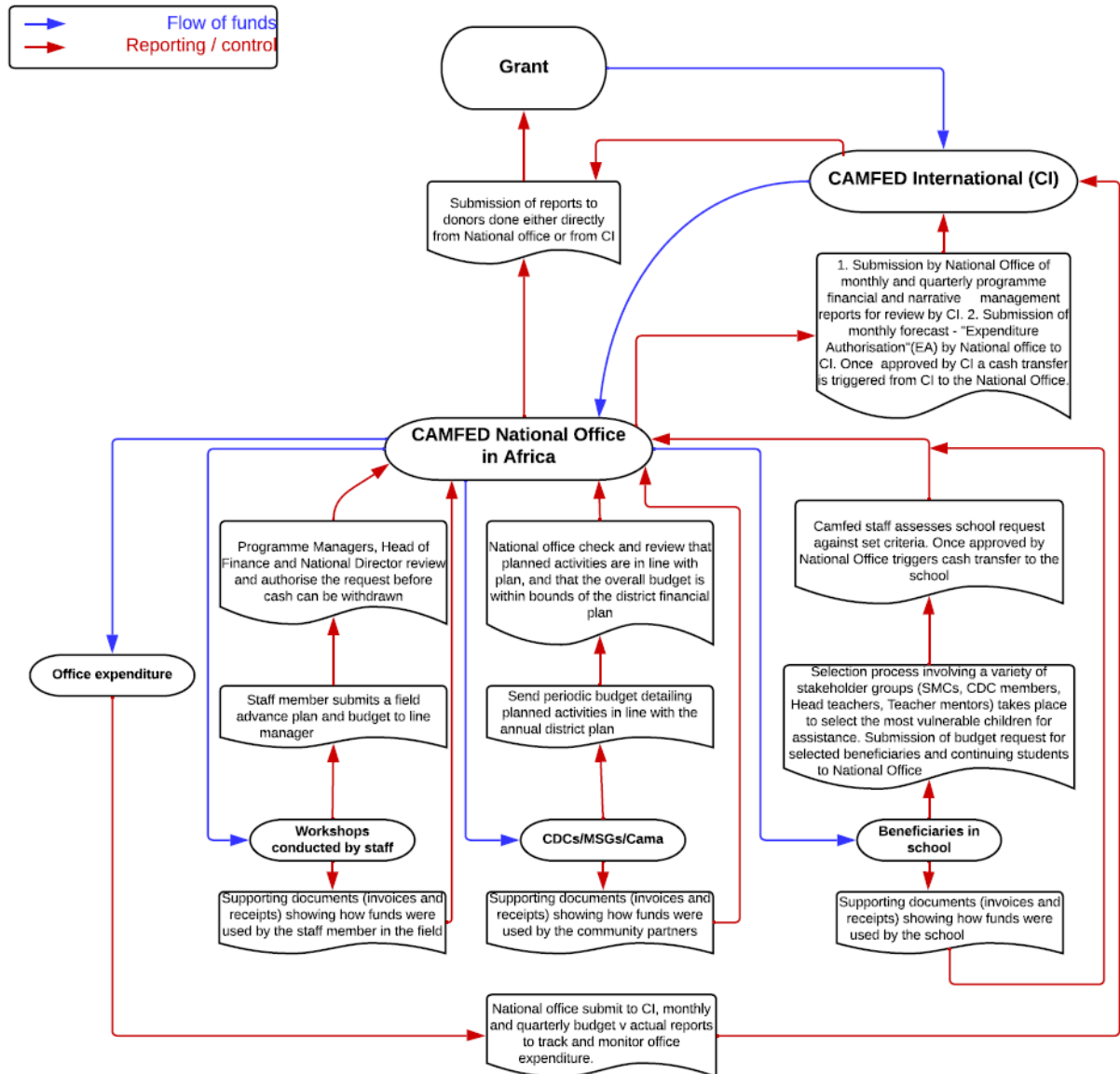*Figure 8: GEA flow of funds*

Annex 13: List of proposed target districts

Province	District
Manicaland	Chipinge
Mashonaland Central	Bindura
Mashonaland Central	Centenary
Mashonaland Central	Guruve
Mashonaland Central	Mazowe
Mashonaland Central	Mbire
Mashonaland Central	Mt Darwin
Mashonaland Central	Rushinga
Mashonaland Central	Shamva
Mashonaland East	Mudzi
Mashonaland East	Mutoko
Mashonaland East	Uzumba Maramba Pfungwa
Mashonaland West	Hurungwe
Mashonaland West	Kariba
Mashonaland West	Makonde
Mashonaland West	Sanyathi
Mashonaland West	Zvimba
Masvingo	Bikita
Masvingo	Chiredzi
Masvingo	Mwenezi
Masvingo	Zaka
Matebeleland North	Binga
Matebeleland North	Bubi
Matebeleland North	Hwange
Matebeleland North	Lupane
Matebeleland North	Nkayi
Matebeleland North	Tsholotsho
Matebeleland South	Bulilima
Matebeleland South	Gwanda
Matebeleland South	Insiza
Matebeleland South	Matobo
Midlands	Gokwe North
Midlands	Gokwe South
Midlands	Kwekwe
Midlands	Shurugwi