

End-line Evaluation Zambian Girls 2030 Programme (2016-2018)

Final Evaluation Report



**RESTLESS
DEVELOPMENT**



End Line Evaluation Report

End line evaluation implementation period: 2016–2018

Prepared by



This end line Evaluation is commissioned by the UNICEF Zambia Country Office.

The comments contained herein reflect the opinions of the evaluators only

JULY, 2021

This report has been prepared by the Australian Council for Educational Research (ACER) for the Zambia Country Office of the United Nations Children’s Fund (UNICEF) and the Ministry of General Education. ACER has conducted this study in association with Ipsos Zambia, which was tasked with the collection of quantitative and qualitative data. All information in this report is of a confidential nature and intended for the exclusive use of UNICEF, which may transmit such information to its employees or professional advisors, and to the Government of Zambia, at its discretion. The data described, its analysis, and associated findings and recommendations are not representative of the whole of the Republic of Zambia and should be interpreted with caution.

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This report is dedicated to all the girls in Zambia.

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ACRONYMS

ACER	Australian Council for Educational Research
DEBS	District Education Board Secretary
DEO	District Education Officer
DESO	District Education Standards Officer
DoTESS	Directorate of Teacher Education and Specialized Services
DRCC	District resource centre coordinators
EFA	Education for All
EM	Evaluation Matrix
ERG	Evaluation Reference Group
ESA	Education Sector Analysis
ESSP	Education & Skills Sector Plan
FBE	Free Basic Education Policy
FGDs	Focus Group Discussions
GDP	Gross domestic product
GER	gross enrolment rate
HDR	Human Development Report
KAP	Knowledge, Attitude and Practices
KIIs	Key Informant Interviews
MDGs	Millennium Development Goals
MoGE	Ministry of General Education
NAGCAZ	National Guidance and Counselling Association of Zambia
NER	Net Enrolment Rate
NHRA	National Health Research Authority
NIF	National Implementation Framework
7NDP	Seventh National Development Plan
PEOs	Provincial Education Officers
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SGS	School Guidance Services
STEM	Science, Technology, Engineering & Mathematics
TEVETA	Technical Education & Vocational Training Authority
UNCRC	United Nations Convention on the Rights of the Child
UNEG	United Nations Evaluations Guidelines
UNICEF	United Nations Children's Fund
UNZAREC	UNZA Research and Ethics Committee

EXECUTIVE SUMMARY

In order to make some meaningful contribution in addressing the challenges related to girls' education, their school completion, early marriage and effective contribution to Zambia's economy, UNICEF in partnership with the Ministry of General Education has provided financial support to implement the Zambia Girls 2030: Realising My Potential Programme (2016–2018). The programme has been implemented in Northern and Southern Provinces targeting four districts in each province: Mungwi, Luwingu, Mbala and Mpulungu in the Northern Province and Pemba, Sinazongwe, Namwala and Monze in the Southern province. The programme aims to support the Government of Zambia to achieve its Vision 2030, which is to be "*A prosperous Middle-income Nation by 2030*". The focus of the programme is to empower girls through career and skills mentoring, guidance, entrepreneurship skills development, financial literacy education and an internship opportunity, and to provide girls with the professional training and networks to succeed. Restless Development was the implementing partner, and financial and technical assistance and guidance were provided by Ministry of General Education and UNICEF.

The Australian Council for Educational Research (ACER) was contracted by UNICEF to conduct an end line evaluation of the Zambia Girls 2030 Programme. The specific objectives of the evaluation, as specified in the ToR (See Annex 8.1) were to:

1. assess the programme's effectiveness and evaluate the extent to which the programme achieved its intended results at output and outcome level;
2. assess the programme's efficiency, and evaluate how well have programme resources (financial, human and technical) been used to achieve the results;
3. assess the programme's relevance and evaluate to what extent the programme design and intervention responded to the needs and priorities of the beneficiaries as well as the strategic priorities of the Ministry of General Education;
4. assess the programme's sustainability, and evaluate whether, without external support, key conditions and factors are in place for the programme to continue to exist and be effective/efficient; and
5. finally, assess the programme's equity focus, and evaluate the extent to which the programme addressed inequalities in gender barriers to stay in school, gain interest in Science, Technology, Engineering and Mathematics (STEM) subjects, and successfully integrate into the labour market.

The evaluation relied on secondary literature review and qualitative data collection from 30 schools across 4 districts. This included 1,368 Key Informant Interviews (KIIs) at the school, district and provincial level with pupils, school leaders, Guidance and Counselling Teachers, Provincial Education Officers (PEOs), District Education Officers (DEOs), and other stakeholders. In addition, the evaluation team conducted 30 Focus Group Discussions (FGDs) with parents and caregivers at the school level. In total around 300 parents and caregivers were included in the discussions.

The findings under each objective are as follows:

Effectiveness

The project has made significant strides in improving girl's transition rates, in reducing pregnancy rates and in increasing re-admissions in both Northern and Southern provinces.

Among the three components of the programme, career and skills clubs were reported to be the most effective. The clubs were effective because majority of the girls had access to clubs, which were a regular affair at the school level. The project established a shift in the pupils thought process regarding

the choice of careers and higher education after the children attended the career clubs and after hearing about the career camps and internships from fellow pupils who had attended them.

The project targeted three outputs, which were covered under the programme components:

1. by 2018, 11,200 girls between Grades 5 to 12 are to be trained or sensitised on: career guidance, reproductive health and re-entry policy through participation in school clubs to facilitate girls being retained in school or to transition girls to tertiary education;
2. by 2018, 1,200 adolescent girls are to acquire knowledge and skills on leadership, employability and career options, entrepreneurship (to make informed decisions about staying in school), transitioning to higher education and future career paths; and
3. the Ministry of General Education is to increase capacity to implement and monitor the national Career Guidance standards at School level.

While the project met 10 out of the 11 indicators at the output level, the performance against the following indicator fell short of the target:

- girls receiving the integrated package on Career Guidance and Sexual Reproductive Health, life skills (financial literacy and entrepreneurship skills through clubs) [Target: 11,200; Achievement: 9,811]

The project has seen significant improvements from baseline to end line in the number of pupils actively participating in clubs (2,489 to 14,846), establishing personal savings plans (11 per cent to 54 per cent), transitioning from Grade 9 to 10 (47.2 per cent to 57.1 per cent), re-admissions after delivery (9 per cent to 82.1 per cent), enrolment in the internship programme (from 0 girls to 423).

Efficiency

Managerial and coordination efficiency was observed at the school level. The evaluation findings showed the project sufficiently financed its school activities, such as career clubs and training of Guidance and Counselling Teachers, and the schools are using the resources efficiently to the best of their capability. According to some stakeholders there is a need for strengthening the training of teachers on reporting and on exploring the option of digital reporting to minimise travel of teachers for reporting purposes. Integrating the reporting on programme components within the routine school reports may also help in sustaining the reporting, without burdening the school system. Also, the stakeholders suggested decentralising career camps and internships to bring cost efficiencies in the programme.

Relevance

The end line evaluation found that the objectives of the programme were consistent with its goals and the implementation strategy was relevant to the programme targets. The project was initiated in August 2016 when several indicators at school level in Zambia related to dropouts, retention of girls and early pregnancies, in Northern and Southern provinces in particular, were unsatisfactory. The project objectives planned outputs and outcomes were all aligned within the priorities of the Ministry of General Education in relation to improving transition rates and to overall improve gender parity. The project was in line with the Seventh National Development and Zambia 2030 goals of becoming middle-income economy.

The relevance of the project was also seen from the implementation aspect. The project implementation was widely accepted and praised by the stakeholders at the provincial and district level, as well as by the targeted beneficiaries. The stakeholders reported decline in the rate of girls' absenteeism, reduction in the dropout rates, improvement in the transition rates across grades,

decline in the incidence of teenage pregnancies and increase in the numbers for re-admissions after pregnancy.

Sustainability

The project model was sustainable and scalable across all three components, although in varying degrees. The career clubs were successful in establishing processes as they were being run by the Guidance and Counselling Teachers, who were a part of the education system. One key constraining factor for sustainability of the career camps and internships was their resource intensive nature and the level of coordination and communication that was needed to be maintained with all the stakeholders. Therefore, these two components needed to be more decentralised.

Equity

The programme approach included equity as one of its defining criteria. Poverty, accessibility of school, gender, and children with special education needs and disabilities were some of the key aspects of vulnerability that the programme design targeted to address under its equitable approach. In the absence of credible data on children with special education needs, a focused approach for such children within the project was not possible. However, the default position at the school level career and skills clubs as well as at career camps and internships was to include vulnerable children and those with special education needs. Gender equality and equity was practiced in the programme activities as reported by an overwhelming majority of pupils.

Conclusion

The Zambia Girls 2030 programme has been found to be relevant, efficient, effective and equitable in its approach. The school level career clubs are sustainable, although it cannot be said with the same level of authority about the career camps and internships which require sustained coordination and investments. The programme has made successful inroads into the community, which has played an important role in the success of the programme, particularly around the issue of dropouts, progression from Grade 7 to higher grades, absenteeism, early marriage, teenage pregnancies and re-entry into school. The Ministry of General Education along with the provincial and district level staff and school leaders and Guidance and Counselling Teachers have been fully involved in the programme. The boys have been active participants of the school level career clubs, but reportedly felt left out when it came to career camps and internships. The Ministry of General Education may therefore like to consider boys' demand for the next phases keeping in mind that it may lead to the requirement of additional funds. The schools need to manage the records of children who have graduated, and of those with special education needs in the community. The end line evaluation yielded four lessons: (1) Periodic monitoring is critical, (2) funds are required, (3) reporting by teachers is tedious, and (4) internships are to be held within the province. Overall, the programme has performed well and by addressing some of the issues outlined in the recommendations and lessons learned, it is expected to achieve its goals in the future phases as well.

Recommendations

Key recommendations emerged from discussions with various stakeholders involved in the designing and implementation of the Zambia Girls 2030 programme. The stakeholders were school leaders, Guidance and Counselling Teachers, Directorate of Teacher Education and Specialized Services (TESS), District and Provincial Education Officials, Restless Development and UNICEF. Recommendations are also drawn from analysing parents and caregivers' perceptions and by reviewing relevant programme documents. Detailed recommendations are provided in Chapter 6:

- **Landscape analysis and decentralised programme activities**—The project would be easier to implement and would be more cost effective if career camps and internships were decentralised at district level. However, prior to the decentralisation, a thorough landscape analysis, in line with international best practices, is important to accurately assess the capacity and appetite of corporates and Public Sector Enterprises (PSEs) to participate in the programme.
- **Written communication plan and record keeping**—The communication across UNICEF, Restless Development and Ministry of General Education was cited as satisfactory by all three groups, as the progress meetings happened quarterly. It can be further streamlined by having a clear written system and protocol of communication, which is established at the very beginning of the programme. Records of meeting and discussions across all levels, right up to the schools, should be maintained to serve the twin purpose of accountability and reference for action.
- **Costing exercise for a sustainable scale up plan**—Prior to the scale up of the programme, it would be useful to conduct a review of the budget allocation to aid the programme planners in rationalising the costs against each component.
- **National framework for engagement with corporates**—Programmes of greater public good like the *Zambian Girls 2030* could benefit immensely from a continued engagement with corporates and PSEs. To sustain the initiative, a national framework for engaging with corporates should be developed to institutionalise the process and provide guidance to the corporates for continued support to such programmes.
- **Rationalise the timeframe of internships**—The corporate respondents who hosted the internships reported the period of internship to be short and suggested increasing it to a minimum of one month.
- **Age-appropriate curriculum for financial literacy and entrepreneurship training**—Simplified age and education level appropriate curriculum content for financial literacy and entrepreneurship trainings for the upper primary grades (Grade 5–7) should be developed to ensure that these concepts are appropriately understood by the pupils.
- **Gender equity needs to continue as the central focus of programmes**—The programme has been successful in maintaining the gender equity focus. The efforts at the school level career clubs have been useful in breaking gender stereotypes, both among boys and girls. There is greater acceptance of girls in leadership roles at the clubs, their financial independence, career choices, etc. Gender equity needs to continue as the central focus of all future programmes in the education sector.

Chapter 1. Background and programme description

1.1. Introduction to the report

This report presents the end line evaluation of the Zambia Girls 2030 Programme Phase I, implemented from August 2016 to December 2018. The end line evaluation was conducted in the period September 2019–December 2020 by an independent international team¹ led by the Australian Council for Educational Research (ACER). It would be pertinent to mention here that the original end date of the evaluation was December 2019. However, owing to factors beyond the control of the evaluation team and later due to the COVID-19 pandemic, the evaluation got delayed resulting in data collection during July–September 2020. The team would like to reassure the readers and stakeholders that the delay did not in any manner impact the findings of the evaluation.

The evaluation was managed by an evaluation management team of UNICEF and the Ministry of General Education (MoGE) with technical support provided by a reference group comprising of members from UNICEF, MoGE and Restless Development. The evaluation focuses on outcomes obtained by the programme interventions after 28 months of its implementation.

This report consists of nine chapters including annexes. This first chapter provides the background to the evaluation and is followed by chapters 2 and 3 that present the evaluation purpose, objectives and scope. Chapter 4 explains the evaluation approach and methodology. Chapter 5 presents an analysis of the main outcomes that were obtained under the different outcome areas of the Zambia Girls 2030 programme and presents the main findings on the evaluation criteria specified in the terms of reference (ToR, see Annex i). Chapter 6 presents the main evaluation conclusions and chapter 7 presents the evaluation recommendations. The final section, chapter 8 includes all annexes.

1.2. Social and economic situation in Zambia

Zambia is a landlocked country located in the interior plateau of Southern Africa, with an estimated population of 18.4 million in 2020 covering 752,614 square kilometres.² It is a member of the Southern African Development Community (SADC) regional grouping. Zambia has enjoyed a period of stable political environment and good internal security since its independence in 1964 in contrast to most of the countries it borders.³

Following a successful economy growth of about 6.8 per cent GDP between 2000 and 2014, the country achieved middle income status in 2011. However, Zambia's economic performance has stalled in the recent years, due to falling copper prices and declines in agricultural output and hydro-electric power generation due to insufficient rains. This resulted in the decline of the GDP growth rate to 3.1 per cent per annum between 2015 and 2019. The COVID-19 pandemic has worsened the macroeconomic vulnerabilities in Zambia. In 2019, economic growth declined significantly, from 4 per cent (2018) to 1.4 per cent.⁴ The level of poverty remains high with 54.4 per cent of the population living below the national poverty line (76.6 per cent in rural areas and 23.4 per cent in urban areas) and 40.8 per cent living in extreme poverty (60.8 per cent in rural areas and 12.8 per cent in urban areas).⁵ The Human Development Index is 143 out of 189 countries.⁶

¹ The evaluation team consisted of national and international consultants and was gender-balanced with two women and three men. The team combined education sector and evaluation research expertise.

² United Nations World Population Prospectus.

³ Japan International Cooperation Agency. (2012) Basic Education Sector Analysis Report Zambia.

⁴ World Bank national accounts data, and OECD national accounts data.

⁵ Republic of Zambia Central Statistical Office, (2015), 2015 Living Conditions Monitoring Survey.

⁶ UNDP Human Development Reports, 2017.

Table 1: Key social and economic indicators

Indicator	Value	Year ⁷	Source
Population (million)	18.4	2020	United Nations World Population Prospects
Poverty Head Count Ratio at \$1.90 a day (%)	54.4	2015	World Bank, Global Poverty Working Group
Maternal Mortality (Mothers per 100,000 births)	211	2017	WHO, UNICEF, UNFPA, World Bank Group, and the United Nations Population Division
Fertility rate (births per woman)	4.7	2020	United Nations World Population Prospects
HIV Prevalence (% of population ages 15-49)	11.3	2018	UNAIDS estimates
Contraceptive Prevalence any methods (% of women aged 15-49)	47.5	2018	The World Bank
GDP Growth rate (annual %)	1.7	2019	World Bank national accounts data, and OECD National Accounts data files.
Unemployment Rate (%)	11.4	2020	International Labour Organisation
Unemployment Rate, Female (%)	11.98	2020	International Labour Organisation
Unemployment Rate, Male (%)	10.88	2020	International Labour Organisation
Literacy rates (%) (women)	83	2018	UNESCO Institute for Statistics
Literacy rates (%) (men)	90.6	2018	UNESCO Institute for Statistics
Literacy rates (%)	87	2018	UNESCO Institute for Statistics
Net enrolment rate in primary education (%) female	84.93	2017	UNESCO Institute for Statistics
Net enrolment rate in primary education (%) male	81.43	2017	UNESCO Institute for Statistics
Net enrolment rate in primary education (%) total	83.17	2017	UNESCO Institute for Statistics
Gender Development Index (low – 0.862, medium – 0.878, high – 0.957, very high – 0.983)	0.949	2018	HDR

Extreme poverty is prevalent in Zambia, particularly in rural areas. Children, adolescents, young persons and women comprise the most vulnerable groups who experience greater burdens from inequalities. The strategic focus of the Government is to address low levels of employment, invest in rural development and reduce widening inequalities. In its national planning, the Government utilises several strategies to achieve socioeconomic transformation for a “prosperous middle-income” Zambia. For example, the Public Service Transformation Programme aims to make the public service more responsive, service-oriented and accountable in the delivery of timely quality services. The Government’s plan to operationalise the Industrial Development Commission aims to accelerate the process of the transformation of the economy through optimal use of resources. In the context of sustainable development, socioeconomic transformation means not only achieving social change and a strong economy, but also building resilient and empowered human capital: a prerequisite for effective democracy. Inclusive economic growth requires a healthy and educated population with the requisite skills to take advantage of opportunities in an ever more interconnected global economic

⁷ Latest year for which data is available.

environment. Furthermore, an educated and empowered population is the backbone of any democratic system.⁸

1.3. Education sector planning

In 2006, the Government of the Republic of Zambia developed its first long term plan: the National Long Term Vision 2030 (Vision 2030) articulating Zambia's goals by the year 2030.⁹ The vision is to become "A Prosperous Middle Income Nation by 2030". Attaining education for all is one of the key development goals of the Vision.

The importance of education is also strongly stated in the current Seventh National Development Plan (7NDP) for the period 2017–2021. The 7NDP provides a detailed strategy for the achievement of the long-term goals outlined in the Vision 2030. The Ministry of Education formulated the National Implementation Framework (NIF III) as the main strategic tool for the operational implementation of the Sixth National Development Plan (SNDP) for 2011–2015 which was later extended to 2016.¹⁰

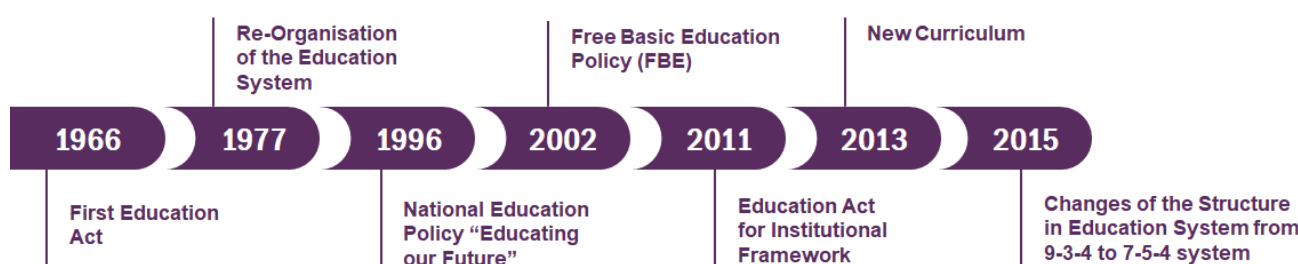
In 2018, the MoGE conducted a comprehensive Education Sector Analysis (ESA) that highlighted the context and trends in the general education sector in Zambia, sector performance, achievements and constraints.¹¹ The ESA also provided recommendations for Education & Skills Sector Plan (ESSP) for the period of 2017–2021, which replaced NIF III 2011–2016.

1.4. Education policy context

At international level, Zambia is a signatory to the United Nations Convention on the Rights of the Child (UNCRC), Education for All (EFA) goals, United Nations Millennium Development Goals (MDGs) and more recently the Sustainable Development Goals (SDGs).

At country level, in addition to the planning of the education sector, the development of the education policies in Zambia has also been central to the improvement of the education system since independence in 1964.

Figure 1: Initiatives by Government of the Republic of Zambia in Education sector



In addition to the above, three educational policies have been put in place specifically related to supporting girls' education. In 1997, Zambia launched the School Re-entry Policy that aimed at improving access and retention for girls and allowed girls who dropped out of school due to pregnancy to be re-admitted in school after giving birth.¹² In 2011, the 50-50 Enrolment Policy introduced to address the issue of gender parity in primary and secondary education and enhance equity between girls and boys.¹³ The policy promotes equal entry to school with one girl enrolled for each boy enrolled.

⁸ Zambia–United Nations Sustainable Development Partnership Framework (2016–2021).

⁹ The Government of the Republic of Zambia. (2006). Vision 2030, A Prosperous Middle Income Nation by 2030. Lusaka, Zambia.

¹⁰ Ministry of Education, Science, Vocational Training and Early Education. (2011). Education Sector National Implementation Framework 2011–2015. Government of Zambia, Lusaka, Zambia.

¹¹ Ministry of General Education. (December 2018). Education Sector Analysis. Lusaka, Zambia.

¹² Ministry of General Education. (December 2018). Education Sector Analysis. Lusaka, Zambia.

¹³ Ambassador and Permanent Representative of Zambia to the UN. (2012). Statement of H.E. Dr. Mwaba Kasese-Bota to the 45th Session of the UN Commission on Population and Development. New York.

Also, the Gender Equity and Equality Act was passed in 2015 which established the Gender Equity and Equality Commission and expounded its functions, as well as outlined principles of achieving gender equity and equality.¹⁴

1.5. Education system

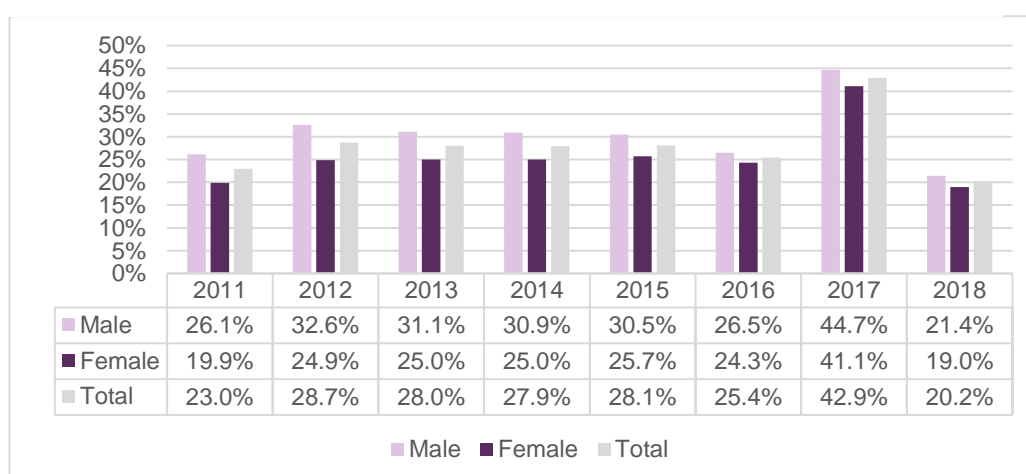
Zambia has achieved remarkable progress in expanding access and improving equity in education at primary and secondary education levels. Overall, according to the Educational Statistical Bulletin 2018, the total number of pupils enrolled in primary and secondary education increased from 4,139,390 in 2017 to 4,200,597 in 2018 with the annual growth of 1.8 per cent and percentage change of 1.5 per cent between 2017 and 2018.¹⁵ Although at primary level (Grades 1–7) the total gross enrolment rate (GER) in 2018 was 102.4 per cent, the net enrolment rate (NER) was only 83.6 per cent (see *Table 2*). However, the total GER and NER at secondary level (Grades 8–12) were much lower than at the primary level, with GER at 47.6 per cent and NER at 20.2 per cent (see **Error! Reference source not found.**). Although the NER of girls at primary level is higher by 4.4 per cent than NER of boys, at the secondary level it is 2.4 per cent lower (see **Error! Reference source not found.** and *Table 2*).

Table 2: Net Enrolment Rate, Grades 1–7, 2011–2018

Male/ Female	2011	2012	2013	2014	2015	2016	2017	2018
Male	95.0%	108.1%	105.8%	93.1%	89.6%	88.7%	86.5%	81.4%
Female	97.0%	111.7%	108.2%	95.4%	90.9%	92.0%	89.2%	85.8%
Total	96.0%	109.9%	107.0%	94.3%	89.0%	90.4%	87.9%	83.6%

Source: Educational Statistical Bulletin 2018, MoGE, Zambia

Figure 2: Net Enrolment Rate, Grade 8 – 12, 2011 – 2018



¹⁴ Ministry of Education, 2015, The Gender Equity and Equality Act 2015, GRZ, Lusaka, Zambia.

¹⁵ MoGE, Educational Statistical Bulletin 2018, Directorate of Planning and Information, Lusaka, Zambia

Source: *Educational Statistical Bulletin 2018, MoGE, Zambia*

As highlighted by the 2018 ESA, the education system has required capacity to enrol all primary school aged children of ages 7–13 years but fails to do so on account of varied factors. About one third of places in primary schools are taken by children repeating years and those either under- or over-aged, which delays the enrolment of appropriately aged children: less than 50 per cent of seven-year-olds enrolled in Grade 1.¹⁶ Whereas the junior secondary level (Grades 8 and 9) can provide access only to two-thirds of children finishing primary school, and senior secondary education can accommodate only 50 per cent of children who complete junior secondary level.

Gender disparities in enrolment at the secondary school level are largely due to high dropout rates of girls.

In addition to these limitations in the education system, some families cannot afford sending their children to secondary school because the education at that level is not free. Although education at primary level is free, there are some additional associated costs.¹⁷

Table 3: Out-of-school Children

Male/Female	14 years	15 years	16 years	17 years
Male	15,730 (53%)	35,688 (50%)	41,314 (39%)	73,207 (46%)
Female	13,754 (47%)	36,136 (50%)	64,972 (61%)	85,014 (54%)
Total	29,484	71,824	1,06,286	1,58,221

Source: *Educational Statistical Bulletin 2018, MoGE, Zambia*

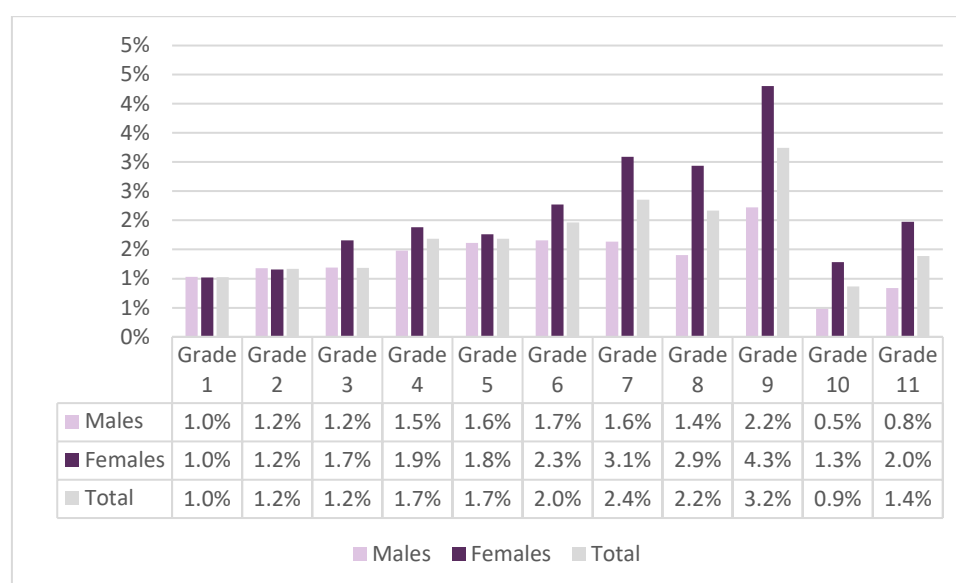
Based on the data from Educational Statistical Bulletin 2018, the number of out-of-school children aged 7–13 years decreased by 10.8 per cent between 2016 (249,586) and 2018 (222,436), but the number remains large: 5.3 per cent of the total primary school enrolment in 2018. The number of boys out of school exceeds that of girls by about 7 per cent; indicating a large gender gap. However, the situation is opposite among secondary school age children where the number of out-of-school girls is significantly higher than boys (see *Table 3*), indicating that secondary school aged girls are more likely to be out of school than boys of the same age and this difference increases with age.

The number of out-of-school children also includes those who have once attended school but have dropped out.

¹⁶ MoGE. (December 2018). Education Sector Analysis. Lusaka, Zambia.

¹⁷ MoGE. (December 2018). Education Sector Analysis. Lusaka, Zambia.

Figure 3: Dropout rate in Grades 1–11 for 2018



In all grades (except Grades 1 and 2 where the dropout rate among boys and girls is equal) the dropout rate of girls is much higher than boys, and in higher grades (7, 9, 10 and 11) it is either two or three times larger (see **Error! Reference source not found.**). Overall, girls are about three to four times more likely to drop out than boys.¹⁸

As part of the global initiative on out-of-school children, UNICEF conducted a study on out-of-school children in Zambia in 2014 and identified the following gender-related sociocultural factors that cause drop out (girls at a higher rate than boys): early sexual debut and intergenerational sex, teenage pregnancies, sexual abuse, early marriages, opportunity cost associated with girls' school attendance, unfriendly school infrastructures for girls, gendered roles and responsibilities, and child labour (boys at a higher rate than girls).¹⁹

Table 4 shows that the implementation of the School Re-entry Policy has made good progress in bringing girls back to school. While nearly 51 per cent girls were readmitted in primary school, the proportion of readmissions in secondary schools was even better at nearly 69 per cent.

School closures due to COVID-19 has resulted in disruption of learning for more than 4.2 million children and adolescents. As children are out of school, the risk is higher that vulnerable children will not return. The children, especially girls, being out of school will increase the risk of teenaged pregnancy, sexual abuse, child marriage and other dangers. To mitigate the impact of this situation, the MoGE has developed an **education contingency plan for COVID-19**, which will ensure pupils are engaged in learning in their homes.²⁰

¹⁸ MoGE. (December 2018). Education Sector Analysis. Government of the Republic of Zambia, Lusaka, Zambia.

¹⁹ UNICEF. (2014). Global Initiative on Out-of-school Children. UNICEF Zambia, Lusaka, Zambia.

²⁰ MoGE. (April 2020). Education Contingency Plan for Novel Coronavirus (COVID-19).

Table 4: Number of pregnancies and re-admissions, 2011 to 2018

Education Level	Pregnancies/ Re-admissions	2011	2012	2013	2014	2015	2016	2017	2018	2018/17 % change
Primary schools	Pregnancies	13929	12753	12500	13275	11989	11765	10684	11453	2.7
	Re-admissions	5106	4915	4492	5322	5217	5423	5527	4917	-9.3
Secondary schools	Pregnancies	1778	2096	2428	3103	3136	3457	2956	3576	3.4
	Re-admissions	924	1086	1337	2069	2047	2230	2052	2488	11.6

Source: Educational Statistical Bulletin 2018, MoGE, Zambia

A very small increase of 1.6 per cent is observed in the transition rate from Grade 7 to 8, and 2 per cent from Grade 9 and 10 between 2017 and 2018 (see Figures 4 and 5). The Grades 7 to 8 transition rate of girls is higher than that of boys by 1.8 per cent, but the situation is reversed in the transition from Grade 9 to 10, where girls' transition rate is 1.5 per cent lower than for boys.

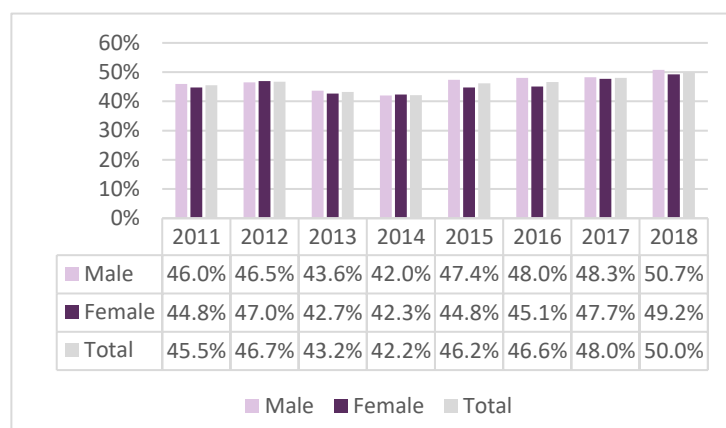
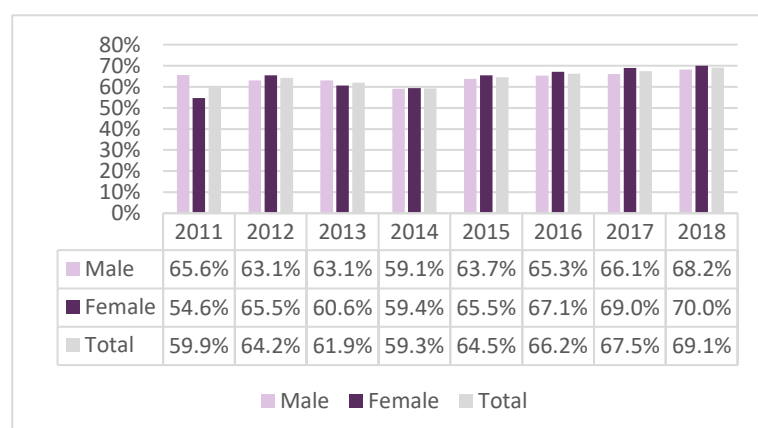


Figure 4: Transition Rate, Grades 7–8, 2011–2018

Source: Educational Statistical Bulletin 2018, Ministry of General Education, Zambia

Figure 5: Transition Rate, Grades 9–10, 2011–2018

Source: Educational Statistical Bulletin 2018, Ministry of General Education, Zambia

According to UNESCO, the factors that limit girls' progression at secondary level are early marriages or early pregnancies, low appreciation for girl child education, gender-based violence, inadequate sanitation facilities in schools, and the burden of care caused by the HIV and AIDS epidemic.²¹

²¹ UNESCO. Zambia Country Programme Document 2013–2015. Lusaka, Zambia.

Table 5: Completion Rate for Grades 7, 9 and 12, 2011–2018

Grade	Male/ Female	2011	2012	2013	2014	2015	2016	2017	2018
Grade 7	Male	NA	NA	NA	88.9%	88.0%	91.4%	93.4%	94.8%
	Female	NA	NA	NA	83.6%	83.8%	93.4%	90.3%	99.8%
	All	NA	NA	NA	86.2%	85.8%	92.4%	91.8%	97.3%
Grade 9	Male	51.9%	67.8%	68.9%	60.5%	59.6%	69.4%	73.6%	76.6%
	Female	54.2%	55.9%	59.6%	55.4%	55.2%	68.3%	69.7%	77.3%
	All	53.2%	61.9%	64.2%	57.9%	57.3%	68.8%	71.7%	77.0%
Grade 12	Male	35.7%	30.4%	34.7%	34.8%	34.3%	64.2%	34.2%	40.4%
	Female	27.8%	23.3%	27.4%	28.6%	27.4%	41.4%	29.8%	31.6%
	All	31.7%	26.8%	31.1%	31.7%	30.8%	52.7%	31.8%	36.0%

Source: *Educational Statistical Bulletin 2018, Ministry of General Education, Zambia*

In 2018 the completion rates for Grades 7, 9 and 12 were 97.3 per cent, 77.0 per cent and 36.0 per cent respectively (see Table 5). Between 2017 and 2018, it was observed that the completion rates for Grades 7, 9, and 12 increased, however in Grade 12 the completion rate of girls was much lower than the completion rate of boys.

Although at the primary level, the education system is very close to achieving gender parity (see Table 6), at secondary school level there is still gender disparity favouring boys' education with gender parity index decreasing to 0.85. The main reason for this is that the girls are exposed to the gendered nature of society with gender-based sociocultural practices establishing roles for certain work, for example household work, and the resulting opportunity costs of education.²²

Table 6: Gender Parity Index, 2011–2018

Grades	2011	2012	2013	2014	2015	2016	2017	2018
Grade 1-7	0.97	0.99	0.98	0.99	0.99	1.0	1.0	1.02
Grade 8-12	0.82	0.8	0.84	0.85	0.84	0.86	0.9	0.85

Source: *Educational Statistical Bulletin 2018, MoGE, Zambia*

Analysing the Education Sector Public Expenditure in Zambia, the World Bank found that while the quantitative indicators of education sector have improved, the learning outcomes have been persistently low.²³

Despite successful expansion of access to education, Zambia has some of the lowest academic achievements as measured by standardised national and regional testing.²⁴ Previous national assessments (2012 Grade Five National Assessment) showed that pupils' scores are below the 40th percentile (35.3 per cent in reading in English and 39.4 per cent in mathematics), which was established by the Ministry of Education as the minimum performance standard at that time.²⁵

SACMEQ II and III assessments show that the performance of Zambian learners is unsatisfactory and much lower than that of most of the other countries in this region. In SACMEQ II, Zambia was 13th out of 14 countries in reading and 12th in mathematics²⁶. These results were even worse in the

²² Beyani, C. Review of Science, Mathematics and Technology Education Provision for Girls in Technical Schools in Zambia: A Research Report for the Forum for African Women Educationalists of Zambia (FAWEZA).

²³ World Bank Group. (2015). Education Sector Public Expenditure Tracking and Service Delivery Survey in Zambia. World Bank, Washington, DC.

²⁴ Government of Zambia. (2015). Education for All 2015 National Review, Lusaka, Zambia.

²⁵ Government of Zambia. (2015). Education for All 2015 National Review, Lusaka, Zambia.

²⁶ SACMEQ II.

subsequent round of assessment SACMEQ III, when Zambia was 14th out of 15 countries in reading and 15th in mathematics.²⁷

Zambia's learners demonstrated an average score of 440.1 in reading and 435.2 in mathematics in the SACMEQ II assessment, which is below the regional mean of 500 of all countries that participated in this assessment in that region.²⁸ The same trend is observed in SACMEQ III assessment results.

The reading mean score for boys in SACMEQ III was 437.1 and is lower than the score 439.8 in SACMEQ II. The reading mean score for girls in SACMEQ III was 431.5 and 440.7 score reported in SACMEQ II. Both boys and girls had mean scores lower than the overall SACMEQ II mean score of 500 and the SACMEQ III mean score of 512 for reading and 509.7 for mathematics.²⁹

Both in SACMEQ II and III mathematics assessment there is a gap in performance by gender, boys performed better than girls. In the reading assessment, although girls achieved a slightly higher mean score than boys in SACMEQ II. This is reversed with substantial difference in SACMEQ III where the mean score of girls is much lower than the mean score of boys.

The above analyses of the key education indicators in Zambia demonstrate that while girls enrol into primary school at a slightly higher rate than boys, girls have lower rates of enrolment in secondary education, transition into upper secondary education, higher dropout rate both in primary and secondary education, and lower completion rates. The low participation of girls in education in Zambia may pose a threat not only to the achievement of SDG 4, but also in other SDGs, and therefore create wide gender disparities in all sectors.

As per a 2016 report by a Parliamentary Committee on Science, Technology and Education, learning areas of Science, Technology, Engineering & Mathematics (STEM) education was a challenge in Zambia due to shortage of teachers, particularly at the secondary level.³⁰

Furthermore, the female-to-male ratio in tertiary education is 0.75:1, and the literacy rates among 15- to 24-year-old females are much lower than their male counterparts. The proportion of females employed in Zambia is only 34.1 per cent.³¹ These low education and employment indicators take Zambia to a very low rank in the Gender Inequality Index: 143 of the 189 countries and territories in 2017.³² One of the main reasons of low employment rates is the lack of availability of sufficient number of technical and vocational education and training facilities in Zambia. As per 7NDP, in 2015, there were a total of 24,636 candidates that were assessed and certified under Technical Education & Vocational Training Authority (TEVETA). This is against a total of about 6.9 million people in the 2014 Labour Force Survey reported to have never received any skill training.³³ The number of candidates who took TEVETA increased to 33,274 in 2017,³⁴ however, despite the increase, an overwhelming majority of people in the labour force are out of the TEVET system.

As per a study conducted by the International Youth Foundation in 2014, even though only 10 per cent of jobs in Zambia are in the formal sector, young people generally wanted to work in the formal sector for the prestige, higher wages and consistent income compared to the informal sector. Both nursing and teaching were popular and desirable forms of employment in both urban and rural areas, particularly for women. Other popular sectors for young job seekers were the telecommunications

²⁷ SACMEQ III

²⁸ Government of Zambia. (2015). Education for All 2015 National Review. Lusaka, Zambia

²⁹ Government of Zambia. The SACMEQ III project in Zambia, A study of the conditions of schooling and the quality of education.

³⁰ National Science & Technology Council.

³¹ Central Statistical Office. (2017). Labour Force Survey Report. Lusaka, Zambia.

³² United Nations Development Programme. Human Development Report 2017.

³³ 7NDP.

³⁴ TEVETA Annual Report 2017.

industry and mining. Other popular jobs for women were trading, retail, hairdressing and beauty. Young women were also interested in working in the tourism industry, as well as catering, tailoring and administrative services. Trading was also common for men, though men and women tended to trade in different goods. Women were more likely to sell food and clothing, while men were more likely to sell airtime, electrical goods, newspapers and DVDs. Other jobs, such as taxi and bus driving, those in the construction and engineering fields, and car mechanics, were almost exclusively male dominated.³⁵

1.6. UNICEF's support to the Ministry of General Education

UNICEF Zambia has been providing focused support to the MoGE in delivering education services from early childhood to secondary schooling. At secondary level, UNICEF has been involved in helping girls stay in school given the proven benefits of additional years of education for girls, such as stronger career prospects, lower chances of teenage pregnancy and child marriage. Through the Zambia Girls 2030 project, help is being provided on financial literacy, life skills, career guidance and internships to adolescent girls. Under technical assistance to the Ministry, UNICEF has been working on better collection and use of education data, including through school-level profiles developed for every primary school in the country. Furthermore, based on global evidence and findings from an on-going Zambia-based pilot, UNICEF has been supporting MoGE to scale "Teaching at the Right Level" from Grade 3 through to Grade 5.³⁶

1.7. Programme description

In continuation of its ongoing support to MoGE, UNICEF in partnership with the Ministry provided financial and technical support to implement a pilot project—Zambia Girls 2030: Realizing my potential programme (August 2016–December 2018). The programme was implemented in Northern and Southern Provinces targeting four districts in each province namely: Mungwi, Luwingu, Mbala & Mpulungu in the Northern Province and Pemba, Sinazongwe, Namwala and Monze in the Southern province. Twenty-five schools were covered in each of these districts. The provinces and districts were selected based on poverty, gender and education indicators and consultations with the MoGE.³⁷ As per World Bank data, 50.2 per cent households in the Northern Province and 42 per cent households in the Southern Province were afflicted with extreme poverty.³⁸ These provinces also have high incidence of child marriage and the Northern Province had the highest incidence in 2017 and the highest school dropout rates among girls.³⁹

The programme aimed to support the Government of Zambia to achieve Vision 2030 "*A prosperous Middle-income Nation by 2030*". The focus of the programme was girls' empowerment through career and skills mentoring and guidance, entrepreneurship and financial literacy education, and an internship opportunity, and providing girls with the professional training, skills, mentoring and networks to succeed.⁴⁰

³⁵ A Cross-Sector Analysis of Youth in Zambia. (May 2014). Youth Map Assessment Report.

³⁶ Adapted from UNICEF Zambia website.

³⁷ UNICEF Zambia. (2016). Zambia Girls 2030: Realizing My Potential Concept Note for proposal to UK NATCOM.

³⁸ World Bank. Zambia Poverty Assessment. World Bank, 2012.

³⁹ UNFPA and The Population Council. (2017). Child Marriage in Zambia.

⁴⁰ Ibid.

Figure 6: Map with field visit and survey locations (map not to scale)

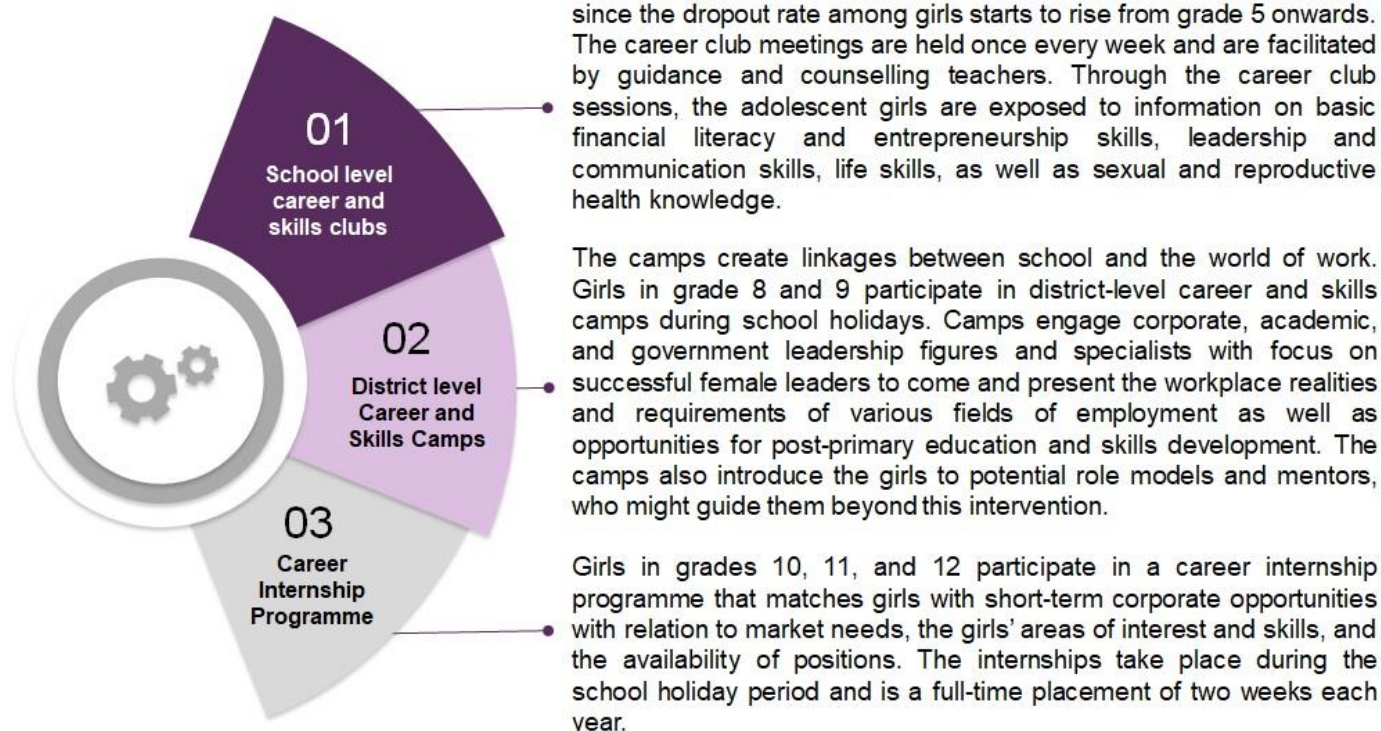


Additionally, the programme also improved transition rates for girls from primary to secondary education and increased secondary school completion, increased number of girls entering tertiary education, as well as supported girls in employability and entrepreneurial skills, thereby increasing gender equality in the formal labour market in Zambia.⁴¹

The programme included school level career and skills clubs, district level career and skills camps and career internship programme. The details of each component are depicted in Figure 7 below:

⁴¹ Ibid.

Figure 7: Programme Design



Key results of the programme included:

- 11,200 girls participated in school-level Career and Skills Clubs;
- 800 girls participated in annual district-level Career and Skills Camps; and
- 300 girls enrolled in Career Internship Programme.

The programme was also expected to contribute to higher-level outcomes over time and achieve the following:

1. an improvement in transition rates for girls from primary to secondary education;
2. an increase in secondary school completion;
3. an increase in the number of girls entering tertiary education;
4. an increase in the number of girls acquiring employability skills;
5. an increase in the number of girls acquiring entrepreneurial skills to enter the formal labour market; and
6. an increase in gender equality in the formal labour market in Zambia.

In addition, to leverage these interventions and complement the outcomes, UNICEF's core work in education during this programme has been to support girls to stay in school and complete Grade 12, address issues affecting girls transition and retention in the education system including early marriage and early pregnancy, and support MoGE in implementing the revised learner-centred curriculum that incorporates Creative and Technology Studies (CTS) from Grade 1 and Financial Literacy from Grade 8 onwards.⁴² In addition to these efforts, a communications campaign to support girls' empowerment, promote quality learning outcomes and to ensure an educated, productive citizenry have been undertaken. This layered support has provided a more holistic approach to empowering girls in

⁴² Zambia Education Curriculum Framework 2013.

relation to personal growth, education attainment, financial literacy, career choices and entrepreneurship opportunity.

To achieve these outcomes, MoGE, UNICEF and Restless Development along with the Directorate of Teacher Education and Specialized Services (TESS), Provincial Education Officials and District Education Officials continue to provide the technical assistance to the programme.

1.8. Project resourcing

The total programme budget is 1,062,000 GBP, of which 814,983.08 GBP was fixed for programme implementation.

1.9. Roles and responsibilities of key stakeholders

The programme has been led by the Ministry of General Education through its team of Guidance and Counselling officers and teachers who have been responsible for running the guidance and counselling sessions under the programme through school-based career clubs. In this endeavour, they have been supported by National Provincial and District level staff. UNICEF has provided technical and financial assistance to the Ministry. In addition to this, UNICEF has been monitoring and providing supportive supervision to the implementing partner. Restless Development has been the implementing partner responsible for providing training, hand holding and monitoring support to the programme. Besides this, Restless Development has also been responsible for organising the district level career camps and internships for the selected girls. The learners, community members and leaders have been the rights holders of the programme. While the learners have been the key recipients of services under the programme and leaders of change, the community has played the role of an equal stakeholder by ensuring that the initiatives like completion of school, readmission, absenteeism, teenage pregnancy, etc. were effectively addressed.

Chapter 2. Purpose, objectives and scope of the evaluation

2.1 Purpose

The primary purpose of the end line evaluation (as specified in the ToR) was to assess the effectiveness, efficiency, relevance and sustainability of phase I (2016 – 2018) of the programme implementation. Based on the findings and conclusions from the assessment of the programme's achievements, the evaluation provides the lessons learned and recommendations from the implementation of the programme activities and the outcomes achieved, which will be useful to the MoGE, UNICEF and other stakeholders to improve the design and delivery of phase II as well as scaling up of the programme, and to inform policies and strategies on girls' education and skills development.

In addition, the evaluation also responded to the accountability requirements of the Zambia Girls 2030 programme funder, other agencies within the consortium, programme participants and the placements in which the programme was delivered.

2.2 Objective

The overall objective of the evaluation was to conduct a detailed review and analysis of the three components of Zambia Girls 2030 programme to inform the Government of Republic of Zambia, UNICEF and Restless Development regarding the performance of the programme, the challenges faced in its implementation and the aspects of its sustainability. The results of the evaluation aimed to assist the key stakeholders in decisions regarding the scalability of the programme and related policy spinoffs in girls' education and skills development. The main objective of the evaluation therefore was to measure the achievement of the targeted programme outcome and outputs, vis-a-vis the results framework.

The specific objectives of the evaluation, as specified in the ToR were to:

1. assess the programme's effectiveness and evaluate the extent to which the programme achieved its intended results at output and outcome level;
2. assess the programme's efficiency, and evaluate how well have programme resources (financial, human, technical) been used to achieve the results;
3. assess the programme's relevance and evaluate to what extent the programme design and intervention responded to the needs and priorities of the beneficiaries as well as the strategic priorities of the Ministry of General Education;
4. assess the programme's sustainability, and evaluate whether, without external support, key conditions and factors are in place for the programme to continue to exist and be effective/efficient; and
5. finally, assess the programme's equity focus, and evaluate the extent to which the programme addressed gender unequal barriers to stay in school, gain interest in Science, Technology, Engineering and Mathematics (STEM) subjects, and successfully integrate into the labour market.

2.3 Scope

The evaluation scope included three components of the programme, namely: 1) school level career clubs, 2) career camps and 3) internship placements.

The evaluation team has further elaborated and extended these components (with relevant initial evaluation questions) in the inception phase and has structured the evaluation questions and

reorganised them as per the Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC) criteria into a comprehensive Evaluation Matrix (EM) (see section 3.2.1).

This evaluation covered Phase I of the programme implementation period of August 2016 to December 2018. The geographical focus of the evaluation was targeted at eight districts of Northern and Southern provinces namely Mbala, Mpulungu, Luwingu, Mungwi Sinazongwe, Namwala, Pemba and Monze. The evaluation built on a process-focused review of Phase I and looked at improving the design and delivery of Phase II, as well as scaling up of the programme and to inform policies and strategies on girls' education and skills development.

A comprehensive desk review of existing documents was conducted, focus group discussions and key informant interviews were held at the national and subnational levels, covering four districts within the two provinces. This enabled verification and analysis of outcomes in the entire education delivery structure at the national level.

2.4 End users of the evaluation findings

The end users of the evaluation and how they will use the findings are listed below:

SN	End users of the evaluation	How the evaluation findings will be used
1	Ministry of General Education	To understand the overall performance of the programme, its efficiencies and loopholes that require plugging. To incorporate best practices of the programme into the design of similar programmes. To institutionalise the components of the Zambia Girls 2030 programme.
2	UNICEF Zambia	To inform the programme design, apply course correction if needed and continuing support to girls' education and skills programme
3	UNICEF Regionally & Globally	To identify best practices that can be applied to local needs
4	Restless Development	To inform the future programme design and continuing their involvement in the programme.

2.5 Project Timelines

SN	Activity	Date
1	Evaluation commencement	October 2019
2	Inception report	February 2020
3	Ethical clearance	March 2020
4	NHRA clearance	June 2020
5	Fieldwork completion	September 2020
6	Data analysis	November 2020
7	Draft report	January 2021
8	Final report	March 2021

Chapter 3. Evaluation methodology

3.1 Approach

The evaluation followed a three pronged approach (see Annex iii)b for key evaluation questions) to meet the objectives. The overall approach was as follows:

- a. **Exploratory**—The project team deep dived into the available secondary information as well as the information derived through key informant interviews to unravel findings that will answer the key research questions related to effectiveness, efficiency, relevance, sustainability and equity.
- b. **Mixed Methods**—While conducting the evaluation, the team followed a mixed methods approach comprising quantitative and qualitative information collection to address the evaluation questions.
- c. **Participatory & Consultative**—The evaluators followed a participatory approach in preparing and implementing evaluation activities, field visits, focus group meetings and key informant interviews. A presentation of preliminary findings was organised in which UNICEF staff, MoGE staff at national, provincial and district levels, Restless Development and private sector organisations from two selected provinces could provide inputs for the suggestions about the findings. The team regularly consulted UNICEF to meet the evaluation objectives. Furthermore, the team maintained close contact with the province and district level implementation agencies, officials, community members, etc. to develop a deeper understanding of the programme. This consultative process helped in meeting the expectation of the implementing stakeholders. In addition, the stakeholders played a critical role in the design and implementation of the evaluation. The design of evaluation tools was guided by the UNICEF evaluation team. The implementation of the evaluation was supported by Ministry of General Education and Restless Development, who assisted the evaluation team to reach remote schools in the rural regions of Zambia.

3.2 Methodology

The evaluation methodology followed a logical sequence of inter-related steps:

a. Secondary literature review

The evaluation team reviewed available literature, reports and other data sources to understand the context of the programme. Baseline and mid line values of outputs were referred to from the annual report of the implementing partner to compare them with the end line findings. A full list of documents consulted is provided in Annex iii)c.

b. Initial consultations

The evaluation team conducted an initial virtual meeting with the Education Specialist at the UNICEF office. The evaluation team further conducted virtual meetings with the Principal Education Officer-School Guidance Services (SGS) at the MoGE and the Country Director of Restless Development. This exercise enabled the evaluation team to better understand the programme and helped in finalising the tools.

c. Sampling

To execute this assignment, multistage sampling design was followed in identifying the respondents. At the first stage, the districts were identified purposively keeping in mind the factors of time, cost and accessibility to assist the evaluation team in optimally utilising their time in reaching the project locations. Next, systematic random sampling was used to identify the schools. For the purpose of identifying the respondents, both at the school level and among the officials

and stakeholders, purposive sampling was used. The objective of sampling on purpose was to ensure that only those respondents are included who have been involved in the programme either as beneficiaries or as service providers/stakeholders.

Selection of Schools

The final sample schools were selected using systematic random sampling. Fifteen schools were originally proposed to be selected from each province: one district accounting for eight schools while the other represented by seven schools. However, due to the non-availability of the desired sample of pupils in the Mbala and Luwingu, the team had to visit additional schools in these districts: six in Mbala and five in Luwingu.

Table 7: Sampled schools

Province	Northern		Southern	
District	Mbala	Luwingu	Monze	Sinazongwe
Schools	<ul style="list-style-type: none"> Mbala Boarding Mbala Day Celeste Mwamba Isanya Masamba Nsokolo Mfwambo Chila Model Uningi Lucheche St Pauls Outward Kawama 	<ul style="list-style-type: none"> Luwingu Day Tungati Mucheleka Tolopa Chungu Laurent Chita Njeke Don Bosco Luwingu Boarding Menga Chiponde Saili 	<ul style="list-style-type: none"> Nalukanda Nakasangwe Kaumuzya East Hakwamambwe Primary Chikuni Primary Kaumba Primary Monze East Primary Sigubbu Primary 	<ul style="list-style-type: none"> Maamba Day Secondary Sinankumbi School Siatwiinda Primary Ngoma Primary Sinakasikili Primary Syamuyala Primary School Matambo

Sample size and its distribution against categories of respondents

The selected respondents for Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) are as follows:

Table 8: Sample distribution at school and community levels

District	No. of schools	Data Collection Methodology				
		KII	KII	KII	KII	FGD
		Girls	Boys	School Leaders	Guidance & Counselling Teachers	Parents/ Caregivers
Northern Province						
Mbala	14	232	120	8	8	8
Luwingu	12	213	88	7	7	7
Southern Province						
Monze	8	257	92	8	8	8
Sinazongwe	7	204	88	7	7	7
Total	41	906	388	30	30	30

On the supply side, representatives from the Government of Zambia, UNICEF, Restless Development and other key stakeholders were interviewed. The list of interviews conducted is presented in the table below:

Table 9: Sample distribution on the supply side

Respondent categories	KII
Directorate of Teacher Education and Specialized Services (TESS)	2
Provincial Education Officials	2
District Education Officials	4
Restless Development	1
HR Heads of Public/Private Organizations	3
UNICEF Staff	2
Total	14

The total sample size finalised during the inception phase of the evaluation was 1,363. However, the situation emerging from COVID19 pandemic led to non-availability of sufficient number of pupil respondents in the two districts of Northern Province. Therefore, the research team visited additional schools to meet the required sample size of pupils, resulting an increase in the sample size by 35 respondents. The non-availability of respondents was not encountered in districts of the Southern Province.

d. Designing of evaluation tools

Based on insights from the initial consultations, the team developed draft evaluation tools for qualitative and quantitative data collection. Furthermore, the key evaluation questions given in the ToR were also referred to while designing the KII tools and FGDs questionnaires. In addition, the United Nations Evaluations Guidelines (UNEG) document was referred to draft the evaluation tools. The KII tools included a combination of open- and closed-ended questions—the open-ended ones being used to elaborate on the closed responses. The FGD guides were discussion guides to keep the discussion structured and responsive to the evaluation requirement. Pre-loaded KII tools on handheld devices and recorders were used to conduct KIIs and FGDs, and responses were also physically recorded. The voice recordings were used later to check and add to the responses as required.

e. Approval of evaluation protocol and tools by UNICEF and ethical clearance from UNZAREC and NHRA

The evaluation design and the evaluation tools were reviewed and approved by UNICEF, the Evaluation Reference Group (ERG). The ethical approval was obtained from UNZA Research and Ethics Committee (UNZAREC), and the study was approved by National Health Research Authority (NHRA).

f. Piloting evaluation tools

The evaluation tools were piloted in a district that was not part of the final sample. The process ensured that there were no redundancies in the questions and the language and flow of questions were appropriate. Based on the piloting, the tools were modified and finalised.

g. Training of evaluation team

The Team Leader trained the team members, including the enumerators and supervisors, on the process of administering the evaluation tools. The three-day training was organised virtually via MS Teams and included the following sessions:

- introduction to the Zambia Girls 2030 Programme and objectives of the end line evaluation;
- training on Qualitative research methodology and ethics;
- training on Qualitative instruments: Focus Group Discussion (FGD) Guidelines and Key Informant Interview (KII) Questionnaires;
- orientation on the field protocols to be followed during fieldwork;
- practice of the tools through role playing;
- training on the special COVID-19 guidelines to follow while conducting interviews, surveys and FGDs; and
- division of roles and responsibilities during the fieldwork process.

h. Fieldwork

Following the training of enumerators, the evaluation team including the Project Manager and Social and Gender Specialist from the research team initiated the fieldwork in July 2020. The team was split into two sub-teams and each team was responsible to undertake the FGDs and KIIs in respective sample districts. The team of experts, supervisors, enumerators and quality control assistant completed all the data collection at the district level in August 2020. The core experts undertook the KIIs with the supply side respondents online via Microsoft Teams platform. The interviews were completed by September 2020.

i. Ethical considerations

At every stage, the evaluation was guided by the United Nations Evaluation Guidelines (UNEG) and Ethical Research Involving Children (ERIC) guidelines. The design of the evaluation incorporated a clear human rights, equity and gender perspective. Care was taken to include these dimensions while conducting the fieldwork. To ensure impartiality, the evaluation team considered the views of all stakeholders. The team ensured the confidentiality and security of sensitive information derived from the KIIs and FGDs and prior consent was taken from each stakeholder before interacting with them. The team strictly followed the obligation of evaluations, that is, independence, impartiality, credibility, no conflict of interest, honesty and integrity, and accountability. The evaluators observed the obligations towards the participants including respect for Dignity and Diversity, Rights, Confidentiality, and Avoidance of Harm.

j. Analysis

Quantitative data analysis

The quantitative analysis of clean and merged data set involved computation of standard descriptive statistics (range, frequency, percentage and mean). The results are presented through the charts and infographics.

Qualitative data analysis

The qualitative data analysis began with intensive reading and re-reading of FGD and KII transcripts. The qualitative data was cleaned, coded, validated and analysed against the parameters of effectiveness, efficiency, relevance, sustainability and equity using excel spreadsheet.

3.2.1 Evaluation matrix

The evaluation matrix comprising an indicative list of key evaluation questions, method to be followed and respondents is presented below:

Table 10: Evaluation matrix

Evaluation criteria	Key evaluation question	Sub questions	Data source	Method of data collection
Effectiveness	<ul style="list-style-type: none"> To what extent were the objectives (general and specific), activities and expected results at output and outcome levels achieved? What were the major factors influencing the achievement or non-achievement of the objectives? 	<ul style="list-style-type: none"> Which programme components (e.g., capacity building of personnel, development of programme materials, technical support, monitoring) have been the most effective, and which ones were not? How have results been achieved, and what factors have effectively contributed to the success? Why have some results not been achieved, and what are the factors mainly responsible for this? 	All respondents	KII, FGD, Literature review of project progress reports, monitoring reports, project MIS, etc.
Efficiency	<ul style="list-style-type: none"> Were the activities and interventions cost-efficient? Were they implemented in the most efficient way compared to alternatives? Were objectives (general and specific), activities and expected results at output and outcome levels 	<ul style="list-style-type: none"> What were the main obstacles that the programme encountered? Identify areas where costs can be saved, while achieving the same results, or where achievements can be increased with same level of funding, with the prospect of scale up. 	Representatives from DoTE and Specialised Services, Provincial Education Officials, District Education Officials, Ministry of Higher Education, Restless Development, HR Heads of Public/Private Organisations, UNICEF Staff,	KII, Review of project financial reports/expenditure statements

Evaluation criteria	Key evaluation question	Sub questions	Data source	Method of data collection
	<p>achieved on time?</p> <ul style="list-style-type: none"> Are the resources (money, human resources, facilities/ capital assets) sufficiently efficient? How well the implementation of activities has been managed? What management and monitoring tools have been used and what tools could have been used? 		UNFPA Staff, School Leaders, Guidance and Counselling Teachers	
Relevance	<ul style="list-style-type: none"> To what extent are the objectives of the Programme still valid and up to date to the national and international contexts, such as, SDGs? Are the objectives of the Programme consistent with the overall goal? Are implemented activities and outputs consistent with the intended impacts and effects? 	<ul style="list-style-type: none"> To what extent has the positioning of the programme proven to be relevant, in terms of its coherence, complementarity and synergy with other initiatives, strategies and policies in the country? To what extent has the programme addressed a need that was not addressed by any other actors or programmes in Zambia? Identify which areas could be targeted to make the programme more relevant, going forward. 	Representatives from Directorate of Teacher Education and Specialised Services, Provincial Education Officials, District Education Officials, Ministry of Higher Education, Restless Development, HR Heads of Public/Private Organisations, UNICEF Staff, UNFPA Staff, School Leaders, Guidance and Counselling Teachers	KII, Literature Review of country reports on poverty assessment, incidence of child marriage, teenage pregnancies, female participation in workforce, etc.

Evaluation criteria	Key evaluation question	Sub questions	Data source	Method of data collection
Sustainability	<ul style="list-style-type: none"> Are the achieved results and targets sustainable? Is sustainability ensured through implementation of the Programme? What were the major factors which influenced the achievement or non-achievement of sustainability of results at output and outcome levels? 	<ul style="list-style-type: none"> What are the key factors required for the programme to be sustainable, at school, district and national level, and to what extent have these been implemented? Has a sustainability strategy been developed at the onset, and to what extent has this been implemented by different stakeholders? How have the programme's initial assumptions and risk analysis contributed to its sustainability, and what has changed/how could this be improved? To what extent has the programme-built capacity with existing government and school structures, and other stakeholders that ensures the programme results sustainability? What would be needed to improve the programme's sustainability going forward? 	Representatives from Directorate of Teacher Education and Specialised Services, Provincial Education Officials, District Education Officials, Ministry of Higher Education, Restless Development, HR Heads of Public/Private Organisations, UNICEF Staff, UNFPA Staff, School Leaders, Guidance and Counselling Teachers	KII, Literature Review of MoGE and UNICEF plans for scaling up the programme.
Equity	<ul style="list-style-type: none"> Has representativeness of coverage been ensured by the activities 	<ul style="list-style-type: none"> Within the target group, has the programme reached the most disadvantaged girls, 	Parents/Caregivers, School Leaders, Guidance &	KII, FGD

Evaluation criteria	Key evaluation question	Sub questions	Data source	Method of data collection
	<p>and interventions?</p> <ul style="list-style-type: none"> • Have vulnerable children and girls been reached by the programme? 	<p>including girls with disabilities, and addressed the discriminatory barriers that keep them from successfully completing school and integrating into the job market?</p> <ul style="list-style-type: none"> • How was this done or what have been the obstacles to do so? • Has the programme effectively supported boys as well as girls, and how is this different? 	Counselling Teachers, Pupils	

3.3 Data analysis

3.3.1 Quantitative data analysis

The baseline data was analysed using mixed method approach. The quantitative analysis of clean and merged data set involved computation of standard descriptive statistics and application of univariate and bivariate analysis. The results—disaggregated by grades, gender and locations—was presented in tabular form along with data visualisation through charts and infographics.

3.3.2 Qualitative data analysis

Thematic content analysis of qualitative data gathered from FGDs was done. The content analysis involved coding, categorisation, tagging and thematic analysis of qualitative data.

Coding, recoding and developing codebooks: The process of content analysis began with intensive reading and re-reading of FGD transcripts and notes for coding according to the themes/issues (subject matter) that emerged from FGD data. The analysis relied on deductive coding (i.e., concept or research driven coding) based on available empirical evidence and the research topics/issues.

Categorisation and summarising themes: Following the coding process, the FGD data was organised into similar categories, ultimately leading to identification and summarisation of key themes based on contextual data (e.g., socioeconomic data) and other information that would help understand better the study findings.

Qualitative data analysis was done in Excel spreadsheet, using its various built-in features including sorting menu and pivot table.

3.4 Limitations

Some of the limitations experienced during the evaluation were as follows:

1. While sampling at the schools, the study team faced a challenge in segregating the respondent pupils into component-wise groups due to the limited availability of pupils at the schools. One of the key factors behind this was the situation emerging from the COVID-19 pandemic and the significant passage of time.
2. Another factor that affected the sample size was difficulty in tracking the pupils, since all schools were preparing for the end of term test, which made access to the schools and learners challenging.
3. The findings based on pupils' responses are limited to the pupils who were available for the KIIs, as most of the schools had lost their records of the attendees of the skills camp, mentorship and internship programmes.
4. Some schools had a lower number of beneficiary pupils available for the interview on the date of the field visit, due to which the research team had to visit additional schools to meet the required sample size of pupils.
5. The first phase of the programme began in August 2016 and ended in December 2018. The end line evaluation was planned between October–December 2019. However, due to reasons beyond the control of the project, the fieldwork got delayed to March 2020. In March, the schools were closed due to COVID-19 pandemic thereby resulting in the data collection being further delayed until September 2020. The time lapse between the end of the programme and

data collection posed a challenge in some instances in finding the number of sampled pupils for interviews. This has been mentioned in the above note as well.

6. A number of findings are based on the responses received from participants. In the absence of records to corroborate each finding, in some of these cases the team had to rely on the anecdotal evidence provided. The findings were further triangulated with the information generated through FGDs with the community.

Chapter 4. Findings and analysis

In this section, we discuss the key findings by each of the five evaluation criteria: (i) effectiveness; (ii) efficiency; (iii) relevance; (iv) sustainability; and (v) equity.

4.1. Effectiveness

The evaluation sought to answer the extent to which the project objectives and intended results have been achieved, what are the factors that facilitate or inhibit the achievement of the project objectives and expected results, and which project activities had more significance to contribute to the key outcomes. We draw on the quantitative, qualitative and secondary data to address these evaluation questions for each outcome in this section.

4.1.1. Achievement of results by outputs

Programme Output 1: By 2018, 11,200 girls between Grades 5 to 12 are trained or sensitised on career guidance, reproductive health and re-entry policy through participation in school clubs to facilitate girls being retained in school or transitioned to tertiary education.

The table below presents a summary of the baseline, midline and end line achievements for the Output 1 indicators against targets set by the project. The project has achieved the targets for four out of the five indicators under Output 1.

Indicators	Target	Baseline	Midline	End line	Source
# of pupils actively participating in clubs (by age and grade) across 2 provinces	8,000	2,489	8,291	14,846	Database and Attendance Reports/ Midline Evaluation Report
# of girls receiving the integrated package on Career Guidance and Sexual Reproductive Health, life skills (financial literacy and entrepreneurship skills through clubs)	11,200	1,648	4,985	9,811	Evaluation Activity Reports/ Midline Evaluation Report
% of girls establishing personal savings plans	40%	11%	54%	54%	Midline Evaluation Report
% of targeted girls transitioning from grade 9 to 10	49.5%	47.2%	57.1%	57.1%	Midline Evaluation Report
% of girls enrolling in school following delivery	13%	9%	82.1%	82.1%	ZCO Annual Review Report, 2018

There were multiple factors behind the shortfall in the number of girls receiving the integrated package on Career Guidance and Sexual Reproductive Health, life skills (financial literacy and entrepreneurship skills through clubs) as reported by the implementing partner. Prime among the reasons was the frequent transfer of Guidance and Counselling Teachers at the school level. This often led to the loss in momentum of activities, as the new teacher would require training before initiating the guidance and counselling activities. There was the issue of delayed funding of the programme in years 2 and 3 which also to an extent resulted in deceleration of the programme momentum.

It is encouraging to note that out of the 418 girls who fell pregnant in 2016/ 2017 in the 200 schools of the Zambia Girls 2030 project, a total of 343 girls enrolled back in the school system. This number represents about 82.1 per cent of girls returning to schools after delivery compared to 50.1 per cent of the average girls in the two provinces who returned to school following delivery according to the 2016 Education Statistical Bulletin.⁴³

Programme Output 2: 1,200 adolescent girls have acquired knowledge and skills on leadership; employability and career options and entrepreneurship to make informed decisions about staying in school, transitioning to higher education and future career paths by 2018.

The table below presents a summary of the baseline, midline and end line achievements for the Output 2 indicators against targets set by the project. It is evident that the project has achieved its targets.

Indicators	Target	Baseline	Midline	End line*	Source
# of girls attending the Career Camps and Career fairs	1,200	0	979	1,473 (494)	ZCO Annual Review Report, 2018
# of girls trained on Career guidance (career opportunities, menu of career options, etc.), life skills (financial literacy and entrepreneurship) leadership and employability skills through camps;	1,200	0	829	1,213 (384)	Career Camps Registers Activity Report Videos Photos KAP surveys
# of girls enrolled in the Internship Programme in fields of expected growth in job market share	300	0	503	839 (336)	Internship Agreements Internship Report

*Figures in parenthesis represent the achievement in 2018

Programme Output 3: Ministry of General Education has increased capacity to implement and monitor the National Career Guidance standards at school level.

The table below presents a summary of the baseline, midline and end line achievements for the Output 3 indicators against targets set by the project. The project has achieved the targets for all the three indicators under Output 3.

Indicators	Target	Baseline	Midline	End line	Source
# of Guidance and Counselling Teachers trained and supported to develop and implement guidance and counselling career club management tool kit and the implementation framework.	200	38	200	208	Training Activity Report Training Registers Action Plans in place Photos
# of Guidance and Counselling Teachers implementing the	200	38	168	200	Support visits report with

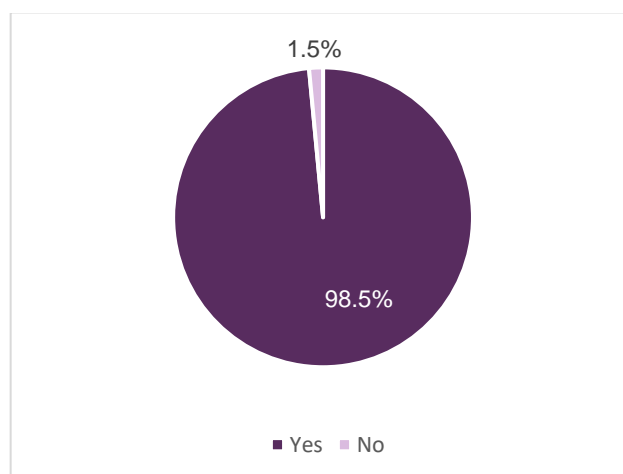
⁴³ ZCO Annual Review Report, 2018

Indicators	Target	Baseline	Midline	End line	Source
monitoring tool for guidance and counselling services at school-level #					recommendations and action plan Support/ Technical visit reports
# of position papers/policy briefs shared with MoGE on the implementation of Career Guidance and Counselling in Schools to feed in the Ministry of Education's review processes both at provincial and national level. E.g. the Provincial Planning meetings and at the MoGE Joint Annual Review (JAR).	4	1	2	4	Policy briefs and position papers

4.1.2. Effective aspects of the programme

Almost all respondents, irrespective of the categories that they belonged to, reported that they found the career and skills club at the schools most effective: 98.5 per cent of the pupils who were interviewed reported that they had attended the clubs. Only a negligible proportion stated that they had never attended the clubs. Upon being probed, they cited reasons, such as absence from school on the days of club, or lack of interest as the main reasons behind not attending.

Figure 8: Pupils Participation in Career Clubs

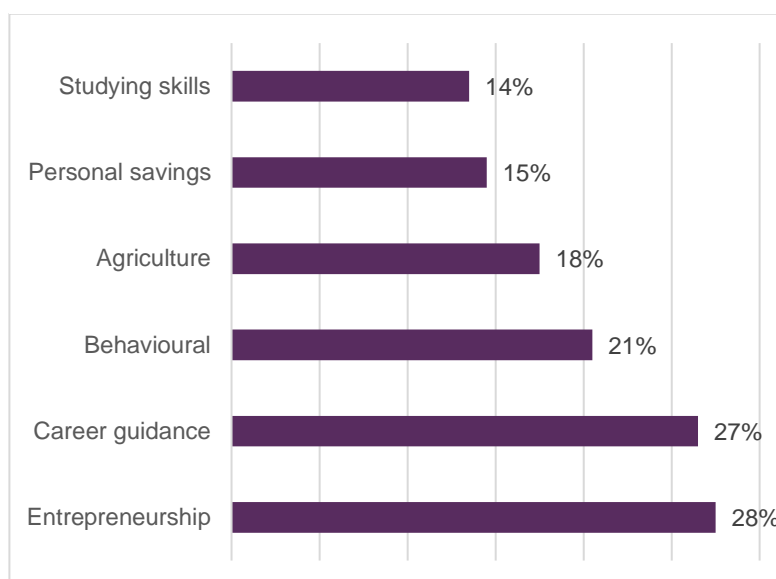


Among the pupils who attended the clubs, one of the key attractions reportedly was the opportunity to learn new skills. The pupils stated having learnt about several skills, primary among them being, entrepreneurship, career counselling, farming, studying, behavioural (represented by communication, negotiation, personal hygiene, sexual health), etc. The proportion of pupils reporting the skills is presented in the Figure 9.

It would be apt to mention here that the responses presented in Figure 9 are among the top six. There were several other skills that the pupils reported since it was an open-ended question. The effectiveness of the career clubs was also corroborated by several parents during the FGDs. One of the parents whose ward studied at Mbala Boarding, stated:

“...it (Career Club) is a club that helps children to know what they can do in future. For instance, the courses that they can take in future they help them for them to decide which course they can do. If they choose the wrong one maybe the careers teacher can help them and explain to them about certain careers that are suitable for them to do or courses...”

Figure 9: Skills resulting from career clubs



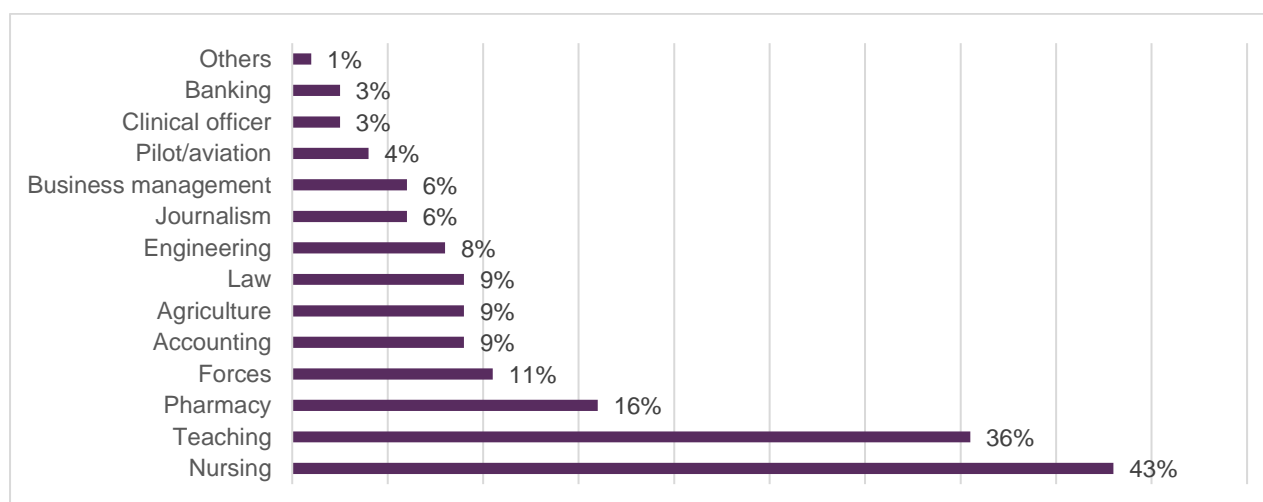
The school leaders too reported the school clubs to be the most effective among the three interventions. They considered the district level camps and internships effective too, but the implementation model of the two components entailed it being restricted to only a few girls who were selected for these programmes. Majority of the girls only had access to clubs which were a more regular affair at the school level.

Similar opinion was echoed by the Guidance and Counselling Teachers. While the teachers stated that the career and skills club was the most effective among the three components, some expressed the need for more funds and materials, such as, stationery, guidance and counselling handbooks for the clubs, etc.

The PEOs and DEOs considered school clubs effective, but for the officers the district camps and internship opportunities were more effective in terms of exposing the girls to the different career options available. They emphasised the importance of the two interventions and suggested the need for including more girls into the same. Similar thoughts were expressed by the girls and their mentors regarding the internships. They believed it was a useful exposure for the girls. However, the officers also felt, the two weeks' time period of internship was too short and should be increased. The respondent from Zamtel referred to a paid internship programme which their organisation offered for a period of 1–6 months, and about which they were open to discussing with the education officers.

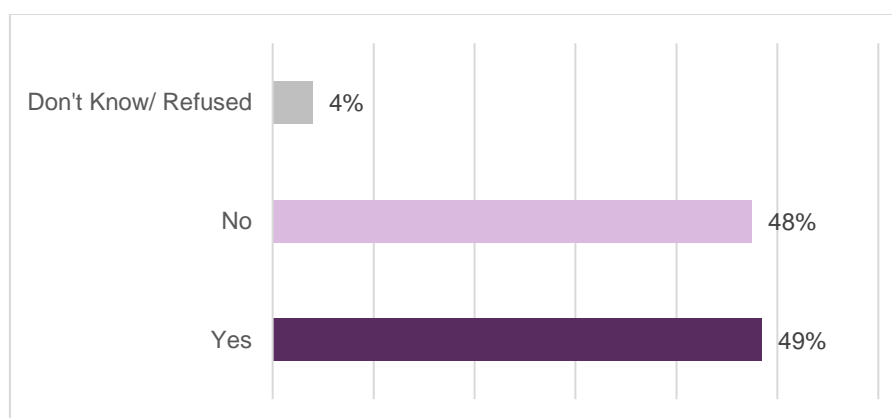
With respect to the areas of interest for higher education, nursing (43 per cent), teaching (36 per cent) and pharmacy (19 per cent) reportedly occupied the most prominent position among the pupils. Armed forces, law, accounting, agriculture and engineering were some of the other areas that were reported to be of interest among the pupils. It is to be noted here that several pupils reported a shift in their thought process regarding the choice of careers and higher education after attending the career clubs and hearing about the career camps and internships from fellow pupils who had attended them.

Figure 10: Areas of interest for higher education among learners after training from career clubs



One of the key learnings reportedly acquired by the pupils at the clubs was related to financial literacy and management of savings—67 per cent of the learners reported that they found the discussions on financial literacy useful, and 49 per cent of the pupils stated that they had a savings plan. An almost equal proportion reportedly denied having any savings plan. Upon being probed, they mentioned not having enough spare money to save.

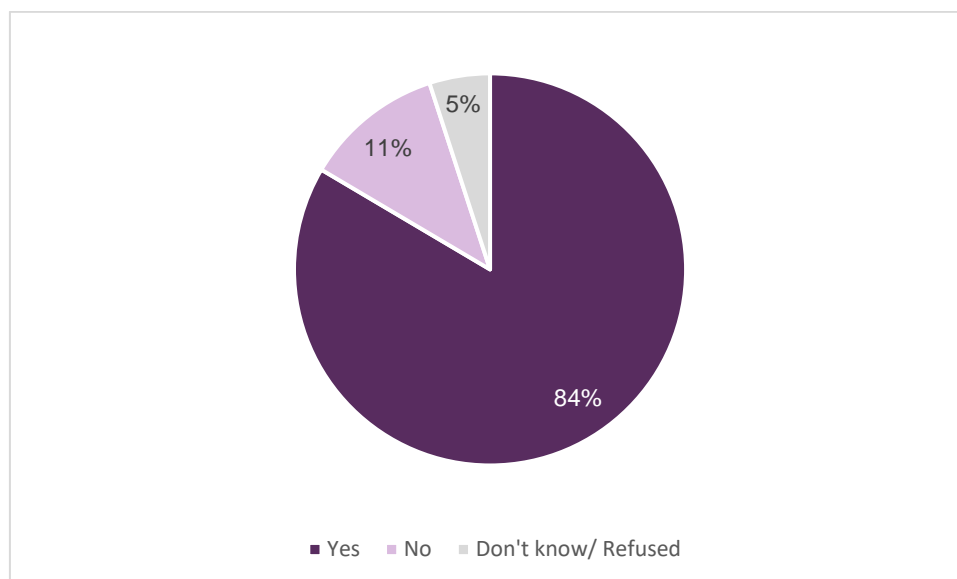
Figure 11: Pupils having a savings plan



Another important area of interest for the pupils was entrepreneurship—95 per cent of the pupils interviewed stated that they found the discussions on entrepreneurship helpful. They reportedly had greater awareness about the aspects related to entrepreneurship, setting up a business, managing it, opening a bank account, maintaining transaction records, etc.

In addition to career counselling and sessions on financial literacy, the pupils also found the sessions of life skills very useful. Discussions on sexual and reproductive health were reportedly effective as almost all girls knew about sexually transmitted diseases and ways to practice safe sex and contraception.

Figure 12: Zambia Girls 2030 Programme has equipped the girls with life skills



Eighty-four per cent of the pupils responded that the programme had indeed equipped them with life skills, such as personal hygiene, sexual and reproductive health, financial literacy, improved communication, entrepreneurship, etc.

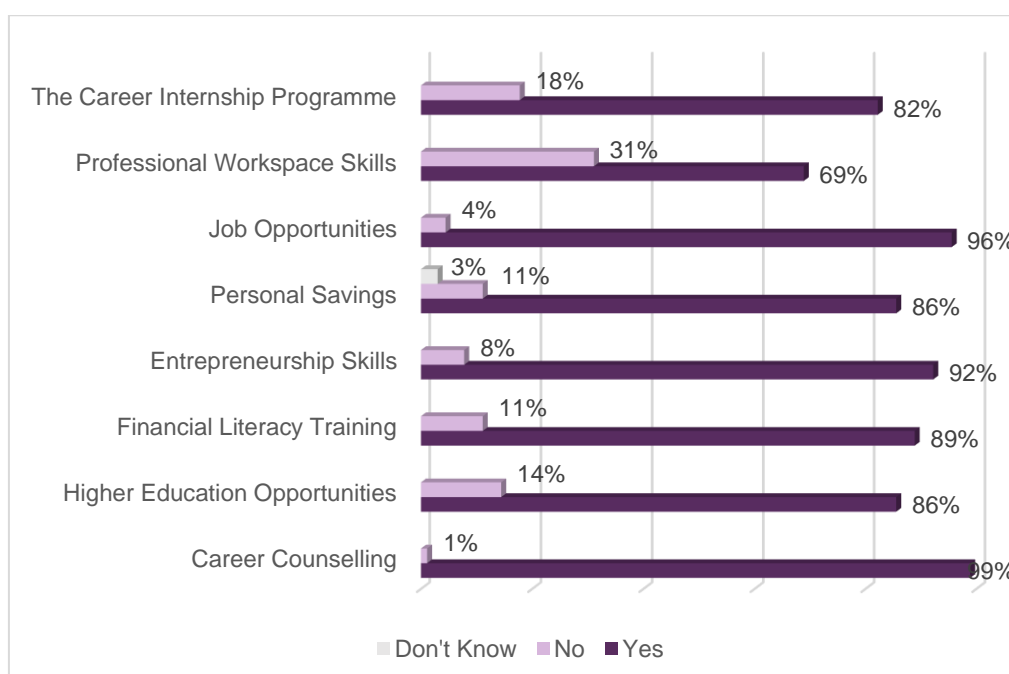
4.1.3. Reasons behind the achievement of programme outcomes

The programme outcomes pertaining to participation of pupils in career clubs, transition rates, readmission into schools after pregnancy as reported by the school leaders, District Education Board Secretary (DEBS), PEOs, etc. have been achieved owing to various factors. There has been concerted effort on part of the MoGE, UNICEF and implementation partner to guide, train and monitor the progress of the programme routinely. Among the key factors contributing to the achievement of outcomes is the training provided to conduct guidance and counselling sessions at schools—75 per cent of the school leaders and Guidance and Counselling Teachers reported having received training to conduct sessions in career clubs. Trainings to conduct guidance and counselling sessions in schools were provided by the following:

- Ministry of General Education
- UNICEF
- Restless development
- District Education Board Secretary
- Provincial Resource Centre Coordinator (PRCC)
- District Education Standards Officer (DESO)
- District Resource Centre Coordinators (DRCC)
- National Guidance and Counselling Association of Zambia (NAGCAZ)

The training was provided on organising and running career clubs, providing guidance and career counselling sessions to the participants of the clubs, and developing and implementing guidance and counselling career club management toolkit. The teachers were provided with training material and age-appropriate training approaches keeping in mind the assimilation capacities of young pupils.

Figure 13: Guidance and counselling services provided at the career clubs



A summary of the various guidance and counselling services provided to pupils participating in the career clubs is presented in the Figure 13: *Guidance and counselling services provided at the career clubs*

It is evident that an overwhelming majority of the pupils have reportedly received the various guidance and counselling services envisaged within the programme. Professional workspace skills are the only area where about one third of the respondents have stated that they did not receive any guidance.

4.1.4. Challenges faced in achievement of some outcomes

While the programme has reportedly achieved most of the outcomes, there were some areas where challenges were faced. Fifty-seven per cent Guidance and Counselling Teachers reportedly faced challenges in explaining concepts on financial literacy to younger pupils from Grades 5 to 7. Similarly, 61 per cent teachers reportedly faced challenges while explaining concepts on entrepreneurship to the same cohort. In order to overcome the challenges, the teachers resorted to different methods, such as, the use of simpler terms, seeking the help of fellow teachers, etc.

The implementing partner faced some challenges in organising the career camps and internships, which were primarily due to the occasional delay in the release of funds and lack of coordination and communication between the partner, MoGE and the organisations offering the internship.

In the absence of a mechanism to allocate funds to the schools for monitoring activities, often it fell upon the teachers themselves to shoulder the financial burden of travelling to the district education offices for monthly submission of reports. The challenge became more pronounced in case of schools that were far from the district headquarters, at times, as far as 200 kilometers. One of the officials from the education department echoed these sentiments:

“...you have been to Mulala, sorry it’s Mulala which is 200 km away. For example, now reports need to be submitted. So again, the mobility, how do those people submit the reports, you’re talking of Mulala which is almost the distance from here to Kasama. Then the other challenge that was there was, when these people came here, it was out of their own pocket. So, imagine you tell a teacher to come here and submit a report and go back.”

4.2. Efficiency

4.2.1. Efficiency in the use of resources

In terms of optimal utilisation of resources, most respondents at the school, district and provincial level stated that the resources were indeed used efficiently. Similar thoughts were echoed by staff of UNICEF and the implementation partner. An analysis of the funds allocated to the programme resulted in the following findings:

The ratio between funds allocated to implement the programme and manage it is approximately 3:1. The implementation costs include the allocation towards school level clubs, career camps and internships. The management costs include monitoring and evaluation costs, UNICEF office and staff costs, and UNICEF Headquarters (HQ) recovery costs charged at 8 per cent.⁴⁴

When further broken down, the implementation costs at the level of schools and per pupil annually are as follows:

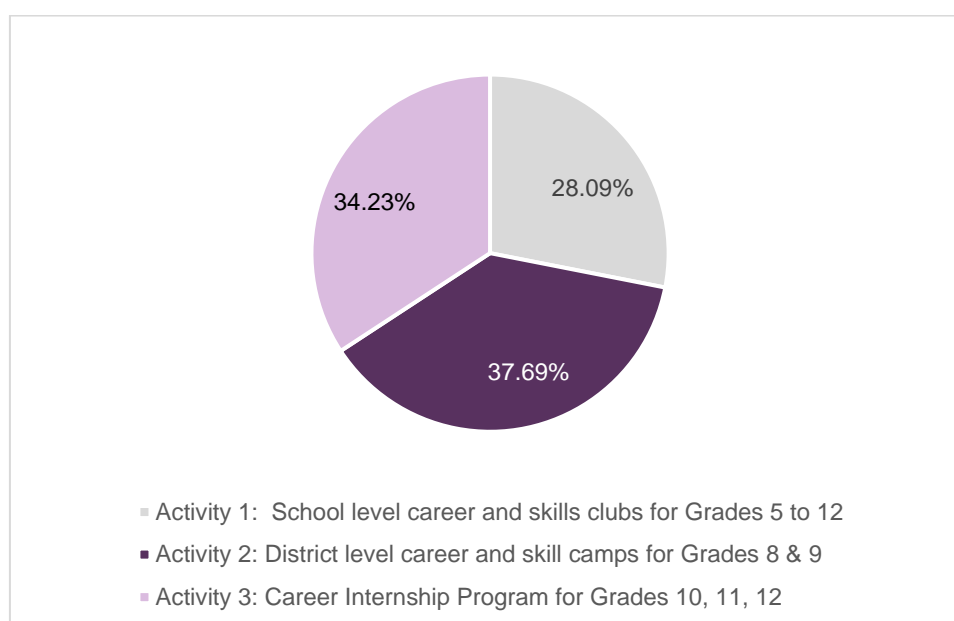
Activity 1: School level career and skills clubs for Grades 5 to 12 is ZMW 142.00.

Activity 2: District level career and skill camps for Grades 8 and 9 is ZMW 2,391.00.

Activity 3: Career Internship Programme for Grades 10, 11 and 12 is ZMW 3,140.00.

The proportion of allocation across the three components is presented in Figure 14.

Figure 14: Component-wise distribution of funds



At the level of implementation, school level activities such as career clubs, training of Guidance and Counselling Teachers, supply of material related to career clubs etc. are reportedly sufficiently financed and the schools are using the resources efficiently to the best of their capability. However, there was a demand for additional funds, especially for transportation of teachers for reporting activities, both at the level of teachers as well as DEBs. The district level career and skills camps and internships received 72 per cent of the total allocation. However, given the fact that the largest participation in the programme happens at the school level clubs, it would be prudent to review the

⁴⁴ Zambian Girls 2030: Realizing My Potential Concept Note for proposal to UK NATCOM.

allocation and explore means of rationalising it to reflect optimisation of costs vis-à-vis the number of pupils benefitting from the programme.

The ratio between programme implementation and management cost is approximately 3:1 as depicted in Figure 15. The programme management costs as mentioned above account for monitoring and evaluation activities, office and staff costs, and UNICEF HQ recovery costs. Upon further analysis it was found that the office and staff costs along with UNICEF HQ recovery costs account for 83 per cent of the programme management costs, leaving 17 per cent for monitoring and evaluation activities (see Figure 16). This indicates a possibility of having a review at the financing of programme management activities and exploring avenues of greater allocation to monitoring and evaluation of the programme. It is

imperative for programmes with vast geographical coverage and grassroots based activities that a robust monitoring system be in place for continued supportive supervision and prompt corrective actions. Additional resource allocation to monitoring would be an affirmative step in this direction.

Figure 15: Ratio between programme implementation and management costs

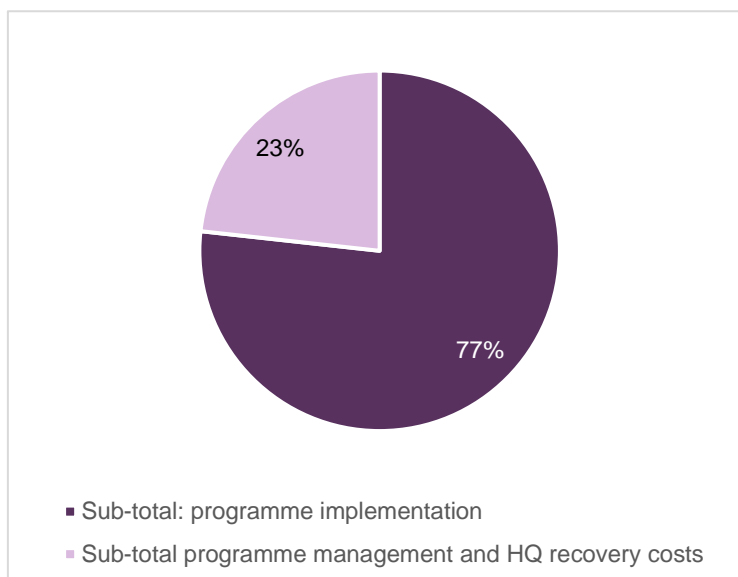
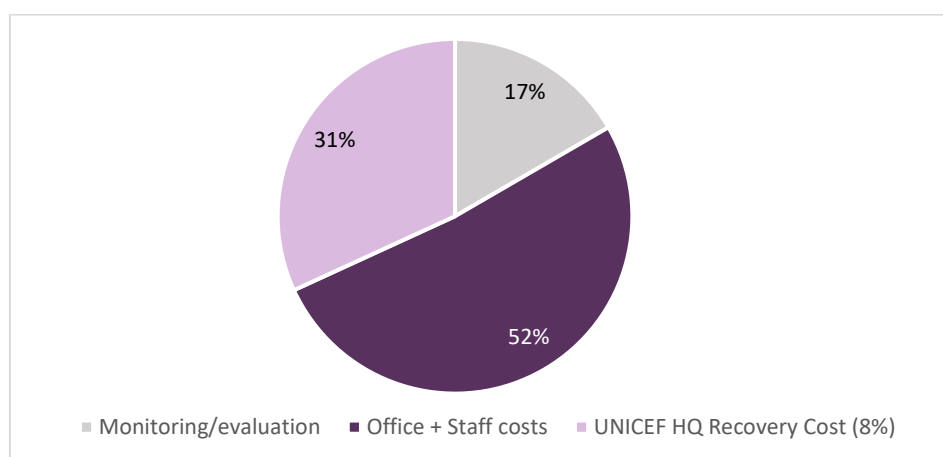


Figure 16: Programme management costs



4.2.2. Timeliness of activities and expected results

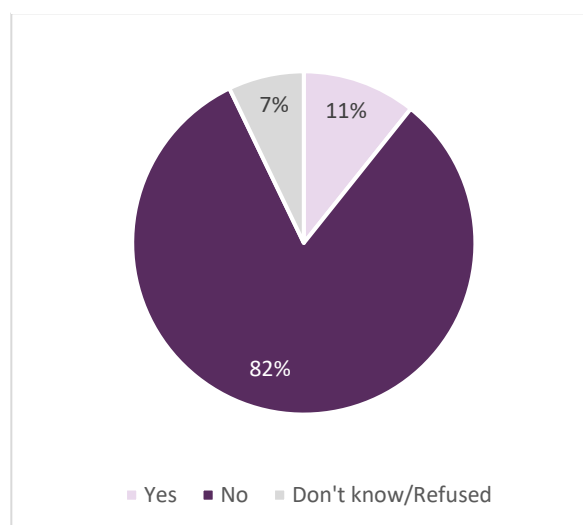
As reported by most stakeholders, the activities and outcomes of the programme managed to follow timelines broadly. However, as reported by the implementing partner, delayed funding in years two and three resulted in less time being available for planning of activities. This in turn resulted in the programme implementation teams getting lesser time to implement activities. Also, this led to an adjustment of work plans and some activities of 2017, for example, internships had to be postponed to 2018 alongside the activities of that year.⁴⁵

⁴⁵ *Ibid.*

4.2.3. Sufficiency of resources

When asked about the sufficiency of resources available to implement the programme, varied responses were received. While majority of the stakeholders felt sufficient resources were available, it was the teachers and school leaders who held a different opinion on the issue: 82 per cent of the teachers felt that the resources for the programme were not sufficient (see *Figure 17*). They mentioned the need for additional funds for transportation and fuel, data packs, etc. A similar opinion was also echoed by some of the officials at the district and provincial levels who felt that additional funds for monitoring activities needed to be allocated.

Figure 17: Sufficiency of resources



4.2.4. Management of activities

Overall, the pupils and stakeholders felt that the activities of the programme had been managed well. Guidance and Counselling Teachers had been provided with programme manuals and monitoring formats to conduct activities of the career clubs. They had also been trained by the implementing partner. However, there were suggestions related to improved communication among stakeholders for better planning and implementation of activities. Some stakeholders also expressed the need for better training of teachers on reporting. Decentralising of components like career camps and internships was suggested as a measure to bring cost efficiencies in the programme. To bring about efficiencies in the training costs of teachers, a cascaded training approach was suggested. Some of the MoGE officials pointed out the need to decentralise programme planning and allocating funds directly to schools to manage the career clubs. It would result in schools taking up activities that would be more responsive to local aspirations and make funds available for monitoring and reporting activities. UNICEF staff suggested adherence to the career club manuals to efficiently run them. Staff also suggested a greater role of MoGE in activities, such as career camps and internships to sustain them beyond the programme life cycle.

4.3. Relevance

4.3.1. Relevance of the programme

The Zambia Girls 2030 programme was envisaged to support the MoGE in improving transition rates for girls from primary to secondary education and increased secondary school completion, increased number of girls entering tertiary education as well as to support girls in acquiring employability and entrepreneurial skills, thereby increasing gender equality in the formal labour market in Zambia.

When asked about the need for a programme like Zambia Girls 2030, most of the respondents stated that there was indeed a need for it. As many as 97 per cent of girls reported that they felt the programme was useful and that there was a need for it (see Figure 18). The parents and caregivers were also of the opinion that there was a need for the programme as they had faced situations of early child marriage, teenage pregnancies, absenteeism and low post-pregnancy re-entry rates into school. With the programme, they felt a number of these issues were being addressed at the school. The pupils participating in the career clubs were being made aware of the benefits of delaying the age of marriage, sexual health and hygiene, re-entry policy, different career choices available to girls, etc. As stated by a parent whose child studied at a school in Masamba (Mbala):

“...I have seen a lot of benefits (of the programme), when my child came back from Lusaka, she was very happy and told me she had learnt a lot. She even told me that she wouldn’t get married until she finished school because we saw a lot of things in Lusaka, we even went to the National Assembly. She wants to study and pursue the career she wants so; she reads the books she was given she even teaches her younger siblings about what they learnt at the National Assembly. I saw that she learnt the value of school...”

The school leaders and Guidance and Counselling Teachers were also of the opinion that the programme had helped improve transition rates and re-entry of girls into school after pregnancy. The career camps and internships offered girls the opportunity to meet role models and consider career choices in science and technology, which was not the case earlier. Besides these, the programme had equipped girls with life skills that were important for them to handle challenges in life and meet career aspirations. There was agreement among girls that the programme had been important from the perspective of life skills. Reportedly, 84 per cent of the girls agreed that the programme had helped them in cultivating skills important for managing their health, hygiene and general wellbeing (see Figure 19). Besides, it had also equipped them with social emotional skills such as communication, negotiation, problem-solving etc.

Figure 18: Need for the programme

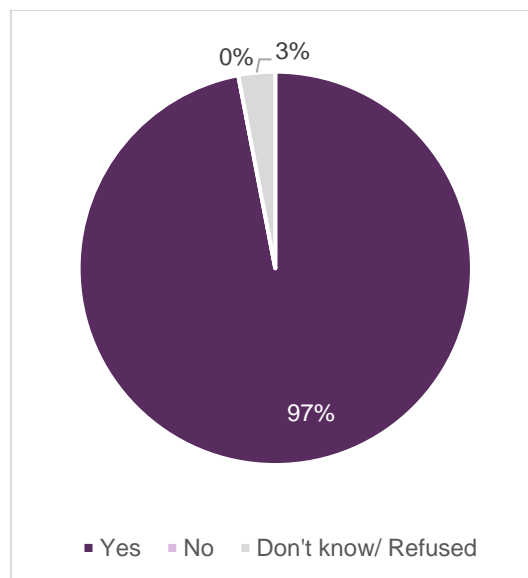
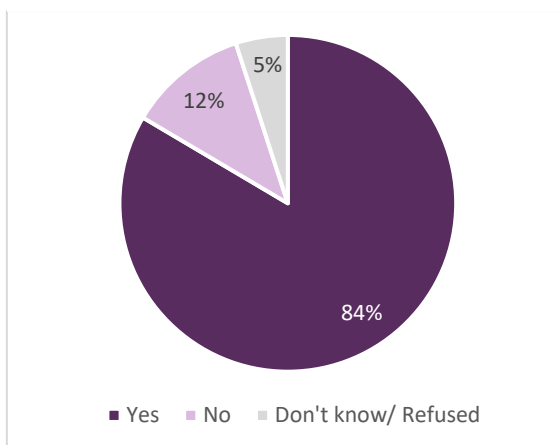


Figure 19: Zambia Girls 2030 Programme has equipped the girls with life skills



An overwhelming majority of the teachers interviewed reported that the transition rates had improved in the programme schools (see *Figure 20*). A similar thought was echoed by some of the DEBs who said that they had witnessed an improvement in the transition rate. DEBs also said that there was a reduction in dropout rates of girls following incidents of pregnancy. Some teachers also reported a decrease in the incidence of teenage pregnancies in their schools.

Similarly, most of the respondents reported a decrease in dropout rates in the programme schools. The school leaders and Guidance and Counselling Teachers attributed this to the concerted efforts made in engaging with the pupils in general, and girls in particular, and the engagement with community members. Through regular meetings with the community, the importance of education, delaying marriage of girls, and economic and financial independence of girls was emphasised. Seventy-two per cent of the teachers interviewed reportedly stated that the dropout of female pupils had reduced in their schools (see *Figure 21*).

Figure 20: Change in transition rates after the implementation of the programme

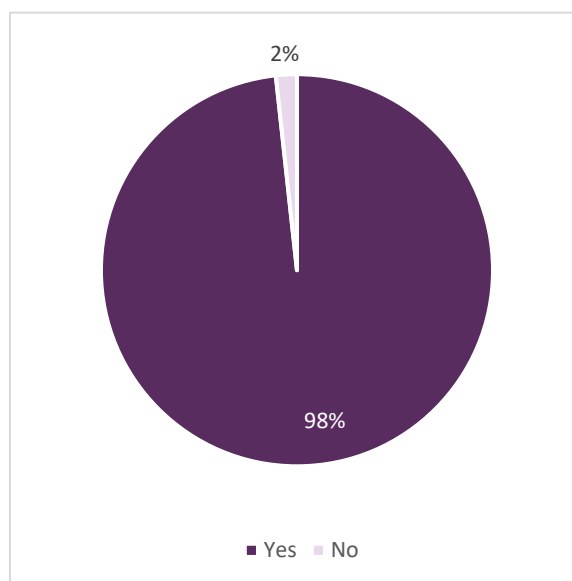
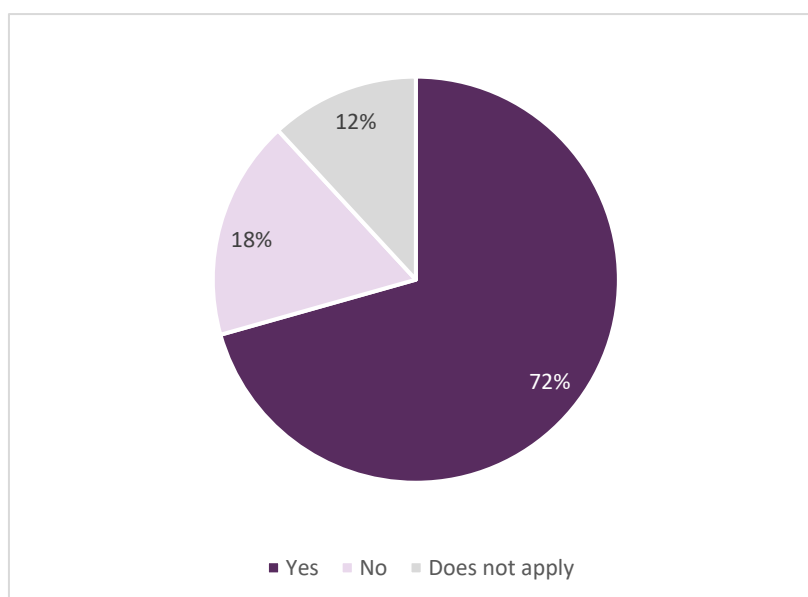


Figure 21: Reduction in dropping out of girls from Grade 5



It is to be noted here that these results need to be interpreted with caution. While there is a positive change in several indicators at the school level, the changes in indicators related to decreased dropout numbers, increased transition of girls and re-entry of pregnant girls into school after delivery may not entirely be attributable to the programme as there are several initiatives being implemented by the MoGE and development partners in the region. However, based on interviews and discussions with stakeholders, it can be definitely stated that the Zambia Girls 2030 Programme has catalysed the process of change and has been instrumental in orienting girls towards life skills, financial literacy, career choices, etc.

A similar opinion was stated by one of the education department officials:

“...yes, in the schools that were part of the programme, we have seen that kind of picture, but what cannot completely allude to is that it that programme that contributed to that. We cannot 100 per cent attribute the changes to the programme because these learners are participating in many other programmes that are happening within the school, so it is very difficult to tease out to say this is as the result of the programme interventions, but generally, this programme has contributed a lot into the changes that we are now seeing but we cannot attribute those changes to girls 2030 alone.”

4.3.2. Consistency of the objectives with the overall goals of the programme

An analysis of the findings from the evaluation reveals that the objectives of the programme are consistent with its goals. As reported by the stakeholders, in the programme schools, there has been a decline in the rate of girls' absenteeism. Dropout rates have reduced. Transition rates across grades have shown improvement. There has been a decline in the incidence of teenage pregnancies and the number of re-admissions after pregnancy has also increased. The increase in re-entry has happened because of the concerted efforts by Guidance and Counselling Teachers and school leaders to raise awareness among the parents regarding the re-entry policy. A mother whose child was a pupil at Naakasangwe (Monze) stated:

“...when a child falls pregnant, they are counselled by the guidance (teacher) to say this is not the end of the road, the journey is still there, they will be encouraged to come to school until that time when they see that she can't manage because she is now tired, they will be guided and counselled and once they accept and they deliver, they will come back to school...”

The pupils as well as the Guidance and Counselling Teachers, school leaders, DEBs and PEOs reported that the programme had led to the pupils becoming aware of the various career choices available to them. Although, it cannot be definitively stated how many girls chose STEM as the subject of higher education due to the lack of information available at the schools, the girls were certainly aware that for careers in medicine, engineering, nursing, etc. they needed to opt for STEM as the stream of study.

4.3.3. Consistency of the implemented activities with the intended impacts

Interactions with the stakeholders at the school level, among the community and at the level of MoGE, UNICEF and implementation partner highlight one point—a commonality of purpose evident across the three components of the programme. At the school level career and skills club, the Guidance and Counselling Teachers have engaged with the pupils on issues around the importance of education, continuing schooling after pregnancy, sexual reproductive health, financial literacy, career choices, etc. These efforts have resulted in the schools reporting several changes. There is a decreased incidence of teenage pregnancies, number of pupils re-entering school after pregnancy has increased, the incidents of drop-out have decreased and transition from Grades 7 to 8 and above has increased. Among the top three reasons cited for these changes by the teachers are:

- increased commitment among teachers, pupils, parents/caregivers;
- training of the teachers; and
- effective implementation of the re-entry policy.

4.4. Sustainability

One of the critical aspects covered under the evaluation was the sustainability of the programme once the external support from UNICEF was withdrawn. The programme was reviewed vis-à-vis sustainability of the results, strengthening of the implementation mechanism to ensure sustainability and factors that influenced the achievement and/or non-achievement of results.

4.4.1. Sustainability of results and targets

As per the respondents at the school level, community and supply side:

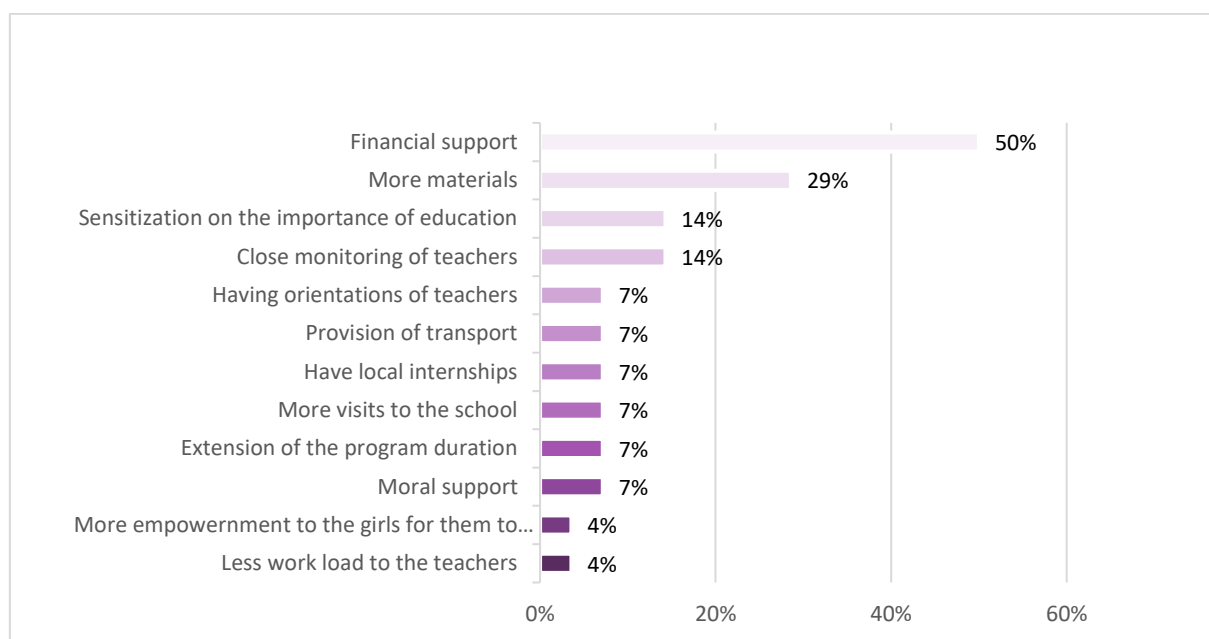
- the model was sustainable and scalable, albeit in varying degrees across the three components;
- the career clubs were most sustainable as they were being run by the Guidance and Counselling Teachers, who were a part of the education system;
- hosting provincial level camps and internships were not resource-efficient and sustainable. Therefore, these initiatives needed to be more decentralised; and
- to sustain the camps and internships in future, a plan to support and fund these initiatives would be needed and to be led by MoGE.

4.4.2. Sustainable approaches of the programme

Deliberate attempts were made to inculcate a sense of ownership among the school management and the Guidance and Counselling Teachers with a view to ensure the sustainability of the programme. Throughout the three years, the implementing partner continued engaging with the Guidance and Counselling Teachers and the community to impinge upon them the importance of the programme and its activities. The school and community level activities were complemented by regular follow ups with the MoGE, PEOs and DEBs, and UNICEF. The investments made in the programme through training, monitoring and provisioning of material were reported as some of the most useful initiatives that would help in sustaining the career clubs (see *Figure 22: Measures to ensure sustainability*

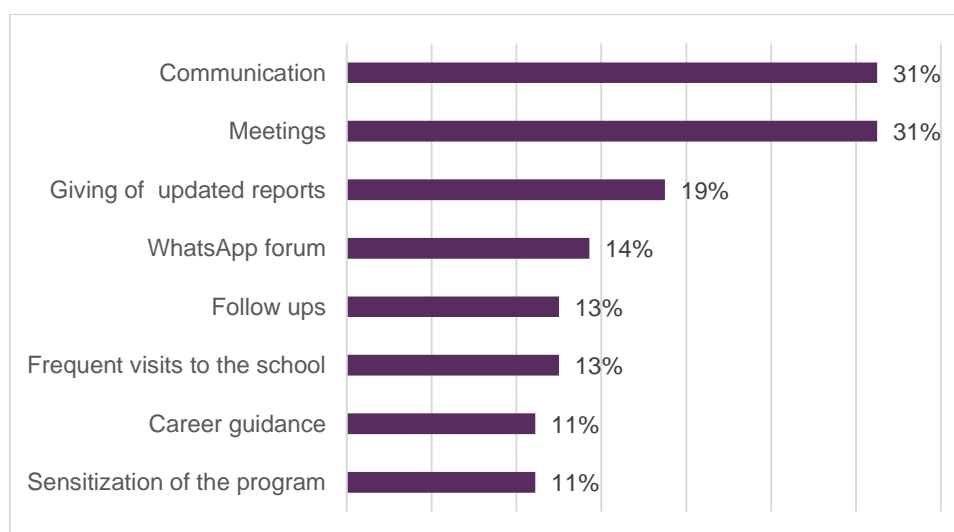
).

Figure 22: Measures to ensure sustainability



The linkages with the district and provincial guidance and counselling offices were strengthened to ensure the continuity of activities. Several measures were undertaken to strengthen these linkages as reported by the respondents. The most stated measures are presented in Figure 23.

Figure 23: Measures to strengthen the linkages with the district and provincial guidance and counselling offices



The career camps and internships, owing to being resource intensive and requiring focused and sustained coordination between the implementing partner, MOGE, UNICEF and corporate entities were reported to be less sustainable in the event of external support being withdrawn. In the words of one of the stakeholders:

“...The school-based components may continue on their own. The career camps and internships would be difficult to sustain unless the partners have the possibility of supporting the programme. But it's very difficult now even to request for commitment from the Ministry in terms of financial commitment because the budget allocation...it keeps on falling from year to year.”

Similar thoughts were echoed by one of the education department officials:

“...It can but not as it would because this programme involves a lot of expenditure, especially when it comes to expose the learners. On that part, I don’t know if the Government would be able to manage but in some of the areas we can manage. For example, in career clubs, that we can manage and to some extent, career camps but internship would be difficult. It can be difficult because some learners must spend some good 10 days and some engagement with the companies which wouldn’t be that easy.”

Upon being asked about sustainability measures, the implementing partner mentioned that efforts were made under the programme to arrange for MoUs between MoGE and corporates to support internships, skills development and utilisation etc. However, the effectiveness of these measures can only be proven with the passage of time.

To summarise, among the three components, the career clubs were reported to be the most sustainable by all respondents. The main reasons cited for this were that they were being run by the Guidance and Counselling Teachers who were a part of the education system, and because there had been sustained efforts by the implementation partner, MoGE and UNICEF at training and monitoring of activities at the school level. On the other hand, sustaining career camps and internships would be a challenge owing to their resource intensive nature and because of the level of coordination and communication that is needed to be maintained with all the stakeholders to organise these activities.

4.5. Equity

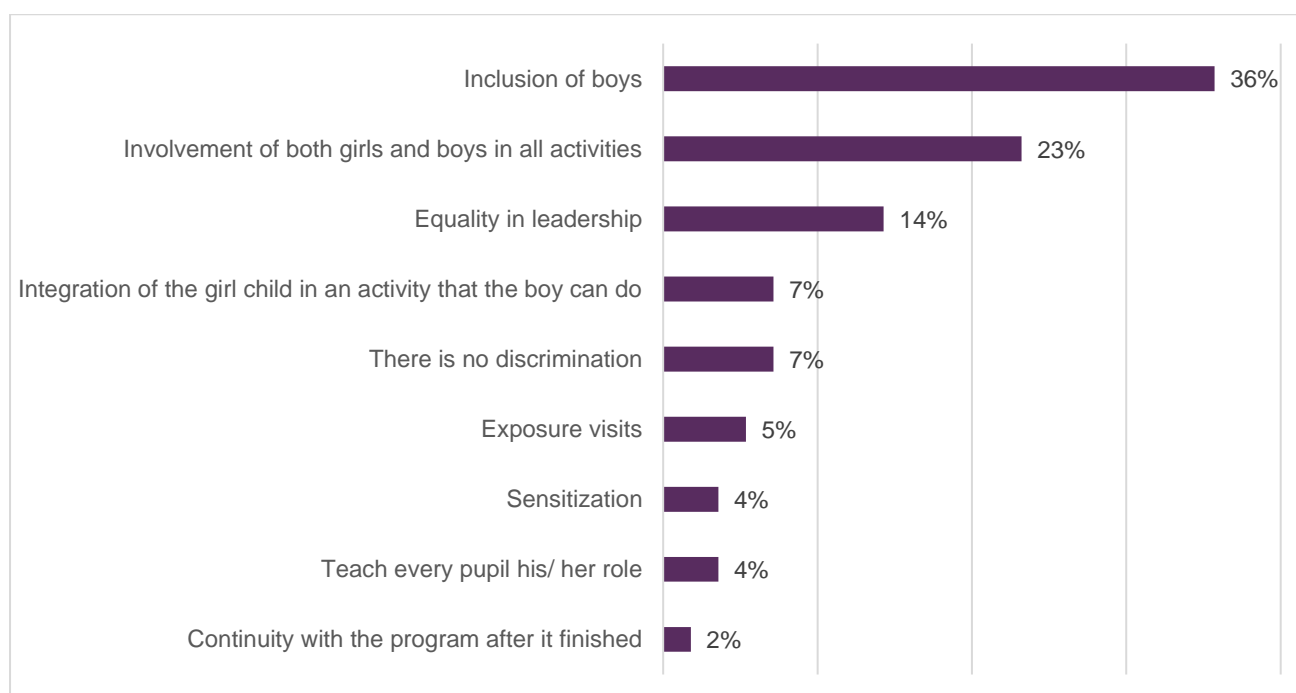
4.5.1. Representativeness of coverage by the activities and interventions

Ensuring an equitable approach in programme delivery was one of the key areas of emphasis in the Zambia Girls 2030 programme. Based on the discussions with key stakeholders it can be concluded that the programme has an equitable approach. Initially, the programme focused on girls in line with the programme approach and design. However, it was soon realised that including boys, at least in the career clubs, was equally important to sensitise boys towards issues of gender equality and break the gender stereotypes prevalent at the community level. One of the objectives of the programme was to expose girls to professions that required STEM as subjects of study, at the school level. Evidence shows that girls lag in the leadership, school system and labour market. The idea of organising career camps and internships was to expose girls to women achievers and leaders in a variety of professions, thereby motivating them to consider a variety of career choices.

During the interviews with UNICEF, it was indicated that one area which required greater effort in terms of equities was to reach children with special education needs. A key challenge in doing so was the lack of credible data on such children as reported by a school leader as well as by the implementing partner. In the absence of data, identifying children with special education needs and designing strategies for them became an uphill task. However, special efforts were being made in phase-II, with targets for the implementing partner to address the issue.

Career and skills camps aim at bringing together unique characteristics and diversity of the local girls and share principles that promote gender equality. The career and skills clubs at the school level on the other hand, by including boys, promoted gender equality and sensitivity towards breaking gender stereotypes. Some of the key factors indicating gender equality in the programme as reported by the pupils are as follows:

Figure 24: Indicators that promoted gender equality



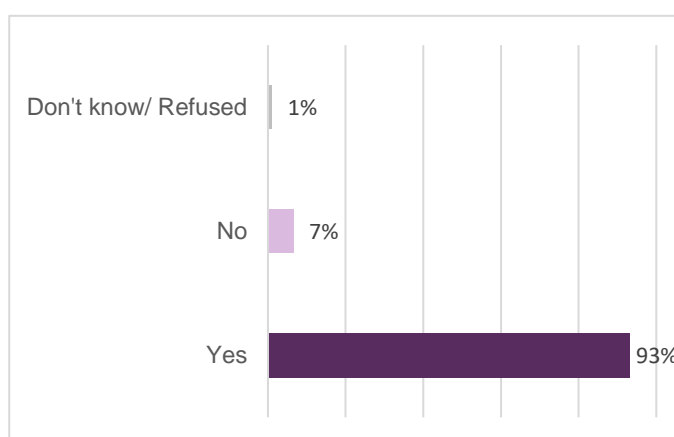
As is evident from Figure 24, inclusion of boys in the activities of the career club was one of the greatest game changers when it came to promoting gender equality. As reported by several boys, it changed their perception about the skills, capabilities and leadership potential of girls. However, several boys also demanded that they be included in the career camps and internships as well. Upon being asked the reasons behind the demand, they said it would be a good opportunity for them to learn about the different career choices, meet potential role models and experience the corporate life.

Several teachers, school leaders as well as education department officials also pointed out at the growing demand from boys to be also considered for the career camps and internships. They believed this would further enhance the programme's reach and effectiveness in addressing gender equality and breaking gender stereotypes.

4.5.2. Exposure to vulnerable children and girls

Qualitative findings revealed that there was an exposure of vulnerable children and girls to the programme. However, it was more by default rather than design. In the absence of data on socioeconomic condition of households, children with special education needs, survivors of violence, etc., all children who were enrolled at the school were included in the programme, if they were from Grades 5 to 12. However, once the vulnerable children were within the school system, the programme made every effort in ensuring that they completed school and entered the job market.

Figure 25: Fair treatment at school



Members of the community, headmen, school leaders and Guidance and Counselling Teachers played an active role in identifying vulnerable children and in ensuring that their education needs were suitably addressed and that they were treated fairly at school. They were actively supported in this by the implementing partner.

Chapter 5. Conclusions

Based on the analysis of information gathered from the various stakeholders several facts emerge. Some of the key conclusions that can be drawn about the programme are as follows:

a) *Zambian Girls 2030 is an effective engine of change*

The programme through its participatory approach has been able to engage with girls, boys and community alike. Several community members reported an increased understanding of the different career choices available to girls and the qualification required for the same. The boys displayed an understanding of the importance of careers and financial independence of girls, and also the significance of girls completing school. The school leaders, Guidance and Counselling teachers and the MoGE officials acknowledged the role of the programme in contributing to the reduced instances of early marriage, teenage pregnancy, dropout rates etc.

b) *Demand from boys to be included in other components of the programme*

The initial design of the Girls 2030 programme included only girls. However, soon it was realised that the boys needed to be included too in the career and skills clubs to effectively address the issues around gender and the stereotypes around it. As a result, boys were also included and have been active participants in the clubs ever since. With the passage of time, there has been a growing demand from the boys that they also be included in the career camps and internships. It is for MoGE and UNICEF to decide whether this demand needs to be fulfilled. It certainly would require additional resources.

c) *Active participation from the community contributing to positive attitudinal change towards the value of girls' education*

The community members, parents/caregivers, village headmen etc. were actively involved in the programme. The parents/caregivers reportedly regularly participated in PTA meetings and discussed their child's progress with the Guidance and Counselling Teachers, which developed within them an attitude towards valuing the education of girls. It also delayed the early marriage of girls, reduced their dropout rates from schools and highlighted the importance of girls' economic and financial independence. The involvement of community and help from the schools also resulted in destigmatising teenage-pregnancies and paved the way for re-entry of girls into school.

d) *Continued involvement of the Ministry of General Education*

One of the major factors which has contributed to the success of the programme is a strong buy-in from the MoGE at all levels from headquarters up to the School Guidance Services Unit and then from the Provincial Educational Officials up to the district and school level. Officials at DEBs and PEO levels as well as the coordinators at the ministry have been continuously involved in the programme providing leadership and guidance to UNICEF as well as the implementing partner.

e) *Important role of village chief/head*

The village leader/head has played a key role in addressing the issue of early marriage, absenteeism and re-entry into schools. The village head wields significant power on the community and her/his decisions are respected and followed. Penalties are imposed by the village head on families erring on early marriage. The village head's advice on delaying the age of marriage and its advantages is regarded in the right spirit by the community and has resulted in stemming the prevalence of early marriage in the programme area. Similarly, the village head's involvement in tracking absentee children has helped in lowering the incidence of absenteeism.

f) Parents realise the importance of communicating with children

The parents realise the importance of communicating with children. Several parents reported a clear understanding of the activities taking place at the career clubs, career camps and internships. They are aware about the career opportunities available to girls, the re-entry policy, the advantages of delaying the age of marriage and financial independence of girls. Several parents reported how the performance of their girls had improved and how several of them were either pursuing higher education or aspiring for it and studying accordingly.

g) Parents Teacher Associations (PTAs) are quite active

The PTAs are quite active as reported by parent groups. These are used as a forum to discuss the issues pertaining to children's education, absenteeism from school, pregnancies, early marriages, career to pursue, etc. The PTAs are actively involved in resolving the issues with mutual support and contribution of parents, and guidance from teachers.

h) Absenteeism from school has reduced

Sometimes absenteeism happens because parents engage their children in farming, fishing, picking caterpillars, etc. However, with the implementation of the programme, the parents/caregivers have been sensitised to discourage them from involving children in such activities during school time. The implementing partner has also worked with the schools to keep a record of children who are either frequently absent or have been absent for more than three days in continuation. A teacher or Guidance and Counselling Teacher follows up with parents of all such pupils to identify the reasons behind the absenteeism and to take remedial action wherever possible. As a result of these efforts, absenteeism has reduced in the programme schools. In some instances, absenteeism has also reduced due to the feeding programme in the schools, because it was noticed that several children were absent on account of acute poverty of the households. The assurance of at least one meal at school helped children from poor households to be present in school.

i) Low transition rate to Grades above 7

It has been reported by some respondents that the transition rate in higher Grades is low. The issue is more pronounced in the case of transition from Grade 7 to higher Grades. Among the most common reasons behind the low transition in these cases were the absence of schools with higher Grades near the pupils' residence and poverty which made education unaffordable for such pupils when school fees are introduced from Grade 8 onwards.

j) The timeframe of internship is short

All the corporate respondents as well as some girls too reported that the time frame of internship was short at two weeks. By the time the girls settled down in the new environment, it was time for them to leave.

Chapter 6. Recommendations

The following recommendations are based on (i) discussions with various stakeholders involved in the designing and implementation of the Zambia Girls 2030 programme, such as School Leaders, Guidance and Counselling Teachers, Directorate of Teacher Education and Specialised Services (TESS), District and Provincial Education Officials, Restless Development and UNICEF; (ii) the analysis of parents/caregivers' perceptions; and (iii) the review of relevant programme documents. The recommendations have incorporated views and perspectives of these stakeholders to provide practical suggestions which support and improve future programming and implementation.

- Landscape analysis and decentralised programme activities

Programmes like Zambia Girls 2030, which involve corporates and public sector enterprises (PSE) would be easier to implement and would be more cost effective, if activities like career camps and internships were decentralised to district level. However, prior to the decentralisation, a thorough landscape analysis, in line with international best practices, is very important for informed decision making. It would help in accurately assessing the capacity and appetite of corporates/PSEs to participate in the programme and contribute to it effectively.

- Written communication plan and record keeping

The communication across UNICEF, Restless Development and Ministry of General Education was cited as satisfactory by respondents from across these organisations, as the progress meetings happened quarterly. However, a challenge was reconciliation between the members who were placed at the different offices and there were instances of communication breakdown and language barrier with the girls who were brought for internships from the rural parts of Zambia. Going forward, it would be useful to have a clear written system and protocol of communication, which is established at the very beginning of the programme. The chain of command with alternatives in case of absence/staff turnover should be clearly indicated in the communication plan. Records of meeting and discussions across all levels right up to the schools should be maintained to serve the twin purpose of accountability and reference for action. Records also need to be maintained of children with special education needs. This is important from the point of view of their inclusion in all programme plans.

- Costing exercise for a sustainable scale up plan

Prior to the scale up of any programme, it would be useful to conduct a detailed costing exercise to review budget allocation to the various components, such as programme implementation, management, and monitoring and evaluation. The review would aid the programme planners in rationalising the costs against each component and help in achieving economies of scale when the programme is expanded to cover a larger geographical area. Further, it would aid decentralisation of funding to the grassroots and effectively address any implementation delays due to delayed disbursement of funds.

- National framework for engagement with corporates and public sector enterprises

Programmes of greater public good like the Zambia Girls 2030 could benefit immensely from a continued engagement with corporates and PSEs. To sustain the initiative, a national framework for engaging with corporates should be developed. This will, on the one hand, institutionalise the process of public-private partnership agreements with the MoGE, while on the other it will provide guidance to the corporates to open their doors for continued support to programmes through funds from their corporate social responsibility corpus.

- *Rationalise the timeframe of internships*

Internships are a great method of introducing young students to the corporate world. However, for the method to be effective, sufficient time needs to be given to the student as well as to corporates. The corporate respondents who hosted the internships reported the period of internship to be short and suggested increasing it to a minimum of one month. The representative of one of the agencies also referred to an in-house paid internship programme, which they were open to discussing with the stakeholders. This and similar other opportunities exist with the corporates and need to be explored while conducting the landscape analysis mentioned in one of the recommendations above.

- *Age-appropriate curriculum and learner centric programme methodology*

Programmes implemented at the school level should focus on the learning needs and capacities of learners. The methodology of implementation should accordingly be attuned to the capacity of learners rather than being top down in approach. Also, it should be different from the usual lecture-based approach followed for delivering lessons in the classroom. One way of ensuring this could be through the training and refresher courses for teachers on the implementation methodology. In the context of Zambia Girls 2030, simplified, age and education level appropriate curriculum for financial literacy and entrepreneurship trainings for the upper primary grades (Grades 5 to 7) should be developed to ensure that these concepts are appropriately understood by the learners.

- *Gender equity needs to continue as the central focus of programmes*

The programme has been successful in maintaining the gender equity focus. The efforts at the school level career clubs have been useful in breaking gender stereotypes, both among boys as well as girls. There is greater acceptance of girls in leadership roles at the clubs, their financial independence, career choices, etc. Gender equity needs to continue as the central focus of all future programmes in the education sector. Additionally, efforts also need to be made to include children with special education needs in all programmes. The first step in this direction should be to develop a database of all such children, as mentioned in an earlier recommendation.

Chapter 7. Lessons learned

The evaluation highlights several learnings that will inform the scaling up of the programme model in other provinces and designing similar programmes.

Lesson 1	<p><u>Periodic monitoring is critical</u></p> <p>One of the challenges is the ongoing monitoring by the MoGE and Restless Development in schools, especially in remote areas. In some instances, it takes around two hours to reach the schools from the main tarmac roads, which makes day to day monitoring of activities challenging. Another challenge as reported by some teachers is the difficulty in submitting the monitoring registers at the district/provincial level owing to the great distance, which in some instances is over 200 km. The career and skill club activities are monitored by UNICEF, however its periodic monitoring by the MoGE and Restless Development for tracking progress in the remote schools is important. This will ensure that both the province and district administrations understand and contribute towards the programme requirements along with providing the necessary support. Online reporting through mobile phones or computers (wherever possible) could be explored as a cost-effective way of monitoring. Additionally, incorporating the school reporting system to the DEBs reporting system would help in streamlining the monitoring process and aid decision making.</p>
Lesson 2	<p><u>Funds required</u></p> <p>The funds allocated to implement and manage the programme were not decentralised. The analysis concluded that additional funds were required for monitoring the activities and funds for resources including for transportation, fuel, data packs, and stationery, and more guidance and counselling handbooks for the clubs.</p>
Lesson 3	<p><u>Reporting by teachers is tedious</u></p> <p>The reporting of teachers becomes tedious particularly for those coming from far off schools in the remote areas. Teachers may need transportation costs to visit district education offices for monthly submission of reports.</p>
Lesson 4	<p><u>Internships to be held within the province</u></p> <p>In the initial phase, the internships were conducted in the Lusaka and Copperbelt provinces due to which the girls had to travel long distances for reaching the organisations where they were interning. This approach was also more cost intensive for the implementing partner as the travel and accommodation requirements of girls coming from far off places had to be managed. In order to make the internships more cost effective and efficient, it is advisable to organise them to the extent possible in a decentralised manner at district headquarters, which are relatively closer to the residence of girls.</p>
Lesson 5	<p><u>Continued engagement with the community</u></p> <p>The discussions with the parents/caregivers revealed the important role played by the community, village headmen/leaders in the effectiveness of the programme. The implementing partner as well as the school leadership has been continuously engaged with the community to ensure its participation which has resulted in developing a sense of ownership in the community about the programme. It is advisable that the efforts of community engagement should continue to ensure that the future phases of the programme are equally effective.</p>

Annexures

i) Terms of reference

Title: End-line Evaluation of the Zambia Girls 2030 programme Programme

Purpose: The purpose of this consultancy is to conduct an end-line evaluation of the Zambia Girls 2030 Programme phase I (2016-2018) implemented by Ministry of General Education (MoGE), in partnership with United Nations Children's Fund (UNICEF) and Restless Development

Background

Zambia has a population of about 16.8 million people. The population growth is around 2.3% per annum and is expected to reach 20.5 million by 2025 (CSO, April 2018). Census data estimates the child population (18 and younger) at 52.5% of the overall country population. Life expectancy is 58.2 years for men and 62.0 years for women. At the start of the current decennium Zambia achieved the status of lower-middle income country (WB/IMF). However, based on the WB GINI-index Zambia remains one of the most unequal countries in the world in terms of income distribution and the majority of the population still lives in poverty. According to the 2015 Living Conditions Monitoring Survey (LCMS), around 54.4% of the population in Zambia could be considered poor, subdivided into extremely poor (40.8%) and moderately poor (13.6%). Despite the GDP growth, Zambia still ranks poorly in equality and human development, including the education sector.

Zambia signed the Convention on the Rights of the Child (CRC), which is the most widely ratified human rights treaty in history, on September 30, 1990 and ratified it on December 6, 1991 without any reservations. The country has also developed and put in place several policies and strategies that support girls' enrolment, retention and completion of school, including the Re-entry Policy and the Free Primary Education policies. In 2015, the Gender Equity and Equality Act was passed, establishing the Gender Equity and Equality Commission and reinforcing the 2011 Anti-Gender Based Violence Act.⁴⁶

Zambia has made remarkable progress in expanding access to education, especially at primary level, in part through the above mentioned supportive policies which are, pro-equity in nature. However, high enrolment in the primary years and the pyramidal structure of school infrastructure provision contributes to stubbornly low transition rates: 67.5 per cent transition from grade 7 to 8 and 48 per cent from grades 9 to 10. Grade 12 completion remains very low at 31.8 per cent (34.2 per cent for males, 29.8 per cent for females).⁴⁷ The disparities in school enrolment between boys and girls widen throughout adolescence. While gender parity has been attained at the primary level, the gender parity index drops to 0.89 in grade 12. There is also marked geographical disparity in gender inequities among the 10 Provinces for instance, Northern Province records the highest level of disparity with its gender parity index at grade 12 standing at only 0.67. Furthermore, only 5.1% of Zambian women have more than a secondary level education compared with 8.0% of men.⁴⁸ One reason for this low rate of educational attainment for girls is the country's high levels of child marriage and teenage pregnancy. Young girls and women with low knowledge and skills are left with few options for professional advancement or for independent economic empowerment.

The Government of Zambia has been implementing several programmes to support the enrolment, retention and completion of girls in school with the support of several donors, cooperating partners (including UN agencies) and civil society organizations. Most notably, the Keeping Girls in School

⁴⁶ Government of Zambia, 2015, Act No.22 of 2015: The Gender Equity and Equality Act.

⁴⁷ Education Statistical Bulletin 2017

⁴⁸ DHS 2014

(KGS) programme under the Girls Education and Women's Empowerment and Livelihood (GEWEL) programme, both supported by the World Bank, UNESCO has supported implementation of the Comprehensive Sexuality Education in schools while UNFPA continues to support sexual and reproductive rights and health for girls in Zambia.

The *Zambian Girls 2030* Programme

In 2016, UNICEF in partnership with the Ministry of General Education (MoGE) has initiated the *Zambian Girls 2030: Realizing my potential* programme. The purpose of this programme is to support the government of Zambia to achieve Vision 2030, "A prosperous Middle-income Nation by 2030", by focusing on girls' empowerment through career and skills mentoring and guidance, entrepreneurship and financial literacy education, and an internship opportunity. This programme provides adolescent girls with the professional training, skills, mentoring and networks to succeed. The programme is also expected to contribute to higher-level outcomes over time, particularly in target districts in terms of improved transition rates for girls from primary to secondary school and increased secondary school completion for girls. Moreover, there is an expectation for an increase in number of girls entering tertiary level education, acquiring employability skills acquiring entrepreneurial skills to enter the formal labour market, and increased gender equality in the formal labour market.

The *Zambian Girls 2030* programme phase I has been coordinated and led by the Guidance and Counselling Unit under the Directorate of Teacher Education and Specialised Services (TESS) from the MoGE which has been providing an overall coordination and leadership. UNICEF has provided financial and technical support while Restless Development, an international NGO, was selected as the partner to implement the programme and manage the collection of baseline and midline evaluation data and has also contributed financially.

Phase I of the programme focused on an integrated capacity building of Guidance and Counselling Teachers in the formation, management and facilitation of career clubs. The 3-year programme (2016-2018) has been implemented in 200 schools from Southern and Northern Provinces targeting 4 districts in each province namely; Sinazongwe, Namwala, Pemba, Monze in Southern Province and Mbala, Mpulungu, Luwingu and Mungwi in Northern Province. The *Zambian Girls 2030* programme is aimed at increasing the retention and transition rates of adolescent girls in the school system through career guidance.

The programme has a three-tier approach focusing on school level career and skills clubs, district level career and skills camps and career internship programme.

1. **School level career and skills clubs:** The career and skills clubs target girls in grades 5 to 12 since the dropout rate among girls starts to rise from grade 5 onwards. The career club meetings are held once every week and are facilitated by Guidance and Counselling Teachers. Through the career club sessions, the adolescent girls are exposed to information on basic financial literacy and entrepreneurship skills, leadership and communication skills, life skills, as well as sexual and reproductive health knowledge. A total of 9,811 girls⁴⁹ out of the target 12,800 girls have actively participated in the school level career and skills clubs of the 200 target schools from Northern and Southern Provinces.
2. **District level Career and Skills Camps:** The camps create linkages between school and the world of work. Girls in grade 8 and 9 participate in district-level career and skills camps during school holidays. Camps engage corporate, academic, and government leadership figures and specialists with focus on successful female leaders to come and present the workplace realities and requirements of various fields of employment as well as opportunities for post-primary education and skills development. The camps also introduce the girls to potential role

⁴⁹ About 5,035 adolescent boys have also participated the school level career clubs.

models and mentors, who might guide them beyond this intervention. Camp presentations are designed to stimulate interest in a variety of fields, particularly those with skills shortages and low female participation. It also includes a one-day, career fair and exhibition by local businesses to introduce the girls to the realities of doing business in their area. Since the beginning of the programme about 1,213 girls out of the target 800 girls have attended the one-week career camps organized at provincial level.

3. **Career Internship Programme:** Girls in grades 10, 11, and 12 participate in a career internship programme that matches girls with short-term corporate opportunities with relation to market needs, the girls' areas of interest and skills, and the availability of positions. The internships take place during the school holiday period and is a full-time placement of two weeks each year and as at end of December 2018, 423 girls out of the target 300 girls have completed at least a two-weeks internship placement. The placements target fields that currently need skilled staff or in fields that traditionally have had low female participation and of expected growth in the job market share.

The implementation of the Zambia Girls 2030 phase I has ended 31st December 2018. As part of the monitoring and evaluation plan of the programme, in 2016 at the initial stage of the programme implementation Restless development had conducted a baseline study. Further, a mid-line evaluation had also been commissioned in the first quarter of 2018.

Justification

UNICEF in partnership with MoGE and Restless Development is commissioning an end-line evaluation of the Zambia Girls 2030 Programme to assess the effectiveness, efficiency, relevance and sustainability of phase I (2016 – 2018) of the programme implementation.

Based on the findings and conclusions from the assessment of the programme's achievements, the evaluation is expected to provide lessons learned and recommendations from the implementation of the programme activities and the outcomes achieved, which will be useful to the MoGE, UNICEF and other stakeholders to improve the design and delivery of phase II (2019 – 2020) as well as scaling up of the programme and to inform policies and strategies on girls' education and skills development.

In addition, the evaluation will serve for accountability purposes towards the programme funder, other agencies within the consortium, programme participants, and the placements in which the programme was delivered.

Objectives

The purpose of the evaluation is to conduct an in-depth appraisal of the Zambia Girls 2030 programme to enable MoGE, UNICEF, Restless Development and other stakeholders to learn from evidence-based information about the programme and ensure accountability. The key findings will also inform the design for future programming, the potential for nationwide scalability and development of policies and strategies on girls' education and skills development.

The main objective is to evaluate the achievement of the targeted programme outcome and outputs, which are further detailed in the results framework that is attached in Annex ii). Specifically, the proposed evaluation to assess the performance of the programme including:

1. Assess the programme's **effectiveness** and evaluate the extent to which the programme achieved its intended results at output and outcome level.
2. Assess the programme's **efficiency**, and evaluate how well have programme resources (financial, human, technical) been used to achieve the results.

3. Assess the programme's **relevance** and evaluate to what extent the programme design and intervention responded to the needs and priorities of the beneficiaries as well as the strategic priorities of the Ministry of General Education.
4. Assess the programme's **sustainability**, and evaluate whether, without external support, key conditions and factors are in place for the programme to continue to exist and be effective/efficient.
5. Finally, assess the programme's **equity** focus, and evaluate the extent to which the programme addressed gender unequal barriers to stay in school, gain interest in Science, Technology, Engineering and Mathematics (STEM) subjects, and successfully integrate into the labour market.

Apart from these key objectives / research questions, the evaluation also intends to identify strategic lessons learned, good practices and recommendations which can guide decision making in policy formulation and programme scalability.

Description of the assignment

Evaluation scope

The evaluation is expected to cover the three components of the programme namely school level career clubs, career camps and internship placements. The geographical focus of the evaluation is the target eight districts of Northern and Southern provinces namely Mbala, Mpulungu, Luwingu, Mungwi Sinazongwe, Namwala, Pemba, and Monze covering the programme implementation period of August 2016 to December 2018. However, for cost-effectiveness, it is suggested that the evaluation collects information in a representative sample of intervention schools in these geographical areas.

Evaluation criteria

The evaluation should effectively answer the following questions under each criteria:

EFFECTIVENESS	
Evaluation Questions	To what extent has the programme achieved its intended results at output and outcome level? (see results matrix attached in Annex I)
	<ul style="list-style-type: none"> Which programme components (e.g. capacity building of personnel, development of programme materials, technical support, monitoring) have been the most effective, and which ones were not? How have results been achieved, and what factors have effectively contributed to the success? Why have some results not been achieved, and what are the factors mainly responsible for this?

EFFICIENCY	
Evaluation Questions	How well have programme resources (financial, human, technical) been used to achieve the results?
	<ul style="list-style-type: none"> To what extent are the costs of programme intervention justified by its results, taking alternatives into account? What were the main obstacles that the programme encountered? Identify areas where costs can be saved, while achieving the same results, or where achievements can be increased with same level of funding, with the prospect of scale up?

RELEVANCE	
Evaluation Questions	To what extent did the programme design and intervention respond to the needs and priorities of the beneficiaries as well as the strategic priorities of the Ministry of General Education?
	<ul style="list-style-type: none"> To what extent has the positioning of the programme proven to be relevant, in terms of its coherence, complementarity and synergy with other initiatives, strategies and policies in the country? To what extent has the programme addressed a need that was not addressed by any other actors or programmes in Zambia? Identify which areas could be targeted to make the programme more relevant, going forward.

SUSTAINABILITY	
Evaluation Questions	Without external support, are key conditions and factors in place for the programme to continue to exist and be effective/efficient?
	<ul style="list-style-type: none"> What are the key factors required for the programme to be sustainable, at school, district and national level, and to what extent have these been implemented? Has a sustainability strategy been developed at the onset, and to what extent has this been implemented by different stakeholders? How have the programme's initial assumptions and risk analysis contributed to its sustainability, and what has changed/how could this be improved? To what extent has the programme-built capacity with existing government and school structures, and other stakeholders that ensures the programme results sustainability? What would be needed to improve the programme's sustainability going forward?

EQUITY	
Evaluation Questions	To what extent has the programme addressed gender unequal barriers to stay in school, gain interest in STEM subjects, and successfully integrate in to the labour market?
	<ul style="list-style-type: none"> Within the target group, has the programme reached the most disadvantaged girls, including girls with disabilities, and addressed the discriminatory barriers that keep them from successfully completing school and integrating into the job market? How was this done or what have been the obstacles to do so? Has the programme effectively supported boys as much as girls, and how is this different?

Proposed methodology

The organization is suggested to propose a team of researchers who will conduct the end-line evaluation independently under the guidance of a Technical Advisory Committee (TAC). Ideally, the research team is gender balanced and culturally diverse, and includes international and national researchers with relevant experience in the relevant fields, and in Zambia. The TAC will be led by the MoGE and UNICEF, and will include members of relevant line Ministries, UNICEF Zambia, Restless

Development, as well as Civil Society Organizations (CSOs) working in the space (such as FAWEZA or Camfed). The TAC will be established by UNICEF and its participants list shared with the research organization, before the start of the evaluation study. Any potential conflict of interest should be avoided at all times.

The end-line evaluation will rely on the logical framework (see Annex I) and available data, including programme documents, relevant research, and the base- and midline evaluation reports. All data will be disaggregated for boys and girls, as well as geographically, and has a special focus on children with disabilities.

It is proposed that the evaluation will include a literature review of relevant documents (which will be shared by the MoGE and UNICEF as much as possible) and instruments will be developed to collect quantitative as well as qualitative data of a representative sample of schools or beneficiaries. The evaluation is suggested to be participatory in nature, and include data directly collected from the beneficiaries. Research organizations can propose the data collection methods that best fit the objectives described in these terms of reference, but the inclusion of high quality and innovative research methods is highly encouraged. Research proposals are recommended to include detailed information on the proposed data analysis, quality assurance and risk management. Previous work samples, preferably of similar evaluations, should be shared with UNICEF as part of the application process.

It is suggested that an inception report is first developed by the consulting firm, as the first deliverable after the contract is signed. This report will include the selected research strategy in detail, as well as (a first version of) the data collection instruments. These documents will then be used to obtain ethical approval. Meetings with UNICEF focal point will take place at regular intervals, to ensure good coordination, debrief throughout the evaluation and particularly to discuss and validate preliminary findings, conclusions, and recommendations.

Throughout the study, it is proposed to minute the meetings with different stakeholders and keep track of transcriptions of key informant interviews which is mainly for accountability purposes. Together with the final report, it is suggested to deliver a high-quality PowerPoint Presentation, high quality photographs documenting the study, quotes from different stakeholders including beneficiaries, as well as a 1-pager hand-out that presents an overview of the research. These materials can then be used for effective advocacy. UNICEF requests a specific and realistic timeline or work plan to be part of the application.

The following stakeholders will be relevant to the success of this evaluation:

- Government officials at national, regional, and local levels. This includes
 - Officials from MoGE HQ especially the Directorate of Teacher Education and Specialized Services
 - Provincial and District education officials (such as PEOs and DEBS), and
 - School leaders and teachers (such as Guidance and Counselling Teachers)
 - Officials from other relevant line Ministries such as the Ministry of Higher Education or Gender, as applicable
- Restless Development an international NGO as implementing partner of the programme
- Public and private organizations which hosted the girls' internship programme (the human resource heads and the mentors)
- Parents or care givers of the girls who participated in the programme
- Learners who participated in school level career clubs, career camps and internship placements
- UNICEF professionals of different sectors/sections

- UN professionals from different agencies, such as UNFPA, as applicable

A detailed methodology is expected to be shared by the consultancy firm.

Expected deliverables

Tasks	Expected Output	Deliverables	Timeframe (Tentative)	Payment Schedule ⁵⁰
1. Inception phase	Inception report including (first version of the) desk review, detailed methodology, work plan ⁵¹ , and instruments/tools for draft data (qualitative and quantitative) collection to be used.	Inception Report	Within two weeks of signing of the contract. (10 working days)	15%
2. Obtaining ethical approval	Ethical approval	Ethical approval	30 days after Inception report has been finalized	5%
3. Fieldwork	Enumerators trained, data collection tools pre-tested and rolled out and data collected.	Preliminary Report	35 working days	25%
4. Stakeholder workshop to present and verify preliminary findings.	Report on stakeholder workshop proceedings.	Stakeholder Workshop Proceedings Report	5 working days	10%
5. Prepare and submit Final Report and at least 2 policy briefs on girls' education and skills and career development	Final Report. Two policy briefs	Final Report (of between 40 to 60 pages (excluding appendices/annexes), written in English, single spacing font size 11 Times New Roman (Raw dataset and questionnaires	10 working days	45%

⁵⁰ In general, payments should be made against delivery of services / products. Advance payments on signature of contract are discouraged and need to be explicitly justified.

⁵¹ For institutions which are based abroad, the frequency of in-country visits and the need for offsite meeting through skype and telephone calls need to be articulated in the work plan

		and list of interviewees to be included in annex).		
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Ethical consideration

Ethical aspects of the research, which include, among others, data collection from human subjects and their consent should be covered in detail in technical proposals.

UNICEF is committed to ensuring that all research, evaluation and data collection processes undertaken by UNICEF and its partners are ethical. To this end, procedures and guidelines have been created to embed ethical principles and practices in all our evidence generation programmes.

UNICEF recognizes the critical importance of children's voice in evidence generation and is developing tools to support and advocate for ethical evidence generation involving children. Guidelines are available here: <https://www.unicef-irc.org/research/ethical-research-and-children/>. The evaluation should also follow the United Nations Evaluation Group Norms and Standards. These will be shared with the selected contractor.

The research team will come into contact with school-aged children and should take precautions to protect the rights and well-being of any children. Gender roles and expectations will need to be considered, both with respect to the ability of community members to participate and group dynamics of any focus groups, trainings, or interviews. The research will be required to rely on an equity-sensitive and child rights-based approach. Ethical approval of the UNZA Research and Ethics Committee (UNZAREC) will need to be obtained, and all data needs to be collected and processed in a confidential manner. UNICEF will provide guidance on how to obtain ethical approval.

Reporting requirements

In accordance with the expected deliverables, the following documents are required to be submitted to UNICEF/the Technical Advisory Committee:

- An initial evaluation work plan with clear timeframes.
- Submission of finalized methodology and tools to UNICEF/TAC for approval prior to commencement of data collection.
- Plan for training of investigators (surveyors, etc.)
- Submission of two draft reports in electronic format to UNICEF and Restless Development for feedback, in line with agreed timeframe and format.
- Submission of comprehensive final report in electronic format to UNICEF/TAC, in line with the agreed timeframe.
- Submission of at least two policy briefs on girls education and skills and career development.
- A PowerPoint presentation should be made available to UNICEF/TAC delineating the findings - one which can be shared for internal and another one for external communication.

Evaluation report

Guided by the UNICEF Evaluation Report Standards and the UNICEF Global Evaluation Reports Oversight System (GEROS), the Consultant will prepare an evaluation report that describes the evaluation and puts forward the evaluator's findings, recommendations and lessons learned. Below is a sample final evaluation report structure, which has the following components:

- Table of Contents
- Acronyms

- Executive Summary
- Background and Programme Description
- Purpose of Evaluation
- Evaluation Objectives and Scope;
- Evaluation Methodology
- Findings and analysis,
- Conclusions,
- Recommendations
- Lessons learned;
- Annexes: including the terms of reference, evaluation work-plan and any other relevant documents
- Two policy briefs

Programme management

The consultancy firm will work with the Education Section of UNICEF Zambia Country Office, and be accountable to the Chief of Education. Day-to-day supervision will be through the Education specialist who leads the Zambia Girls 2030 Programme. Updates and discussions will take place over e-mail and/or conference calls, while all reports will be submitted through e-mail.

Location and duration

The consultancy firm is expected to start the assignment on May 15, 2019. The contract's duration is spread out 3 months with actual working days is 60 day in total , from the contract signing date, excluding the period where ethical clearance is sought. Resources and facility to implement the services such as office location, laptops, telephones and cars for local travel to be borne by the consultant firm.

The geographical focus of the evaluation is the target eight districts of Northern and Southern provinces namely Mbala, Mpulungu, Luwingu, Mungwi Sinazongwe, Namwala, Pemba, and Monze. List of Schools in each province is attached as Annex (B.2)

Payment schedule

Payment ⁵²	Conditions (Deliverable)
15%	Upon submission of satisfactory inception report including a first version of the desk review and detailing work plan, timeframe and methodology for data collection
5%	Upon submission of ethical approval
25%	Upon submission of report on field work completion
10%	Upon submission of stakeholder workshop proceedings report
45%	Upon submission of final report and two policy briefs on girls education and skills and career development.

If performance is found to be non-satisfactory, performance improvement measures will be agreed with the consultant. If underperformance continues, UNICEF reserves the right to terminate the contract unilaterally.

Qualification/specialized knowledge and experience

⁵² In general, payments should be made against delivery of services / products. Advance payments on signature of contract are discouraged and need to be explicitly justified

The consultancy is expected to demonstrate the following work experience, knowledge and competencies:

1. The minimum of a master's Degree in Education or related Social Science field, with at least 5 years of professional experience;
2. Demonstrated knowledge and experience working on issues related to young people's school level career and skills development and national Career Guidance standards, preferably within a Zambian context;
3. Demonstrated knowledge and experience in evaluation work;
4. Experience in conducting quantitative and qualitative research, including research design, data collection, analysis, reporting and presentation;
5. Strong analytical skills and ability to clearly synthesize and present findings, draw practical conclusions, make recommendations and to prepare well-written reports in a timely manner;
6. Excellent interpersonal skills, including the ability to actively listen and discuss sensitive topics with vulnerable adolescents in non-judgmental way.
7. Ability to communicate effectively in both national and local languages, as well as excellent written and verbal communication skills in English;
8. Understanding of and commitment to the importance of an ethical approach to research, including commitment to children's rights, an understanding of issues related to child protection, and of the importance of confidentiality in the research process;

ii) Results framework

Result statement	Performance indicator/s	Baseline	Target	Means of Verification
National, sub-national and community-level education stakeholders have strengthened capacity to increase equitable access to education, especially to secondary education for adolescent girls and marginalized children in targeted provinces by 2020	Completion rate at grade 12 (boys/girls)	27.4% female 34.3% male	35% female 40% male	EMIS
Program Output 1: By 2018, 11,200 girls between grades 5 to 12 are trained or sensitized on; career guidance, reproductive health and re-entry policy through participation in school clubs to facilitate their being retained in school or transition to tertiary education				
	# of pupils actively participating in clubs (by age and grade) across 2 provinces	2489	8000	Database and Attendance Reports
	# of girls receiving the integrated package on Career Guidance and Sexual Reproductive Health, life skills (financial literacy and entrepreneurship skills through clubs)	1648	11200	Evaluation Activity Reports
	% of girls establishing personal savings plans	11%	40%	Midline Evaluations
	% of targeted girls transitioning from grade 9 to 10	47.2%	49.5%	Midline and End line Evaluation Reports EBS
	% of girls enrolling in school following delivery	9%	13%	EMIS ESB

Result statement	Performance indicator/s	Baseline	Target	Means of Verification
Program Output 2: 1200 adolescent girls have acquired knowledge and skills on leadership; employability and Career options; entrepreneurship to make informed decisions about staying in school, transitioning to higher education and future career paths by 2018.				
	# of girls attending the Career Camps and Career fairs	0	1200	Activity Reports Photos Videos Registers
	# of girls trained on Career guidance (career opportunities, menu of career options, etc.), life skills (financial literacy and entrepreneurship) leadership and employability skills through camps;	0	1200	Career Camps Registers Activity Report Videos Photos KAP surveys
	# of girls enrolled in the Internship Programme in fields of expected growth in job market share	0	300	Internship Agreements Internship Report
Program output 3: Ministry of General Education has Increased capacity to implement and monitor the national Career Guidance standards at School level.				
	# of Guidance and Counselling Teachers trained and supported to develop and implement guidance and counselling career club management tool kit and the implementation framework.	38	200	Training Activity Report Training Registers Action Plans in place Photos
	# of Guidance and Counselling Teachers implementing the monitoring tool for guidance and counselling services at school-level #	38	200	Support visits report with recommendations and action plan Support/ Technical visit reports

Result statement	Performance indicator/s	Baseline	Target	Means of Verification
	# of position papers/policy briefs shared with MoGE on the implementation of Career Guidance and Counselling in Schools to feed in the Ministry of Education's review processes both at provincial and national level. E.g. the Provincial Planning meetings and at the MoGE Joint Annual Review (JAR).	1	4	Policy briefs and position papers

iii) Evaluation workplan

SN	Phase	Activity	Deliverable	Timeframe
1.	Inception phase	Project initiation discussion with UNICEF & secondary information collection (Remotely); Preparation and submission of inception report comprising final methodology, sample size, work plan and information collection tools (KII questionnaires and FGD guides); Approval of research methodology by the ethics review board	Detailed Inception Report Ethical approval	Weeks 2-3, Dec 2019 Weeks 2-3, Jan 2020
2.	Desk review and fieldwork	Desk review of information collected from UNICEF, stakeholders and available publically; Pre-testing and finalization of study tools; Training of field teams on information collection; Fieldwork; Supervision of fieldwork	Fieldwork completion report	Week 4, Aug 2020
3.	Information analysis and reporting phase	Analysis of information and presentation of preliminary findings in a stakeholder workshop; Preparation and submission of draft final report for feedback by UNICEF Submission of Final report; Submission of 2 Policy Briefs	Validation meeting report Draft Evaluation Report Final Report and 2 policy briefs	Week 4, Dec 2020 Week 1, Jan 2021 Week 4, Jan 2021

a. Ethical approval



UNIVERSITY OF ZAMBIA BIOMEDICAL RESEARCH ETHICS COMMITTEE

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Ridgeway Campus
P.O. Box 50110
Lusaka, Zambia

E-mail: unzabrec@unza.zm
IRB00001131 of IORG0000774

10th March 2020.

Your REF. No. 759-2020.

Mr. Sanja Tripathi,
Australian Council for Educational Research (ACER),
Department of International Development,
India.

Dear Mr. Tripathi,

RE: "END EVALUATION OF ZAMBIAN GIRLS 2030 PROGRAMME" (REF. NO. 759-2020)

The above-mentioned research proposal was presented to the Biomedical Research Ethics Committee on 8th March, 2020. The proposal is **approved**. The approval is based on the following documents that were submitted for review:

- a) Study proposal
- b) Questionnaires
- c) Participant Consent Form

APPROVAL NUMBER : REF. 759-2019

This number should be used on all correspondence, consent forms and documents as appropriate.

- **APPROVAL DATE** : 10th March 2020
- **TYPE OF APPROVAL** : Expedited
- **EXPIRATION DATE OF APPROVAL** : 9th March 2021

After this date, this project may only continue upon renewal. For purposes of renewal, a progress report on a standard form obtainable from the UNZABREC Offices should be submitted one month before the expiration date for continuing review.

- **SERIOUS ADVERSE EVENT REPORTING:** All SAEs and any other serious challenges/problems having to do with participant welfare, participant safety and study integrity must be reported to UNZABREC within 3 working days using standard forms obtainable from UNZABREC.
- **MODIFICATIONS:** Prior UNZABREC approval using standard forms obtainable from the UNZABREC Offices is required before implementing any changes in the Protocol (including changes in the consent documents).
- **TERMINATION OF STUDY:** On termination of a study, a report must be submitted to the UNZABREC using standard forms obtainable from the UNZABREC Offices.
- **NHRA:** You are advised to obtain final study clearance and approval to conduct research in Zambia from the National Health Research Authority (NHRA) before commencing the research project.

- **QUESTIONS:** Please contact the UNZABREC on Telephone No.256067 or by e-mail on unzarec@unza.zm.
- **OTHER:** Please be reminded to send in copies of your research findings/results for our records. You're also required to submit electronic copies of your publications in peer-reviewed journals that may emanate from this study. Use the online portal: unza.rhinno.net for further submissions.

Yours sincerely,



Sody Mweetwa Munsaka, BSc., MSc., PhD

CHAIRPERSON

Tel: +260977925304

E-mail: s.munsaka@unza.zm



NATIONAL HEALTH RESEARCH AUTHORITY
Paediatric Centre of Excellence, University Teaching Hospital, P.O. Box 30075, LUSAKA
Tell: +260211 250309 | Email: znhrasec@gmail.com | www.nhra.org.zm

Date: 5th June, 2020

The Principal Investigator
Mr. Sanjay Tripathi
Australian Council for Educational Research (ACER)
Department of International Development
INDIA.

Dear Mr. Tripathi,

Re: Request for Authority to Conduct Research

The National Health Research Authority is in receipt of your request for authority to conduct research titled **"END EVALUATION OF ZAMBIAN GIRLS 2030 PROGRAMME."** I wish to inform you that following submission of your request to the Authority, our review of the same and in view of the ethical clearance, this study has been **approved** on condition that:

1. The relevant Provincial and District Medical Officers where the study is being conducted are fully appraised;
2. Progress updates are provided to NHRA quarterly from the date of commencement of the study;
3. The final study report is cleared by the NHRA before any publication or dissemination within or outside the country;
4. After clearance for publication or dissemination by the NHRA, the final study report is shared with all relevant Provincial and District Directors of Health where the study was being conducted, University leadership, and all key respondents.

Yours sincerely,

Prof. Godfrey Biemba
Director/CEO
National Health Research Authority

All correspondences should be addressed to the Director/CEO National Health Research Authority

b. Key Evaluation Questions

Evaluation Criteria	Key Evaluation Question	Sub-questions
Effectiveness	<ul style="list-style-type: none"> To what extent were the objectives (general and specific), activities and expected results at output and outcome levels achieved? What were the major factors influencing the achievement or non-achievement of the objectives? 	<ul style="list-style-type: none"> Which programme components (e.g. capacity building of personnel, development of programme materials, technical support, monitoring) have been the most effective, and which ones were not? How have results been achieved, and what factors have effectively contributed to the success? Why have some results not been achieved, and what are the factors mainly responsible for this?
Efficiency	<ul style="list-style-type: none"> Were the activities and interventions cost-efficient? Were they implemented in the most efficient way compared to alternatives? Were objectives (general and specific), activities and expected results at output and outcome levels achieved on time? Are the resources (money, human resources, facilities/ capital assets) sufficiently efficient? How well the implementation of activities has been managed? What management and monitoring tools have been used and what tools could have been used? 	<ul style="list-style-type: none"> What were the main obstacles that the programme encountered? Identify areas where costs can be saved, while achieving the same results, or where achievements can be increased with same level of funding, with the prospect of scale up
Relevance	<ul style="list-style-type: none"> To what extent are the objectives of the Programme still valid and up to date to the national and international contexts, such as, SDGs? Are the objectives of the Programme consistent with the overall goal? Are implemented activities and outputs consistent with the intended impacts and effects? 	<ul style="list-style-type: none"> To what extent has the positioning of the programme proven to be relevant, in terms of its coherence, complementarity and synergy with other initiatives, strategies and policies in the country? To what extent has the programme addressed a need that was not addressed by any other actors or programmes in Zambia?

Evaluation Criteria	Key Evaluation Question	Sub-questions
Sustainability	<ul style="list-style-type: none"> Are the achieved results and targets sustainable? Is sustainability ensured through implementation of the Programme? What were the major factors which influenced the achievement or non-achievement of sustainability of results at output and outcome levels? 	<ul style="list-style-type: none"> Identify which areas could be targeted to make the programme more relevant, going forward. What are the key factors required for the programme to be sustainable, at school, district and national level, and to what extent have these been implemented? Has a sustainability strategy been developed at the onset, and to what extent has this been implemented by different stakeholders? How have the programme's initial assumptions and risk analysis contributed to its sustainability, and what has changed/how could this be improved? To what extent has the programme-built capacity with existing government and school structures, and other stakeholders that ensures the programme results sustainability? What would be needed to improve the programme's sustainability going forward?
Equity	<ul style="list-style-type: none"> Has representativeness of coverage been ensured by the activities and interventions? Have vulnerable children and girls been reached by the programme? 	<ul style="list-style-type: none"> Within the target group, has the programme reached the most disadvantaged girls, including girls with disabilities, and addressed the discriminatory barriers that keep them from successfully completing school and integrating into the job market? How was this done or what have been the obstacles to do so? Has the programme effectively supported boys as well as girls, and how is this different?

c. List of key stakeholders consulted

S. No.	Name	Designation	Organisation
1	Yodit Tesfaghebriel	Education Specialist, Education Section	UNICEF Zambia
2	Rachel Galletly	Education Officer Education Section	UNICEF Zambia
3	Mr Foster Kayungwa	Principal Education Officer- SGS	MoGE – Directorate of Teacher Education and Specialized Services – School Guidance Services (SGS) Unit
4	Christopher Banda	Senior Education Office (Career Guidance)	MoGE – Directorate of Teacher Education and Specialized Services (TESS)
5	Ms Chanda Chisenga	Head of Country	Restless Development
6	Jessy Banda	Senior Human Capital Officer - Training and Development	Road Development Agency (RDA)
7	Mrs Daniwe Mumbo	Senior administration officer	Zambia Bureau of Standards (ZABS)
8	Victor Lolozi	Talent Management and Development Manager	Zambia Telecommunications Company Limited (Zamtel)

d. List of documents referred

- A Cross-Sector Analysis of Youth in Zambia, May 2014, Youth Map Assessment Report
- A Partnership of MoGE, Restless Development & UNICEF: Midline Evaluation Zambia Girls 2030 Project, Nov 2018
- Ambassador and Permanent Representative of Zambia to UN, 2012, Statement of H.E.Dr. Mwaba Kasese-Bota to the 45th Session of the UN Commission on Population and Development. New York.
- Beyani, C. Review of Science, Mathematics and Technology Education Provision for Girls in Technical Schools in Zambia: A Research Report for the Forum for African Women Educationalists of Zambia (FAWEZA).
- Central Statistical Office, 2017 Labour Force Survey Report, Lusaka, Zambia
- CESA SO8 - Expand TVET opportunities (at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems) – “The case study of Zambia Girls 2030”
- Government of Zambia, 2015, Education for All 2015 National Review, Lusaka, Zambia
- Government of Zambia, The SACMEQ III project in Zambia, A study of the conditions of schooling and the quality of education
- JICA, 2012, Basic Education Sector Analysis Report Zambia
- MoGE and Ministry of Higher Education: Education and Skill Sector Plan 2017-2021
- Ministry of General Education: Report on the External Review Meeting for the Zambia Girls 2030 programme, Dec 2018
- Ministry of General Education: Education Sector Analysis, Dec 2018
- Ministry of Education, Science, Vocational Training and Early Education, 2011, Education Sector National Implementation Framework 2011-2015, GRZ, Lusaka, Zambia
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- Ministry of Education, 2015, The Gender Equity and Equality Act 2015, GRZ, Lusaka, Zambia.
- MoGE, Educational Statistical Bulletin 2018, Directorate of Planning and Information, Lusaka, Zambia
- Nkausu Clement: Zambia Girls 2030: A Baseline Survey Report, Dec 2016
- Norah Kumwenda & Raymond Shumba: Zambia Girls 2030 Internship Monitoring Report, Sep 2018
- Republic of Zambia, 2006, Vision 2030, A Prosperous Middle Income Nation by 2030. GRZ, Lusaka, Zambia
- Republic of Zambia Central Statistical Office, 2015, 2015 Living Conditions Monitoring Survey
- Restless Development: DISTRICT GUIDANCE TEACHER TRAINING REPORT - Southern Province, Jul 2017
- Restless Development & UNICEF: Zambia Girls 2030: Monitoring visits report, Oct 2018
- Restless Development & UNICEF: TEACHER TRAINING REPORT, 2018
- Restless Development: Guidance and Counselling Teacher Training Schedule, 2018

- Restless Development & UNICEF: Zambia Girls 2030 "ARISE" Girls Camp Report - Northern Province
- Restless Development: Zambia Girls 2030: "Yes We Can" Girls Camp Report
- Restless Development: ZCO 2018 Annual Review with Partners
- 7NDP Document
- TEVETA Annual Report 2017
- UNICEF Zambia: "Zambia Girls 2030: Realizing My Potential - Concept Note for proposal to UK NATCOM", Jan 2016
- United Nations World Population Prospectus
- UNICEF, 2014, Global Initiative on Out-of-school Children, UNICEF Zambia, Lusaka, Zambia.
- UNESCO, Zambia Country Programme Document 2013 – 2015, Lusaka, Zambia
- World Bank Group, 2015, Education Sector Public Expenditure Tracking and Service Delivery Survey in Zambia, International Bank for Reconstruction and Development / The World Bank Washington, DC.
- United Nations Development Programme, Human Development Report 2017
- Zambia Girls 2030: TEACHER TRAINING FACILITATORS GUIDE
- Zambia–United Nations Sustainable Development Partnership Framework (2016-2021)
- Zambia Girls 2030 School List

e. Study tools

i. Consent form for Pupils

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	School Code	
2.	Name of School	
3.	Name of Province	
4.	Name of District	
5.	Pupil Code	
6.	Age of the Pupil Note: Pupils must be aged between 10-18	<input type="checkbox"/> 10-15 <input type="checkbox"/> 16-18
7.	Grade of the Pupil	<input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12
8.	In which year you got enrolled for the Career & Skills Club?	
9.	Who is the head of your household? (The owner of the house, the person who keeps them or if they are the owner)	<input type="checkbox"/> Myself <input type="checkbox"/> My Father <input type="checkbox"/> My Mother <input type="checkbox"/> My Sister <input type="checkbox"/> My Brother <input type="checkbox"/> My Uncle <input type="checkbox"/> My Aunt <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather

2. Effectiveness

Q.1.	Have you participated in the Career and Skills Club? <i>If the answer is "No" go to question 5</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what skills have you developed as a result of the counselling received under the programme?	
Q.3.	Did the programme help you in understanding which area of study you could opt for in higher education? (Enumerators to ask this only to upper secondary pupils)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, which area of study/skill did you choose for higher education?	

	(Enumerators to note all responses)	
Q.5.	Did you like personal financial learning opportunities delivered to you? <i>If the answer is "No" go to question 9</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Do you have to work to earn money?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	What jobs are you doing to earn money? (Enumerators to ask this only if the response to Q.6 is yes)	
Q.8.	What do you do with your earnings? (Enumerators to ask this only if the response to Q.5 is yes)	
Q.9.	Do you have a saving plan?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	Do you know what entrepreneurship is? <i>If the answer is "No" go to question 14</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.11.	Did you receive the entrepreneurship training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.12.	If yes, did you find the training helpful?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.13.	If yes, can you tell us how the training was helpful to you? (Enumerators to note all responses)	
Q.14.	Did you receive trainings on improving your communication skills?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.15.	Do you know what the core life skills are? <i>If the answer is "No" go to question 20</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.16.	If yes, can you name a few core life skills? (Enumerators to note all responses)	
Q.17.	Did you receive any core life skills training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

Q.18.	Have you ever used the learning from the training on skills?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.19.	Give some examples, how have you used the learnings?	
Q.20.	Did you receive education on sexual and reproductive health? <i>If the answer is "No" go to question 23.</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.21.	Are you aware of the Sexually Transmitted diseases?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.22.	Can you name few of the diseases?	
Q.23.	Do you have any recommendations that can help to improve the Zambia Girls 2030 programme?	
Q.24.	Did you participate in career camps?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.25.	Did you participate in internship?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.26.	Were you given an opportunity to work on project during the internship?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.27.	Did your employer regularly check your progress and development?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.28.	If yes, how often were these checks done?	
Q.29.	Was your education helpful in completing the internship?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.30.	Please mention the subject that you found to be most helpful during your internship and why?	
Q.31.	Would you like to work in the same field in which your internship organisation operates? <i>(Enumerators to ask question 32 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

Q.32.	If yes, why?	
Q.33.	If no, why not?	

3. Relevance

Q.1.	In your opinion, was there a need for a programme like Zambian Girls 2030? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, can you tell us briefly the reasons for saying so?	
Q.3.	If no, can you tell us why you feel there was no need for the programme?	
Q.4.	In your opinion, has the Zambian Girls 2030 programme equipped you with skills to manage your life in future? <i>(Enumerators to ask question 5 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	If yes, can you tell us briefly why you think so?	
Q.6.	In your opinion, has the Zambian Girls 2030 programme helped you with learning and other activities at school?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, can you tell us briefly why you think so?	
Q.8.	What have you liked most about this programme so far?	
Q.9.	What were the things that you feel could have been done better? <i>(Enumerators to note all responses)</i>	

4. Equity

Q.1.	Were the girls with disabilities encouraged to complete the school?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
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	<i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	
Q.2.	If yes, in what ways the girls were encouraged?	
Q.3.	If no, what were the obstacles?	
Q.4.	Do the teachers' pay attention on vulnerable pupils (e.g., those with disabilities, coming from poor households, survivors of violence, etc.)?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	Do you think all types of pupils are treated fairly at a school? <i>(Enumerators to ask question 6 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Do you think some pupils are treated better than others? <i>(Enumerators to ask question 7 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, please provide few situations of fair and unfair treatment. <i>(Enumerators to note all responses and number them)</i>	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

ii. Consent form for School Leaders

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	School Code	
2.	Name of School	
3.	Name of Province	
4.	Name of District	
5.	Name of the School Leader	
6.	Total number of pupils in the school	
7.	Total number of girls in the school	

2. Effectiveness

Q.1.	Did you receive trainings to conduct guidance and counselling sessions in school? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, who did you receive the trainings from?	
Q.3.	Did you receive the training on how to organise and run the career clubs?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	Were you trained to facilitate the various topics in the career and guidance manual and overall the project framework?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	Did you receive the training material?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Were the training materials and approaches contextualized to meet the interest and assimilation capacities of the age groups? <i>(Enumerators to ask question 8 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, can you tell us what was done?	
Q.8.	If no, can you tell us what could have been done to address this?	

Q.9.	Was it challenging to explain concepts on financial literacy to younger learners from grade 5 to 7?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	Was it challenging to explain concepts on entrepreneurship to younger learners from grade 5 to 7?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.11.	Were the pupils excited to participate in the clubs?? <i>(Enumerators to ask question 12 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.12.	Why were the pupils not excited to participate in the career clubs?	
Q.13.	Were the pupils provided financial literacy education or training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.14.	Were the pupils provided entrepreneurship education or training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.15.	Have you recorded any girls dropping out of school due to pregnancy in last 6 months?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.16.	What was the number of the girls dropping out of school due to pregnancy in last 6 months?	
Q.17.	In the last 6 months, of the girls that dropped out of the school, how many have re-entered the school?	
Q.18.	How many girls have qualified to enter in the tertiary level education in the last 6 months?	
Q.19.	Of these girls, how many were a part of the programme?	
Q.20.	Were the girls trained to set up saving plans? <i>(Enumerators to ask question 21 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.21.	What methods were taught for personal financial savings?	

Q.22.	In your opinion, which programme components were most effective and why?	
Q.23.	Which programme components were not so effective and why?	
Q.24.	<p>In your opinion, has the programme achieved its expected results, at least at the level of your school?</p> <p><i>(Enumerators to ask question 25 only if the answer is "Yes")</i></p>	<p>a. <input type="checkbox"/> Yes</p> <p>b. <input type="checkbox"/> No</p>
Q.25.	If yes, what factors have contributed to its success?	
Q.26.	If no, what factors are responsible for the non-achievement of the expected results?	

3. Efficiency

Q.1.	<p>Can you give us an idea regarding the total funds allocated for the Zambia Girls Programme activities in your school over the entire duration of the programme?</p> <p><i>(Enumerators to note the funds allocated to the programme and verify from records)</i></p>	
Q.2.	Were additional resources allocated to the schools to implement the Zambia Girls 2030 programme?	<p>a. <input type="checkbox"/> Yes</p> <p>b. <input type="checkbox"/> No</p>
Q.3.	If yes, what were these resources?	
Q.4.	Were the resources sufficient? <i>(Enumerators to ask question 5 only if the answer is "No")</i>	<p>a. <input type="checkbox"/> Yes</p> <p>b. <input type="checkbox"/> No</p>
Q.5.	If no, what more resources were required?	
Q.6.	What steps could be taken to improve implementation of Zambia Girls 2030 Programme?	
Q.7.	What were the challenges to successful implementation of the programme?	

4. Relevance

Q.1.	In your opinion, were the girls' transition rates low in your school before the beginning of the Zambia Girls 2030 programme? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, can you tell us briefly the reason of low transition rates of girls?	
Q.3.	Has there been a change in transition rates after the implementation of the programme	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If there has been an improvement in transition rates, can you tell us the reasons behind this?	
Q.5.	If there has been no improvement, can you tell us what could have been done better?	
Q.6.	Ever since the start of the programme, has the dropping out of girls from grade 5 reduced?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, based on school records, the dropping out of girls has reduced by how many numbers over the last 3 years?	
Q.8.	Prior to the programme, did the school put in place any plans and measures to address the following issues? If yes, what were they?	
Early Marriages		
Absenteeism		
Low completion rate of the primary cycle (Up to Grade 7)		
Low transition rate of girls from grade 7 to 8		
Low transition rate of girls from grade 9 to 10		
Low retention rate of girls that fall pregnant and leave school		
Career options of the girl child		

Q.9.	In your opinion, did the programme address any gap that was felt by teachers and pupils alike in the areas mentioned earlier?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	If yes, what were the gaps successfully addressed by the programme?	
Q.11.	Which aspects of the programme were most relevant in your opinion?	
Q.12.	What aspects would you like to see changed in order to make the programme more relevant?	

5. Sustainability

Q.1.	In your opinion, do you think the linkages with the district and provincial guidance and counselling offices have been sufficiently strengthened to ensure that there is continuity of activities?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what measures have been taken to strengthen these linkages?	
Q.3.	In your opinion, did the programme have an inbuilt arrangement to ensure its sustainability in the future?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what were these arrangements/measures?	
Q.5.	In your opinion, can the activities at the school level sustain on their own once the external support from UNICEF is withdrawn?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	If no, what measures are needed to further strengthen the programme's sustainability in future?	

6. Equity

Q.1.	In your opinion, did the career and skills camps aim at bringing together unique characteristics and diversity of the local girls and share principles that promote gender equality?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what efforts have you made that promote gender equality?	

Q.3.	Did you make special efforts to include the most vulnerable pupils in the programme? (e.g., those with disabilities, coming from poor households, survivors of violence, etc.)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what efforts have you made under the programme to ensure this?	
Q.5.	In your opinion, was the programme successful in ensuring that the most vulnerable pupils completed school and entered the job market?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	If yes, what efforts have you made to ensure this?	
Q.7.	In your opinion, did the boys also actively participate in the career and skills club at the school level? (<i>Enumerators to ask question 8 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.8.	If yes, what prompts you to say so?	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

iii. Consent form for Guidance and Counselling Teachers

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

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Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	School Code	
2.	Name of School	
3.	Name of Province	
4.	Name of District	
5.	Name of the Teacher	
6.	In which year you became a part of the Zambian Girls 2030 Programme?	

2. Effectiveness

Q.1.	Did you receive trainings to conduct guidance and counselling sessions in school? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, who did you receive the trainings from?	
Q.3.	Did you receive the training on how to organise and run the career clubs?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	Were you trained to facilitate the various topics in the career and guidance manual and overall the project framework?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	Did you receive the training material?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Were the training materials and approaches adjusted to meet the interest and assimilation capacities of the age groups? <i>(Enumerators to ask question 7 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If not, what could have been done to address this?	
Q.8.	Did the school provide guidance and counselling services to the girls on the following issues?	
	Career Counselling	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
	Higher Education Opportunities	a. <input type="checkbox"/> Yes

	b. <input type="checkbox"/> No
Financial Literacy Training	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Entrepreneurship Skills	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Personal Savings	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Job Opportunities	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Professional Workspace Skills	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
The Career Internship Programme	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Any other (Please specify)	
Q.9.	Did you coordinate and deliver the career club activities? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	Did you train and support the teachers to develop and implement guidance and counselling career club management toolkit? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.11.	Were you responsible to monitor the activities of the career club? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.12.	Did you feel that the terminologies on entrepreneurship were too complicated for younger grades to understand? <i>(Enumerators to ask question 13 only if the answer is "Yes")</i> a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.13.	If yes, what could have been done to address this?
Q.14.	Was it challenging to explain concepts on financial literacy and entrepreneurship to younger learners from grade 5 to 7? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.15.	If yes, how did you overcome these challenges?

Q.16.	Were the pupils excited to participate in the clubs? <i>(Enumerators to ask question 17 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.17.	Why were the pupils not excited to participate in the career clubs?	
Q.18.	Were the pupils provided financial literacy education or training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.19.	Were the pupils provided entrepreneurship education or training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.20.	Have you recorded any girls dropping out of school due to pregnancy in last 6 months?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.21.	What was the proportion of the girls dropping out of school due to pregnancy in last 6 months?	a. <input type="checkbox"/> Exact percentage _____ b. <input type="checkbox"/> Less than 10% c. <input type="checkbox"/> None d. <input type="checkbox"/> Don't know / Can't say
Q.22.	Of the girls that dropped out of the school, what proportion have re-entered in the school in the last 6 months?	a. <input type="checkbox"/> Nearly all b. <input type="checkbox"/> About 50% c. <input type="checkbox"/> Less than 50% d. <input type="checkbox"/> Don't know / Can't say
Q.23.	How many girls from this school have enrolled for tertiary level education in the last 6 months?	
Q.24.	Were the girls trained to set up saving plans?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.25.	In your opinion, which programme components were most effective and why?	
Q.26.	Which programme components were not so effective and why?	
Q.27.	In your opinion, has the programme achieved its expected results, at least at the level of your school? <i>(Enumerators to ask question 29 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

Q.28.	If yes, what factors have contributed to its success?
Q.29.	If no, what factors are responsible for the non-achievement of the expected results?

3. Efficiency

Q.1.	Were additional resources allocated to the schools to implement the Zambia Girls 2030 programme?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what were these resources?	
Q.3.	Were the resources sufficient?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If no, what more resources were required?	
Q.5.	What steps could be taken to improve implementation of Zambia Girls 2030 Programme?	
Q.6.	What were the challenges to successful implementation of the programme?	

4. Relevance

Q.1.	In your opinion, were the girls' transition rates low in your school before the beginning of the Zambia Girls 2030 programme? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, can you tell us briefly the reason of low transition rates of girls?	
Q.3.	Has there been a change in transition rates after the implementation of the programme	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If there has been an improvement in transition rates, can you tell us the reasons behind this?	

Q.5.	If there has been no improvement, can you tell us what could have been done better?	
Q.6.	Ever since the start of the programme, has the dropping out of girls from grade 5 reduced?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, based on school records, the dropping out of girls has reduced by how many numbers over the last 3 years?	
Q.8.	Prior to the programme, did the school put in place any plans and measures to address the following issues? If yes, what were they?	
	Early Marriages	
	Absenteeism	
	Low completion rate of the primary cycle (Up to Grade 7)	
	Low transition rate of girls from grade 7 to 8	
	Low transition rate of girls from grade 9 to 10	
	Low retention rate of girls that fall pregnant and leave school	
	Career options of the girl child	
Q.9.	In your opinion, did the programme address any gap that was felt by teachers and pupils alike in the areas mentioned earlier? (<i>Enumerators to ask question 10 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	If yes, what were the gaps successfully addressed by the programme?	
Q.11.	Which aspects of the programme were most relevant in your opinion?	
Q.12.	What aspects would you like to see changed in order to make the programme more relevant?	

5. Sustainability

Q.1.	In your opinion, do you think the linkages with the district and provincial guidance and counselling offices have been sufficiently strengthened to ensure that there	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
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	is continuity of activities? <i>(Enumerators to ask question 2 only if the answer is “Yes”)</i>	
Q.2.	If yes, what measures have been taken to strengthen these linkages?	
Q.3.	In your opinion, did the programme have an inbuilt arrangement to ensure its sustainability in the future? <i>(Enumerators to ask question 4 only if the answer is “Yes”)</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what were these arrangements/measures?	
Q.5.	In your opinion, can the activities at the school level sustain on their own once the external support from UNICEF is withdrawn? <i>(Enumerators to ask question 6 only if the answer is “No”)</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	If no, what measures are needed to further strengthen the programme’s sustainability in future?	

6. Equity

Q.1.	In your opinion, did the career and skills camps aim at bringing together unique characteristics and diversity of the local girls and share principles that promote gender equality? <i>(Enumerators to ask question 2 only if the answer is “Yes”)</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what efforts have you made that promote gender equality?	
Q.3.	Did you make special efforts to include the most vulnerable pupils in the programme? (e.g., those with disabilities, coming from poor households, survivors of violence, etc.) <i>(Enumerators to ask question 4 only if the answer is “Yes”)</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what efforts have you made under the programme to ensure this?	
Q.5.	In your opinion, was the programme successful in ensuring that the most vulnerable pupils completed school and entered the job market? <i>(Enumerators to ask question 6 only if the answer is “Yes”)</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

Q.6.	If yes, what efforts have you made to ensure this?	
Q.7.	In your opinion, did the boys also actively participate in the career and skills club at the school level? <i>(Enumerators to ask question 8 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.8.	If yes, what prompts you to say so?	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

iv. Consent form for Restless Development

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambian Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	Name of the Respondent	
2.	In which year you became a part of the Zambia Girls 2030 Programme?	

2. Effectiveness

Q.1.	Did you train and support the teachers to develop and implement guidance and counselling career club management toolkit?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	Were you responsible to monitor the training provided by the school leaders?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.3.	Was it challenging to explain concepts on financial literacy and entrepreneurship to younger learners from grade 5 to 7? <i>(Enumerators to ask question 4 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, how did you overcome these challenges?	
Q.5.	Were the pupils excited to participate in the clubs? <i>(Enumerators to ask question 6 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Why were the pupils not excited to participate in the career clubs?	
Q.7.	In your opinion, which programme components were most effective and why?	
Q.8.	Which programme components were not so effective and why?	
Q.9.	In your opinion, has the programme achieved its expected results? <i>(Enumerators to ask question 11 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	If yes, what factors have contributed to its success?	

Q.11.	If no, what factors are responsible for the non-achievement of the expected results?

3. Efficiency

Q.1.	In your opinion, how much was the funds allocation to the Zambia Girls 2030 programme?	a. <input type="checkbox"/> Yes a. <input type="checkbox"/> No
Q.2.	Were additional resources allocated to implement the programme at the various levels? <i>If the answer is "No" go to question 5</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.3.	If yes, what were these resources?	
Q.4.	Were the resources sufficient?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	If no, what more resources were required?	
Q.6.	What steps could be taken to improve implementation of Zambia Girls 2030 Programme:	
	a. At the school level?	
	b. At the career camps level?	
	c. At the level of internships?	
Q.7.	Which aspects of the programme could be managed more cost effectively?	
Q.8.	What were the challenges to successful implementation of the programme?	

4. Relevance

Q.1.	In your opinion, were the girls' transition rates low in your school before the beginning of the Zambia Girls 2030 programme? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, can you tell us briefly the reason of low transition rates of girls?	

Q.3.	Has there been a change in transition rates after the implementation of the programme? <i>If the answer is "No" go to question 5</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If there has been an improvement in transition rates, can you tell us the reasons behind this?	
Q.5.	If there has been no improvement, can you tell us what could have been done better?	
Q.6.	Ever since the start of the programme, has the dropping out of girls from grade 5 reduced? <i>(Enumerators to ask question 7 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, based on school records, the dropping out of girls has reduced by how many numbers over the last 3 years?	
Q.8.	Prior to the programme, did the school put in place any plans and measures to address the following issues? If yes, what were they?	
Early Marriages		
Absenteeism		
Low completion rate of the primary cycle (Up to Grade 7)		
Low transition rate of girls from grade 7 to 8		
Low transition rate of girls from grade 9 to 10		
Low retention rate of girls that fall pregnant and leave school		
Career options of the girl child		
Q.9.	In your opinion, did the programme address any gap that was felt by teachers and pupils alike in the areas mentioned earlier? <i>(Enumerators to ask question 11 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	If yes, what were the gaps successfully addressed by the programme?	
Q.11.	Which aspects of the programme were most relevant in your opinion?	

Q.12.	What aspects would you like to see changed in order to make the programme more relevant?

5. Sustainability

Q.1.	If the project activities were to continue without external support from the Partners, will the programme continue to progress? <i>(Enumerators to ask question 2 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If not, what shape or form could the programme take?	
Q.3.	What structures would take them forward, if external support from Partners is detached?	
Q.4.	What are the challenges of sustaining such interventions?	
Q.5.	What aspects of the project can be carried on by the schools administration and MoGE?	
Q.6.	Are there deliberate activities to build ownership and capacity of teachers & guidance & counselling teachers for sustainability purposes? <i>(Enumerators to ask question 7 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, can you give examples of some activities which should be focussed to build ownership and capacity?	
Q.8.	How can such interventions be resourced for the MoGE?	
Q.9.	Are there any new areas (within the programme) which you think UNICEF and Partners should consider conducting?	

6. Equity

Q.1.	In your opinion, did the career and skills camps promote gender equality? (<i>Enumerators to ask question 2 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what efforts have you made that promote gender equality?	
Q.3.	Did you make special efforts to include the most vulnerable pupils in the programme? (e.g., those with disabilities, coming from poor households, survivors of violence, etc.) (<i>Enumerators to ask question 4 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what efforts have you made under the programme to ensure this?	
Q.5.	In your opinion, was the programme successful in ensuring that the most vulnerable pupils completed school and entered the job market? (<i>Enumerators to ask question 6 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	If yes, what efforts have you made to ensure this?	
Q.7.	In your opinion, did the boys also actively participate in the career and skills club at the school level? (<i>Enumerators to ask question 8 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.8.	If yes, what prompts you to say so?	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

v. Consent form for Provincial education officials (such as PEOs and DEBS)

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	Name of Province	
2.	Name of the Respondent	
3.	Designation	
4.	In which year you became a part of the Zambian Girls 2030 programme?	

2. Effectiveness

Q.1.	Has the girl's transition rates improved across the two provinces? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what are the key factors contributing to improvement of the girl's transition rates?	
Q.3.	As per your records, by what proportion have teenaged pregnancy rates dropped in the province? <i>(Enumerators to verify the figure from records)</i>	
Q.4.	Have the re-admission rates increased in the schools?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	Are there any the career related challenges that learners are facing?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Mention the challenges and suggest measures to address them.	
Q.7.	In your opinion, which programme components were most effective and why?	
Q.8.	Which programme components were not so effective and why?	
Q.9.	In your opinion, has the programme achieved its expected results?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

	(Enumerators to ask question 11 only if the answer is "No")	
Q.10.	If yes, what factors have contributed to its success?	
Q.11.	If no, what factors are responsible for the non-achievement of the expected results?	

3. Efficiency

Q.1.	Were additional resources allocated to the schools to implement the Zambian Girls 2030 programme? (Enumerators to ask question 4 only if the answer is "No")	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what were these resources?	
Q.3.	Were the resources sufficient?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If no, what more resources were required?	
Q.5.	What steps could be taken to improve implementation of Zambian Girls 2030 Programme?	
Q.6.	Which aspects of the programme could be managed more cost effectively?	
Q.7.	What were the challenges to successful implementation of the programme?	

4. Relevance

Q.1.	In your opinion, were the girls' transition rates low in your school before the beginning of the Zambian Girls 2030 programme? (Enumerators to ask question 2 only if the answer is "Yes")	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, can you tell us briefly the reason of low transition rates of girls?	

Q.3.	Has there been a change in transition rates after the implementation of the programme? <i>(Enumerators to ask question 4 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If there has been an improvement in transition rates, can you tell us the reasons behind this?	
Q.5.	If there has been no improvement, can you tell us what could have been done better?	
Q.6.	Ever since the start of the programme, has the dropping out of girls from grade 5 reduced? <i>(Enumerators to ask question 7 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, based on school records, the dropping out of girls has reduced by how many numbers over the last 3 years?	
Q.8.	Prior to the programme, did the school put in place any plans and measures to address the following issues? If yes, what were they?	
Early Marriages		
Absenteeism		
Low completion rate of the primary cycle (Up to Grade 7)		
Low transition rate of girls from grade 7 to 8		
Low transition rate of girls from grade 9 to 10		
Low retention rate of girls that fall pregnant and leave school		
Career options of the girl child		
Q.9.	In your opinion, did the programme address any gap that was felt by teachers and pupils alike in the areas mentioned earlier? <i>(Enumerators to ask question 10 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	If yes, what were the gaps successfully addressed by the programme?	
Q.11.	Which aspects of the programme were most relevant in your opinion?	

Q.12.	What aspects would you like to see changed in order to make the programme more relevant?

5. Sustainability

Q.1.	If the project activities were to continue without external support from Restless Development and Partners, will the programme continue to progress? <i>(Enumerators to ask question 2 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If not, what shape or form could the programme take?	
Q.3.	What structures would take them forward, if external support from Partners is detached?	
Q.4.	What are the challenges of sustaining such interventions?	
Q.5.	What aspects of the project can be carried on by the schools administration and MoGE?	
Q.6.	Are there deliberate activities to build ownership and capacity of teachers & guidance & counselling teachers for sustainability purposes? <i>(Enumerators to ask question 7 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, which can you give examples of some activities which should be focussed to build ownership and capacity?	
Q.8.	How can such interventions be resourced for the MoGE?	

6. Equity

Q.1.	In your opinion, did the career and skills camps aim at bringing together unique characteristics and diversity of the local girls and share principles that promote gender equality? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
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Q.2.	If yes, what efforts have you made that promote gender equality?	
Q.3.	Did you make special efforts to include the most vulnerable pupils in the programme? (e.g., those with disabilities, coming from poor households, survivors of violence, etc.) <i>(Enumerators to ask question 4 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what efforts have you made under the programme to ensure this?	
Q.5.	In your opinion, was the programme successful in ensuring that the most vulnerable pupils completed school and entered the job market? <i>(Enumerators to ask question 6 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	If yes, what efforts have you made to ensure this?	
Q.7.	In your opinion, did the boys also actively participate in the career and skills club at the school level? <i>(Enumerators to ask question 8 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.8.	If yes, what prompts you to say so?	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

vi. Consent form for District education officials

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	Name of Province	
2.	Name of the District	
3.	Name of the Respondent	
4.	Designation	
5.	In which year you became a part of the Zambia Girls 2030 programme?	

2. Effectiveness

Q.1.	Has the girl's transition rates improved in your district? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what are the key factors contributing to improvement of the girl's transition rates?	
Q.3.	If not, why did the transition rates not improved? <i>(Enumerator to note all the reasons)</i>	
Q.4.	As per your records, by what proportion have teenaged pregnancy rates dropped in the district? <i>(Enumerators to verify the proportion from records)</i>	
Q.5.	Have the re-admission rates increased in the schools?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Are there any the career related challenges that learners are facing? <i>(Enumerators to ask question 6 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	Mention the challenges and suggest measures to address them.	
Q.8.	In your opinion, which components of Zambia Girls 2030 were most effective and why?	
Q.9.	Which programme components were not so effective and why?	

Q.10.	In your opinion, has the programme achieved its expected results? <i>(Enumerators to ask question 11 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.11.	If yes, what factors have contributed to its success?	
Q.12.	If no, what factors are responsible for the non-achievement of the expected results?	

3. Efficiency

Q.1.	Were additional resources allocated to the schools to implement the Zambia Girls 2030 programme? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what were these resources?	
Q.3.	Were the resources sufficient? <i>(Enumerators to ask question 4 only if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If no, what more resources were required?	
Q.5.	What steps could be taken to improve implementation of Zambia Girls 2030 Programme?	
Q.6.	Which aspects of the programme could be managed more cost effectively?	
Q.7.	What were the challenges to successful implementation of the programme?	

4. Relevance

Q.1.	In your opinion, were the girls' transition rates low in your district before the beginning of the Zambia Girls 2030 programme?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
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	(Enumerators to ask question 2 only if the answer is "Yes")	
Q.2.	If yes, can you tell us briefly the reason of low transition rates of girls?	
Q.3.	Has there been a change in transition rates after the implementation of the Girls 2030 programme? (Enumerators to ask question 4 only if the answer is "Yes")	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If there has been an improvement in transition rates, can you tell us the reasons behind this?	
Q.5.	If there has been no improvement, can you tell us what could have been done better?	
Q.6.	Ever since the start of the programme, has the dropping out of girls from grade 5 reduced? (Enumerators to ask question 7 only if the answer is "Yes")	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, based on records, the dropping out of girls has reduced by how many numbers over the last 3 years?	
Q.8.	Prior to the programme, did the schools in your district put in place any plans and measures to address the following issues? If yes, what were they?	
Early Marriages		
Absenteeism		
Low completion rate of the primary cycle (Up to Grade 7)		
Low transition rate of girls from grade 7 to 8		
Low transition rate of girls from grade 9 to 10		
Low retention rate of girls that fall pregnant and leave school		
Career options of the girl child		
Q.9.	In your opinion, did the programme address any gap that was felt by teachers and pupils alike in the areas mentioned earlier? (Enumerators to ask question 10 only if the answer is "Yes")	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

Q.10.	If yes, what were the gaps successfully addressed by the programme?
Q.11.	Which aspects of the programme were most relevant in your opinion?
Q.12.	What aspects would you like to see changed in order to make the programme more relevant?

5. Sustainability

Q.1.	<p>If the project activities were to continue without external support from Restless Development and Partners, will the programme continue to progress? (Enumerators to ask question 2 only if the answer is "No")</p>	<p>a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No</p>
Q.2.	If not, what shape or form could the programme take?	
Q.3.	What structures would take them forward, if external support from Partners is detached?	
Q.4.	What would be the challenges of sustaining such interventions?	
Q.5.	What aspects of the project can be carried on by the schools administration and MoGE?	
Q.6.	<p>Are there deliberate activities to build ownership and capacity of teachers & guidance & counselling teachers for sustainability purposes? (Enumerators to ask question 7 only if the answer is "Yes")</p>	<p>a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No</p>
Q.7.	If yes, which activities should be focussed to build ownership and capacity?	

Q.8.	How can such interventions be resourced for the MoGE?
Q.9.	Are there any new areas (within the programme) which you think UNICEF and Partners should consider conducting?

6. Equity

Q.1.	In your opinion, did the programme activities promote gender equality? (<i>Enumerators to ask question 2 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what efforts have you made that promote gender equality?	
Q.3.	Did you make special efforts to include the most vulnerable pupils in the programme? (e.g., those with disabilities, coming from poor households, survivors of violence, etc.) (<i>Enumerators to ask question 4 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, what efforts have you made under the programme to ensure this?	
Q.5.	In your opinion, was the programme successful in ensuring that the most vulnerable pupils completed school and entered the job market? (<i>Enumerators to ask question 6 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	If yes, what efforts have you made to ensure this?	
Q.7.	In your opinion, did the boys also actively participate in the career and skills club at the school level? (<i>Enumerators to ask question 8 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.8.	If yes, what prompts you to say so?	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

vii. Consent form for Government Officials from the Directorate of Teacher Education and Specialized Services

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme. This study is being administered to assess the progress of the programme against its intended objective, which are:

1. Assess the programme's **effectiveness** and evaluate to what extent has the programme achieved its intended results at output and outcome level
2. Assess the programme's **efficiency**, and evaluate how well have programme resources (financial, human, technical) been used to achieve the results.
3. Assess the programme's **relevance** and evaluate to what extent the programme design and intervention responded to the needs and priorities of the beneficiaries as well as the strategic priorities of the Ministry of General Education.
4. Assess the programme's **sustainability**, and evaluate whether, without external support, key conditions and factors are in place for the programme to continue to exist and be effective/efficient.
5. Finally, assess the programme's **equity** focus, and evaluate to what extent has the programme addressed gender unequal barriers to stay in school, gain interest in Science, Technology, Engineering and Mathematics (STEM) subjects, and successfully integrate into the labour market

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	Name of the Respondent	
2.	Designation	

2. Effectiveness

Q.1.	Has the girl's transition rates improved in the programme area? <i>(Enumerators to ask question 2 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If yes, what are the key factors contributing to improvement of the girl's transition rates?	
Q.3.	In your opinion, by what proportion have teenaged pregnancy rates dropped in the programme area?	
Q.4.	Have the re-admission rates increased in the schools?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	Are there any the career related challenges that learners are facing? <i>(Enumerators to ask question 6 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Mention the challenges and suggest measures to address them.	
Q.7.	In your opinion, which programme components were most effective and why?	
Q.8.	Which programme components were not so effective and why?	
Q.9.	In your opinion, has the programme achieved its expected results? <i>(Enumerators to ask question 10 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.10.	If yes, what factors have contributed to its success?	

Q.11.	If no, what factors are responsible for the non-achievement of the expected results?

3. Efficiency

Q.1.	Did the targeted girls get trained on career guidance?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	Did the Directorate of TESS build the confidence of the Teachers and Guidance & Counselling Teachers?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.3.	Did the Guidance & Counselling Teachers incorporate feedback into trainings? (<i>Enumerators to ask question 4 if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.4.	If yes, can you tell us briefly the response of the Guidance & Counselling Teachers? (<i>Enumerators to list down all the responses</i>)	
Q.5.	How frequently the Directorate of TESS have the review meeting with the Guidance & Counselling Teachers?	a. <input type="checkbox"/> Once every month b. <input type="checkbox"/> Once in every 2 months c. <input type="checkbox"/> Once in every 3 months d. <input type="checkbox"/> Once in every 6 months
Q.6.	Did the Guidance & Counselling Teachers provide training to teachers on reproductive health and re-entry policy?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	Did the school management provide adequate resources (money/ human resources, facilities/ capital assets) to support career clubs and camps?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.8.	Did the Guidance & Counselling Teachers train & support to develop and implement guidance and counselling career club?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.9.	Did the Guidance & Counselling Teachers implement the monitoring tool for guidance and counselling at school level?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.1.	What steps could be taken to improve implementation of Zambia Girls 2030 Programme?	
Q.2.	Which aspects of the programme could be managed more cost effectively?	

Q.3.	What were the challenges to successful implementation of the programme?

4. Relevance

Q.1.	Prior to the programme, did the schools in the area put in place any plans and measures to address the following issues? If yes, what were they?	
	Early Marriages	
	Absenteeism	
	Low transition rate of girls from grade 5 to 12	
	Low retention rate of girls that fall pregnant and leave school	
	Career options of the girl child	
Q.2.	In your opinion, did the programme address any gap that was felt by teachers and pupils alike in the areas mentioned earlier? (<i>Enumerators to ask question 3 only if the answer is "Yes"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.3.	If yes, what were the gaps addressed by the programme?	
Q.4.	Which aspects of the programme were most relevant in your opinion?	
Q.5.	What aspects would you like to see changed in order to make the programme more relevant?	

5. Sustainability

Q.1.	If the project activities were to continue without external support from Restless Development and Partners, will the programme continue to progress? (<i>Enumerators to ask question 2 only if the answer is "No"</i>)	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.2.	If not, what shape or form could the programme take?	

Q.3.	What structures would take them forward, if external support from Partners is detached?	
Q.4.	What are the challenges of sustaining such interventions?	
Q.5.	What aspects of the project can be carried on by the schools administration and MoGE?	
Q.6.	Are there deliberate activities to build ownership and capacity of teachers & guidance & counselling teachers for sustainability purposes? <i>(Enumerators to ask question 7 only if the answer is "Yes")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	If yes, which activities should be focussed to build ownership and capacity?	
Q.8.	How can such interventions be resourced for the MoGE?	
Q.9.	Are there any new areas (within the programme) which you think UNICEF and Partners should consider conducting?	

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

viii. Consent form for HR Heads of Public and private organizations which hosted the girls' internship programme

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with ACER India. We are here to study the implementation of Zambia Girls 2030 Programme. This study is being administered to assess the progress of the programme against its intended objective, which are:

1. Assess the programme's **effectiveness** and evaluate to what extent has the programme achieved its intended results at output and outcome level
2. Assess the programme's **efficiency**, and evaluate how well have programme resources (financial, human, technical) been used to achieve the results.
3. Assess the programme's **relevance** and evaluate to what extent the programme design and intervention responded to the needs and priorities of the beneficiaries as well as the strategic priorities of the Ministry of General Education.
4. Assess the programme's **sustainability**, and evaluate whether, without external support, key conditions and factors are in place for the programme to continue to exist and be effective/efficient.
5. Finally, assess the programme's **equity** focus, and evaluate to what extent has the programme addressed gender unequal barriers to stay in school, gain interest in Science, Technology, Engineering and Mathematics (STEM) subjects, and successfully integrate into the labour market

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this interview? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of interviewer: _____

Date: _____

1. General Information

1.	Name of Organisation	
2.	Name of Province	
3.	Name of District	
4.	Name of the Respondent	

2. Effectiveness

Q.1.	What are the different roles/ functions in your organization for which candidates are required?	a. <input type="checkbox"/> Administration b. <input type="checkbox"/> Finance/ Accounting c. <input type="checkbox"/> Human Resource d. <input type="checkbox"/> Operations Management e. <input type="checkbox"/> Strategy and Leadership f. <input type="checkbox"/> Field Investigators g. <input type="checkbox"/> Subject Matter Specialists
Q.2.	What are the different sectors in your organization for which candidates are required?	a. <input type="checkbox"/> Green Energy b. <input type="checkbox"/> Waste Management c. <input type="checkbox"/> ICT d. <input type="checkbox"/> Corporate Banking e. <input type="checkbox"/> Agriculture f. <input type="checkbox"/> Engineering g. <input type="checkbox"/> Tourism
Q.3.	What is the basic education level required from the candidate?	a. <input type="checkbox"/> Must have cleared at least secondary education i.e. School Level Completed b. <input type="checkbox"/> Must be at least completed graduation (10+2+3 / 10+2+4) c. <input type="checkbox"/> Post – Graduate and above
Q.4.	Is Training on Job provided to the new hires for the job role?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.5.	Is it possible to bridge knowledge and/or skill gap with an intermediate training?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	Are the candidates at par with the knowledge and skills required for the job role?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.7.	What is the major focus for intermediate/ skill training?	a. <input type="checkbox"/> Spoken Language skills b. <input type="checkbox"/> Report Writing Skills c. <input type="checkbox"/> financial understanding skills

3. Relevance

Q.1.	Are you aware of the project being implemented by Restless Development in the schools? If so please tell us more about the work they are doing?
Q.2.	Do you feel their work is addressing the priority needs of girls in the schools? If so in what ways? If not, please explain?
Q.3.	Are there any areas that you feel are a gap that stakeholder like Restless Development should consider addressing?
Q.4.	Have you ever provided recommendations or feedback to Restless Development? If not, why not? If so, what has been done regarding the feedback you provided?

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me

ix. Consent form for FGD of Parents

Purpose of the Study

Greetings! My name is _____. I am a part of the survey team working with IPSOS Zambia and Australian Council for Educational Research. We are here to study the implementation of Zambia Girls 2030 Programme.

Confidentiality

All of the answers you give will be confidential and will not be shared with anyone other than members of our study team. At the end of the study, we will put all the answers together and make a report. Once the study is finished, the list of names with your contact information and the completed surveys will be destroyed.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this survey. However, your answers will be important to improve the design of future programmes on girls' education and skill development.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the discussion at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions / Your rights as Participant

This study has been reviewed by the UNICEF Team that is vigilant to works to protect your rights and welfare. If you have any questions about the study or your participation, you can ask me. You should report any problems, and ask any questions you like. Do you have any questions now?

YES ☐ NO ☐

Consent

The questions usually take about 25-30 minutes. Now, can you tell me if you agree to participate in this discussion? If you say yes, it means that you have agreed to be part of the study.

Yes ☐ No ☐

Signature of the participant: _____

Date: _____

1. General Information

1.	Name of Province	
2.	Name of Ward	
3.	Name of District	
4.	Name of School in which your child studies	
5.	Name of the Respondent	

Q.1.	Have you ever engaged with the schools to discuss issues affecting your children, their education etc.?	
Q.2.	Have you ever engaged with the school PTA to discuss issues affecting your children, their education etc.?	
Q.3.	If you haven't engaged with either of these, what have been the reasons behind the non-engagement?	
Q.4.	Have you ever engaged with the schools and the school PTA to discuss issues affecting young people/school going children in the community such as early marriages, career options, and absenteeism? NOTE: RESPONSES BELOW	
Q.5.	Have you discussed early marriages among school going children?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.6.	What are the rates of early marriages among school going young girls is aged 10-18?	a. <input type="checkbox"/> High b. <input type="checkbox"/> Medium c. <input type="checkbox"/> Low
Q.7.	What do you think causes this (early marriages among school going children)?	
Q.8.	Now tell me, as parents, what do you think can be done to address this?	

Q.9.	What do you think is your role here? What can you do to stop this?	
Q.10.	In the meetings with the school G/C unit and PTA, what plans and measures have been put in place to address the above mentioned issues?	
Q.11.	Have you discussed absenteeism among school going young girls? <i>(Enumerators to ask question 18 if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.12.	Are you aware of any plans to address this issue of absenteeism among school going young girls? <i>(Enumerators to ask question 14 if the answer is "No")</i>	
Q.13.	If yes, what plans and measures have been put in place to address this issue?	
Q.14.	How is the absenteeism rate among school going young girls?	a. <input type="checkbox"/> High b. <input type="checkbox"/> Medium c. <input type="checkbox"/> Low
Q.15.	What do you think causes this? (Absenteeism among school going young girls)	
Q.16.	Now tell me, as parents, what do you think can be done to address this?	
Q.17.	What do you think is your role here? What can you do?	
Q.18.	Have you discussed Career Guidance among school going young girls? <i>(Enumerators to ask question 22 if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.19.	In the meetings, what plans and measures have been put in place to address career guidance?	
Q.20.	Now tell me, as a parent, what do you think can be done to address the issue of career guidance?	

Q.21.	What do you think is your role here? What can you do? What have you done as a parent?	
Q.22.	Is there a low transition rate of young girls from grade 5 to grade 12 <i>(Enumerators to ask question 29 if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.23.	In the meetings with the school G/C unit and PTA, what plans and measures have been put in place to address this issue?	
Q.24.	What do you think causes this? (the transition rate of the girl child from grade 5 to grade 12)	
Q.25.	Now tell me, as parents, what do you think can be done to address this?	
Q.26.	What do you think is your role here (in terms of addressing the low transition rate)?	
Q.27.	What have you done to address this situation as a parent?	
Q.28.	Do the schools allow the re-entry of girls that fall pregnant and leave school? <i>(Enumerators to ask question 35 if the answer is "No")</i>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Q.29.	In the meetings with the school G/C unit and PTA, what plans and measures have been put in place to address this issue?	
Q.30.	How is the re-entry rate of the girl child who felt pregnant and left school?	a. <input type="checkbox"/> High b. <input type="checkbox"/> Medium c. <input type="checkbox"/> Low

Q.31.	Now tell me, as parents, what do you think can be done to address this?
Q.32.	What do you think is your role here? What can you do? What have you done to address this situation as a parent?
Q.33.	What have been the benefits of the Girls 2030 Programme for your child?
Q.34.	What have been the larger overall benefits?
Q.35.	What have been the challenges with the programme?
Q.36.	Do you have any recommendations to improve the Project?
Q.37.	Are there any new areas that you think Restless Development and Partners should include in the programme?

Concluding question

- Of all the things we've discussed, what would you say are the most important issues you would like to express about this programme?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the evaluation
- We hope you have found the questionnaire interesting
- If there is anything you are unhappy with or wish to complain about, please contact me