Formative Evaluation of the Girls' Access through Female Teacher Education (GATE) Scholarship Programme Afghanistan: 2015 – 2019

Final Report
July 2021

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Acknowledgements

Abbreviations and Acronyms

ALCS	Afghanistan Living Conditions Survey
ALC	Accelerated Learning Centre
ATR	Assess, Transform and Reach Consulting
BEGE	Basic Education and Gender Equality
CADE	Convention against Discrimination in Education
CBS	Community Based School
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CFS	Child Friendly School
CPAP	Country Programme Action Plan
CRC	Convention on the Rights of the Child
EADS	Education and Development Solutions
EFA	Education for All
EQRA	Education Quality Reform in Afghanistan
GIZ	Gesellschaft für Internationale Zusammenarbeit
GPE	Global Partnership for Education
MDG	Millenium Development Goals
MoE	Ministry of Education
NESP	National Education Strategic Plan
NGO	Non-Governmental Organisation
SDG	Sustainable Development Goals
SMS	School Management Shuras
TED	Teacher Education Directorate
ToC	Theory of Change
ToR	Terms of Reference
TTC	Teacher Training College
UNGEI	United Nations Girls Education Initiative
WASH	Water, Sanitation and Hygiene

FIGURES

GRAPHS

TABLES

Map of Afghanistan highlighting provinces with GATE Programme Beneficiaries
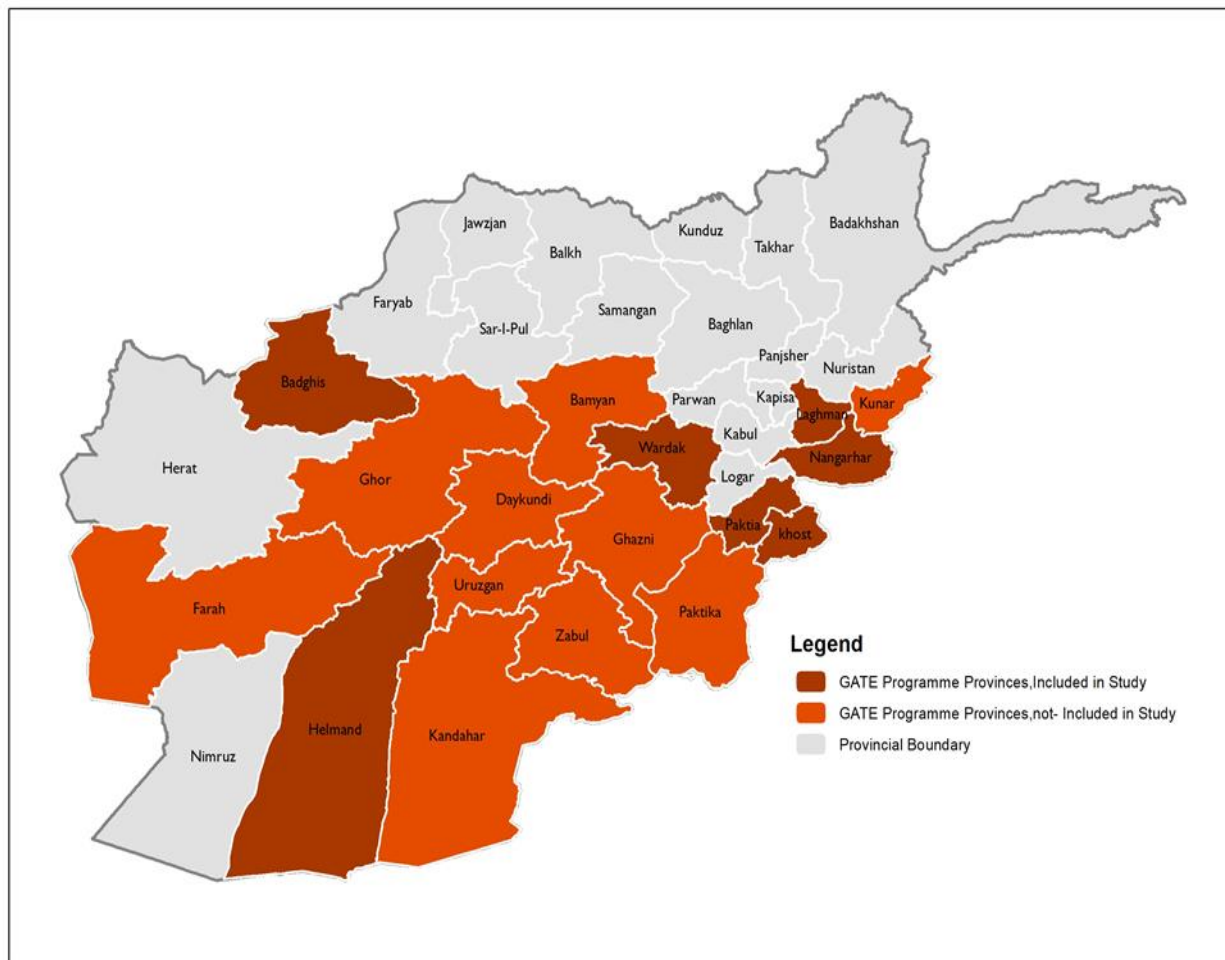
EXECUTIVE SUMMARY

Overview of the context

The right to education is recognised by the Government of Afghanistan in its constitution,[1] and gender has been identified as one of the main disparities particularly impacting the education sector (Ministry of Education, 2019, p. 33). Gender inequality in Afghanistan's education sector is further reflected in the presence or absence of female teachers. The shortage of teachers—particularly female teachers—has been identified as a major bottleneck for access, attendance and retention of girls in learning spaces. Rural areas are most affected by the shortfall of female teachers with some provinces having less than 5% of teachers being female and half of the districts having no female teachers at all (UNICEF Afghanistan, 2014).

Overview of the intervention

UNICEF has been providing financial and technical support to the MoE's Teacher Education Directorate (TED) through the GATE Programme to complement to the government's initiatives and to develop a sustainable strategy for increasing female teachers in rural areas. Practically, the programme is implemented by the TED at provincial and district levels (as primary duty bearers) and participating Teacher Training Colleges (TTC) (as secondary duty bearers). It provides an opportunity for a two-year scholarship on a teacher training programme based in a TTC for both pre-service and in-service female teachers who have Grade 12 as their highest qualification to achieve a Grade 14 qualification, which is the minimum requirement for teachers in Afghanistan.

Scholarship recipients are drawn from provinces with the lowest numbers and percentages of female teachers and low enrolment rates for girls, and they are supported by mentors and lecturers who receive training (as part of the programme) around gender responsive teaching and coaching skills (UNICEF Afghanistan, 2014). The GATE Programme was initially implemented as a standalone initiative between 2014 - 2017, but was subsequently subsumed as part of an integrated programme (UNICEF Afghanistan, 2020, p. 6) comprising two interventions as discussed in section 1.2.1.

Evaluation purpose, objectives and intended audience

This evaluation sought to respond to two overarching dimensions (UNICEF Afghanistan, 2020, p. 5):

- Assess progress of the programme in relation to increasing female teacher presence in hard to reach areas, girls participation in learning spaces and retention; and
- Identify gaps along the results chain and recommend remedies to improve and inform scale up of the programme

As a formative evaluation, this assignment looked at the GATE programme to explore possibilities of improving and/or strengthening it using the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria including relevance, coherence, effectiveness, efficiency and sustainability. The evaluation also provided an independent platform for stakeholders to

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[1] Articles 17, 43 and 44

contribute towards programme design and implementation through their experiences, thoughts and recommendations.

Findings from the evaluation will be used for accountability, programme improvement and learning. Primary users are UNICEF and the MoE who will use the findings to assess and report on the programme's performance and results that have been achieved so far. The findings will also be used as a learning tool by providing insight into programme achievements and lessons learned that are based on evidence to inform strategic decision making. Secondary users will include other key stakeholders and implementing partners including the Local Education Group (LEG).

Evaluation Methodology
The evaluation questions have been addressed through both quantitative and qualitative research, complemented by an analysis of key programme documents as secondary data sources. This approach consolidates the findings from qualitative and quantitative evidence gathered from multiple sources to cover the breadth and depth of the evaluation in a comprehensive and rigorous manner.

The evaluation team comprised 2 international consultants and a national consultant based within a local research company to help administer the data collection tools. Data collection was organised in a tiered approach to mitigate logistical challenges.

In total, 577 people were interviewed either individually or in groups during the inception and data collection phases. This included 346 surveys, 226 key informant interviews, 27 focus group discussions and several meetings via zoom. As suggested in the ToR, the seven participating provinces were purposively selected by UNICEF—Badghis, Helmand, Khost, Laghman, Nangarhar, Paktia, and Wardak—on the basis of them having high numbers of GATE Programme active students and graduates.

Key findings
Programme Processes
- **Value and demand for the GATE Programme:** There appears to be significant demand for the scholarship programme and the need to provide scholarships to females for teacher training may be substantively greater than the current demand. The findings of this evaluation attest to the motivation by females to study to become teachers as well as the programme's contribution to an increased number of qualified female teachers. The high programme retention rates, graduation rates and the low drop out rates all speak to this.
- **Adequacy and relevance of the GATE Programme components:**The programme has very practical strategies and components which encourage potential students to enrol onto the programme and also those already on the programme to continue and complete their training. Overall, the transport allowance was highlighted as the most important aspect of the programme by all respondents because of the large distances that students often need to travel to access the TTC's and presumably the expenses incurred as a result.

- **The existence of an enabling environment for programme graduates to teach:** The graduates who are teaching are working in enabling and supportive environments, and have no major bottlenecks affecting their work as teachers.

Programme Performance
- **Programme targets:** The programme exceeded its targets in terms of numbers of scholarship recipients, qualified lecturers to teach the students, and mentors to support the scholarship recipients.
- **Short Term Outcome:** The qualitative evidence suggests that the programme has increased the number of female teachers in hard-to-reach areas. During the period under evaluation 1,105 (68%) of the scholarship recipients had graduated from the programme including 366 (33%) pre-service students who had been recruited as teachers after graduation.
- **Linking two projects into one programme has been strategic:** The evaluation noted that the GATE Programme was initially implemented as a standalone initiative (UNICEF Afghanistan, 2020, p. 6). It later combined two projects (Refer to Section 1.2) to strategically focus on girls education within Outcome 5 of UNICEF's Country Programme Action Plan, 2015 – 2021. This strategic shift re-aligned the GATE Programme within UNICEF ACO's overall education strategy by re-framing it as an exit strategy for the Community Based Education (CBE) Programme that would catapult girls and female teachers into the formal education system in Afghanistan. It also aligned the programme with the intent of the Girls' Education Policy to 'co-ordinate interventions, avoid duplication and position girls' education as a priority in the planning and strategic actions to contribute to the NESP III objectives' (UNICEF Afghanistan, 2020, p. 8).
- **Collaboration and coordination with stakeholders is an effective strategy for the programme:** UNICEF's partnership approach to programming with the MoE provides a good foundation for programme implementation— and potentially scale up —which could be leveraged further to respond to the need for more females to be trained as teachers. The findings from this evaluation also show that the various GATE Programme interventions are complementary and harmonized with those of other relevant stakeholders or donor agencies, other UN agencies, NGOs, and government education departments at central, provincial and district levels.
- **Significance of community support for the programme:** The evaluation found that community members and leaders are supportive of the GATE Programme in spite of the absence of deliberate engagement component, and that they play an important role in their communities to promote awareness of the importance of education and to support girls' education and female teacher training. With complex issues including religious and cultural dynamics, communication and engagement with communities is an important approach to ensure that the programme remains relevant and adaptable.

Gaps along the results chain
- **Female graduates are not supported or guaranteed recruitment on completion of training:** The GATE Programme does not specifically support the recruitment of programme graduates as teachers in any way despite the intent in the ToC to do so through graduate networks.
- **None of the mentors on the programme have been trained:** None of the mentors on the programme have been trained.
- **Feedback mechanisms need stregthening:** The evaluation did not find any evidence of the involvement of the programme beneficiaries in providing feedback to the programme.

- **Programme monitoring can be strengthened**: Despite UNICEF's exeptional outreach and presence in the targeted provinces through the zonal offices, the evaluation did not come across an M&E strategy for the programme. Where available, the information/data were fragmented, out of date or incomplete.

Existing Theory of Change
- The Draft ToC is moderately descriptive, and portrays a reasonable, defensible, and sequential order from implementation strategies or activities and on to outputs, outcomes, and impacts. It also includes clear indicators at output level and outcome level.
- Applicable assumptions and risks at the various stages are not outlined clearly and it is difficult to link relevant considerations for outputs, outcomes and impact or to monitor, track and/or act upon potential and emerging issues that may affect the achievement of outputs, outcomes and impact.

Extent to which cross-cutting issues (gender, equity, human rights) are integrated into the programme
- As a gender in education initiative, the GATE Programme intentionally focused on female students as the scholarship recipients.
- In terms of equity and the realisation of human rights, the GATE Programme was designed to target and impact areas with low attendance and participation rates for girls and very low numbers of female teachers.

Conclusion
The programme is effective in training female teachers and increasing the number of female teachers in Afghanistan, which in turn contributes to an increase in the number of girls in learning spaces. The GATE programme has established itself as a key intervention to address some of the needs and priorities of Afghanistan's education sector. Through the scholarship components, female students are provided with the opportunity to train as teachers and they are supported to do so. Programme beneficiaries also indicated that the number of girls' in schools has been increasing though progress is minimal. The evaluation concluded that the GATE Programme has potential to increase the number of female teachers in hard-to-reach areas.

Recommendations
Based on the results of this study, the evaluation provides several recommendations[2] to strengthen the quality of the GATE Programme. These are outlined below in order of proposed priority;

1. **Reconstruct the (draft) Theory of Change** to include specific assumptions and risks between the strategic activities, outputs, outcome and impact, streamline the conceptualisation of the programme, and make it more self-explanatory and predictive.
2. **Revise, outline and clarify the targeting in the recruitment focus between pre-service and in-service teacher training scholarship recipients:** The GATE Programme aims to recruit more female teachers and also to upskill female teachers who do not have the G 14 qualification. The ToC does not clearly spell out the two intentions and does not appear to be deliberate in recruiting specific numbers of pre-service and in-service teachers.

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[2] Refer to Table 12 which outlines all the recommendation priorities and proposed timeframes for action

3. **Put in place a deliberate component or pathway to support the programme graduates to get employed:** Graduate recruitment should be included as a component in the GATE Programme as the graduate networks do not appear to be supportive enough.
4. **Purposefully aim to recruit more female mentors:** The evaluation noted that several key stakeholders highlighted the importance of having female mentors for the female students and graduates especially given the cultural norms in Afghanistan. In its current form, the GATE Programme does not intentionally recruit female mentors and the evaluation determined that this was possibly due to available capacity in the target provinces. However, the programme would benefit from recruiting more female mentors for the students.
5. **Engage and collaborate with other stakeholders and programmes either formally or informally eg. CBE, World Bank (Education Equality Reform in Afghanistan - EQRA- Programme) and MoE (WEE Programme):** The evaluation found that linkages with other organisations and stakeholders in female teacher education is low.
6. **Strengthen the capacity building component of the programme for lecturers and mentors or advocate to incorporate an extended or regular training component in the regular in-service teacher training provided by TTCs:** The evaluation found that though there were no apparent issues with the capacity of the mentors and lecturers on the programme, the implementation of this critical component was rather weak and inconsistent. Given the important role that the lecturers and mentors are playing in the programme, building their capacity in providing different types of support at various stages can further enhance programme results.
7. **Strengthen and include a component for active community engagement:** Though it is evident that the communities in which the programme is implemented have positive perceptions of the programme, it does not appear to have engaged with community members at any level. The evaluation recommends that the programme develops and includes a deliberate community engagement strategy and possibly link with or borrow from sectors that have successfully engaged with wider communities.
8. **Develop mechanisms for beneficiaries to provide feedback:** The evaluation found that the participation of rights holders in accountability and provision of feedback to service providers and duty bearers is weak. The inclusion of this element can provide the programme with timely and relevant feedback to assist with even more efficient programme implementation.
9. **Develop an M&E strategy and a database to collect and organise programme monitoring information for the GATE Programme:** The evaluation found that the programme lacked a database to monitor, collect and track programme implementation activities. The evaluation recommends that at a basic level, an activity output tracking system should be implemented for the GATE Programme at provincial level and district levels, which could be consolidated at national level. This could be used for operational assessment—to monitor progress made, targets reached, identify gaps (e.g. which district or province), or where to focus efforts for improvement or to enhance coordination. The evaluation also recommends that the programme should collect granular data on the employment of programme graduates.
10. **Conduct an investment case or cost benefit analysis:** The GATE Programme, if it is to be scaled up or replicated, needs accurate data to enable value for money to be assessed with confidence— a pre-requisite for this is a robust monitoring framework or database. An investment case or cost benefit analysis would capture the resources needed to implement the GATE Programme so that policy makers in Afghanistan and other stakeholders have a complete understanding of the

intervention. It could also be a first step for advocacy for the inclusion of GATE Programme components in the mainstream MoE budget as well as an important point for leverage in advocacy for fundraising for scaling up the programme, given that UNICEF is well positioned to leverage advocacy for budget line inclusion and fundraising due to its global experience and reputation.

1.0 INTRODUCTION

This is a report of the formative evaluation of the Girls Access through female Teacher Education (GATE) Programme that is implemented by the United Nations Children's Fund (UNICEF) Afghanistan Country Office (ACO), and funded by the Government of Korea (2014 – 2019) and also with UNICEF's Regular Resources (2014 – 2017).

The evaluation assessed the extent to which the GATE Programme has progressed between 2015 – 2019 in relation to its intended objectives—increasing female teacher presence in hard to reach areas, and in turn increasing girls' participation in learning spaces (UNICEF Afghanistan, 2020, p. 5)—against the OECD DAC criteria, and was commissioned by the UNICEF Afghanistan Country Office (ACO)

1.1 Context: Gender in Education

Research on issues around gender in education in many countries has shown that educating girls and women is critical to economic development (Alkman & Unterhalter, 2005; UNGEI, 2005; UNGEI, 2010; UNICEF, 2007). Various studies have shown that female education creates powerful poverty-reducing synergies and yields several inter-generational gains. Interventions to reduce gender gaps in access to education can produce economic and social benefits for individuals, families and for the society at large. In many countries in the global south, females represent an untapped source of human capital for development (Herz & Sperling, 2004; UNICEF, 2004; UNICEF, 2005; UNICEF, 2006).

Girls' access to education has been highlighted as a development issue in international conventions[3] and international commitments[4] including the Sustainable Development Goals (SDGs). The SDGs present gender equality as a cross-cutting issue with targeted actions for meaningful and sustainable development. Notably, SDG 4 seeks to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all, and SDG 5 seeks to achieve gender equality and to empower all women and girls. These international instruments encourage nations to improve systemic access to education and participation in learning spaces.

1.1.1 National Commitments to Gender in Education

The right to education is recognised by the Government of Afghanistan in its constitution.[5] Gender has been identified as one of the main disparities particularly impacting the education sector (Ministry of Education, 2019, p. 33), and girls' education has been identified as a priority (Ministry of Education, 2019; UNICEF Afghanistan, 2018; UNICEF Afghanistan, 2017). The relative but persistent under-visibility of females in learning spaces has prompted the development of strategic interventions to address these two issues—increasing the numbers of girls having access to education and participating in schooling, and increasing the number of female teachers in the education system.

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[3] The Convention on the Elimination of all forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC), the Convention against Discrimination in Education (CADE), and the international Covenant on Economic, Social and Cultural Rights

[4] including Education For All (EFA), the Dakar World Education Forum, the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)

[5] Articles 17, 43 and 44

To accommodate the Sustainable Development Goal (SDG) requirements, the Ministry of Education (MoE) has shifted its approach from programme-based service delivery to a more holistic and priority-based approach (Ministry of Education, 2019). The Government of Afghanistan's most recent National Education Strategic Plan 2017 – 2021 (NESP III) references key policies relating to equitable access of education for all. It includes initiatives aimed at addressing gender disparity as a priority and recognises the interdependence of girls' education and the presence of female teachers in learning spaces. It consists of specific strategies aimed at improving access to learning and retaining girls in learning spaces such as plans for pilot schemes aimed at the deployment of female teachers to rural areas (Ministry of Education, 2016, p. 55) and providing incentives such as housing, salary supplements, inclusion of family members, special security provisions, etc.

In the NESP III, the MoE plans to adopt a "best available" strategy, especially for the recruitment of female teaching staff in rural areas. Among the available strategies is one that identifies women to work as teachers (e.g., in community-based schools) in under-served areas even if they do not meet the normal teacher recruitment criteria (Ministry of Education, 2016, p. 55). The MoE would accept initial entry into the system of recruits who do not have the minimum required grade 14 education or have no formal training in pedagogy. This includes the top graduates of grade 12 in rural areas who will be given chance to apply for teaching positions in the local community and at the same time be enrolled in an in-service teacher education programme. The GATE Scholarship Programme is a complementary intervention which has provided a flexible way to increase the number of female teachers (UNICEF Afghanistan, 2020; UNICEF Afghanistan, 2018; UNICEF Afghanistan, 2014).

1.1.2 Challenges in Girls' Education

In an interview with The Global Fund for Education in Emergencies, the Afghanistan Minister of Education highlighted progress made—from approximately 800,000 students and very low numbers of girls in schools in 2001 to more than 9 million students in 2020,of whom 39 per cent are girls (Education Cannot Wait, Interview with Afghanistan's Minister of Education H. E. Rangina Hamidi, April 9, 2021). Though noteworthy progress has been made to ensure, maintain and improve access to education for girls (UNICEF Afghanistan, 2014), there are significantly more girls than boys who have never and will never attend school (at any level) (UNICEF Afghanistan, 2020). The Afghanistan Living Conditions Survey data (Central Statistics Organisation, 2018) suggests that girls at all ages are less likely to attend school than their male counterparts, and the differential that begins in primary school continues throughout. The difference in percentages of girls and boys who are out of school increases steadily from grades 7 - 14 (MoE and UNICEF Afghanistan, 2018: p. 20). The older the out-of-school girl is, the less likely it is that she will complete her education (UNGEI, 2019).

Grades	Male Students	Female Students
1 - 6	3,797,303	2,513,107
7 - 9	1,145,098	675,972
10 - 12	675,142	330,830
13 - 14	116,510	51,295

Table 1: Gross Enrolment Ratio (Education Management Information System, 2018)

The 2018 Education Sector Review (Ministry of Education, 2019) reports substantial progress in education reform and rehabilitation over a 15 - year period. The number of children in school has risen by almost 9 times to more than 9.6 million—of which 38% are girls— and the number of education centres has increased from 3,400 in 2001 to 18,073 in 2018 (Ministry of Education, 2019, p. 19). And EMIS data shows 'an increase of 30.3% in enrolled students between 2010 and 2017' (Ministry of Education, 2019, p. 26)—suggesting an increase of approximately 3.8% year on year. The review also highlights an upward trend in gender parity for primary and lower secondary enrolment in government schools.
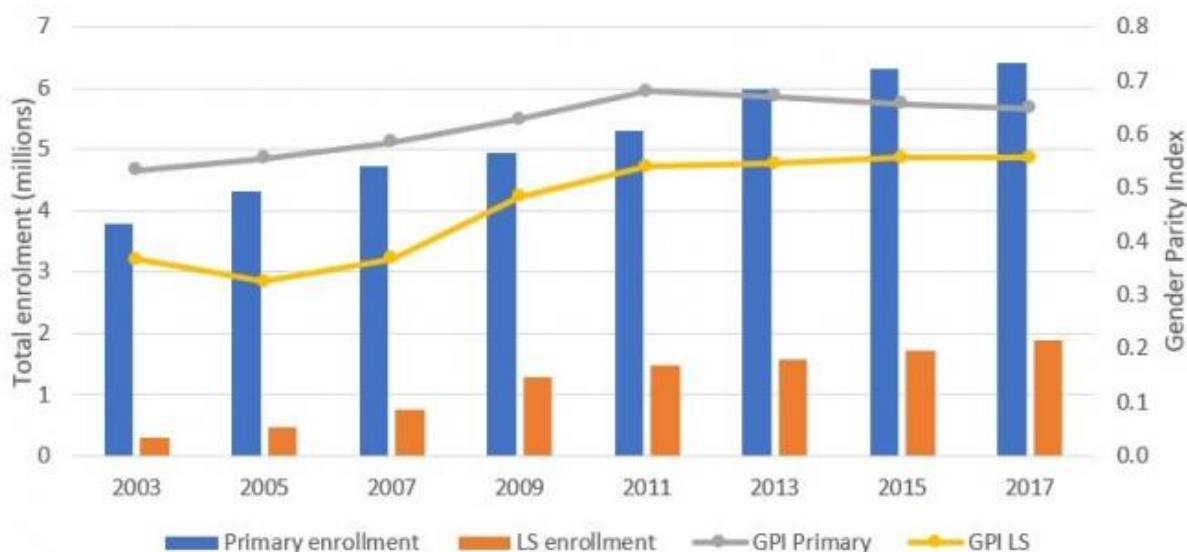
Figure 1: Gender Parity Index (GPI) for primary and lower secondary student enrolment from 2003 - 2017

More recently, Grade 12 pass rates have improved with females scoring better than their male counterparts by 0.13 percentage points (Ministry of Education, 2019, p. 26). Challenges in the sector remain, however. The education sector review reports that 60 - 75% of the 3.7 million out-of-school

children in Afghanistan are girls (Ministry of Education, 2019, p. 9), and UNICEF Afghanistan's Gender Strategy (UNICEF Afghanistan, 2019, p. 4) reports that from an estimated 3.7 million children who are out of school 60% are girls. Table 1 below shows some key indicators for education in Afghanistan.

Indicator	Male	Female	Overall
Net Enrolment Rate	87.0%	57.0%	72.0%
Gross Enrolment Rate	95.7%	62.6%	79.6%
Net Attendance Rate	65.0%	41.0%	53.0%
Gross Attendance Rate	73.0%	47.0%	61.0%

Table 2: Notable indicators for education (including primary, secondary and upper secondary) (Ministry of Education/Education Management Information System: 2018)

These indicators and corresponding issues have been discussed, researched and reported on widely, and multiple reasons have been highlighted as contributing factors (Dunbrack, 2018; Ministry of Education, 2019; Schulze, 2020; Women and Children Legal Research Foundation, 2019; UNICEF UNGEI, 2019). In both the Education Sector Review (Ministry of Education, 2019) and the Girls' Education Strategy (Ministry of Education, 2019), access, continuity and retention have been listed as significant problems that have an impact on girls' education. The challenges for accessing education and participating in learning spaces are influenced by a range of factors which have a day-to-day impact on whether and how long girls will attend school. These include the fear of violence, home or child labour, lack of access to suitable hygiene facilities and socio-cultural viewpoints about girls' education (UNICEF Afghanistan, 2018; UNICEF Afghanistan, 2014). Available evidence to support the strategic need to increase the numbers of female teachers in Afghanistan is compelling (Jantzi et al., 2019; MoE, 2016; MoE, 2014, UNICEF Education SitAn, 2013; UNICEF, 2014; UNICEF, 2019; UNICEF, 2017; and WCLRF, 2019).

Gender norms dictate that more often than not, the male family members are the main decision makers in terms of whether girls in Afghanistan continue their education. An analysis of the challenges to girls' access to education found that 64% of girls who participated in the study indicated that they were forced by male family members to leave school and 'at least 40% of parents of girls who were out of school indicated that the decisions were made by the fathers of their children' (Women and Children Legal Research Foundation, 2019, p. 34). These gender norms are fuelled by a perception that higher education for females is unnecessary and this perception leads to a low demand for higher education for girls (Women and Children Legal Research Foundation, 2019, p. 29).

Poverty has also been noted as a deterrent to girls' access to education or participation in schooling. However, recent attendance data for adolescent girls across Afghanistan has shown that 'some of the provinces with the *highest* net attendance rates for girls are also amongst those with the *highest* poverty rates and also some provinces with the *lowest* poverty rates are amongst those with the *lowest* net attendance rates ' (UNGEI, 2019, p. 5). This means that there are factors—other than poverty—which are impeding girls' access to education. One of these factors is the lack of female teachers possibly as a result

of gender norms, a lack of capacity development and security concerns. For instance, the lack of female teachers affects girls access to education and participation in learning spaces because, in the traditional Afghan society, parents are not comfortable with their girls being taught by a male teacher (James, 2020; Shayan, 2015).

1.1.3 Shortage of Female Teachers

Gender inequality in Afghanistan's education sector is further reflected in the presence or absence of female teachers. The shortage of female teachers in rural and hard-to-reach areas is mainly due to a growing proportion of trained teachers avoiding insecure areas, and also because the current salary level is not attractive enough for educated females from the cities to meet the living expenses in a new location (UNICEF Afghanistan, 2014, p. 9). The shortage of teachers—particularly female teachers—has been identified as a major bottleneck for access, attendance and retention of girls in learning spaces. Rural areas are most affected by the shortfall of female teachers with some provinces having less than 5% of female teachers and half of the districts having no female teachers at all (UNICEF Afghanistan, 2014).
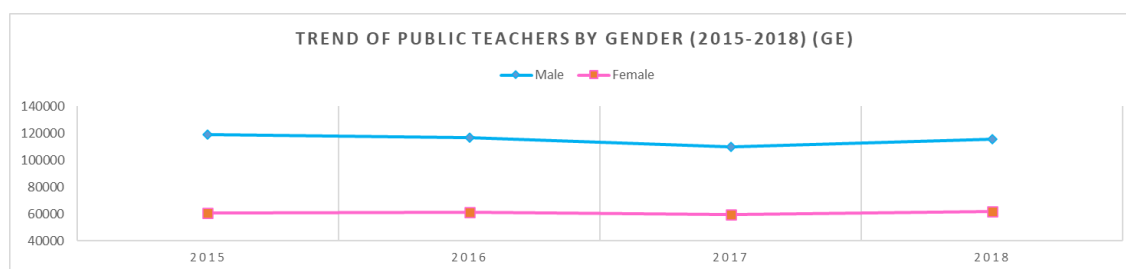
Graph 5: Trends of public teachers by gender (EMIS/MoE: 2018)

In recent years, the number of female teachers has increased but it is still low. A situation analysis on challenges and opportunities for girls' access to education in Afghanistan reported that only 32% of teachers—and 17% of primary school teachers—are female (Women and Children Legal Research Foundation, 2019).. Data from subsequent years shows that the percentage of female teachers increased slightly to 33% (UNICEF Afghanistan, 2017) and to 36% in 2018 (UNESCO Institute for Statistics, 2019). Despite the gaps in data, available information suggests an upward trajectory overall between 2000 - 2018.
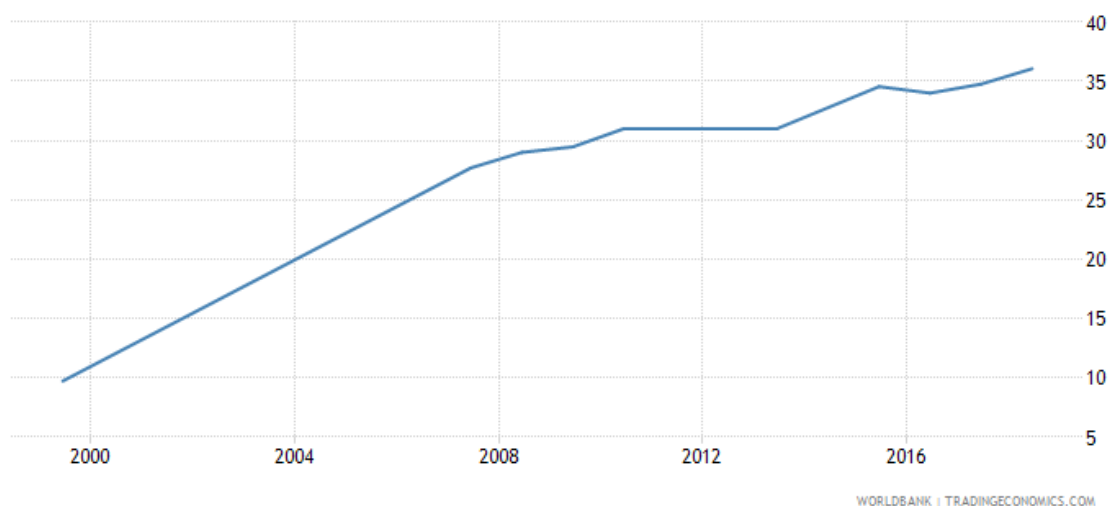
Graph 6: Female primary school teachers in Afghanistan as a percentage of total primary education teachers including full-time and part-time teachers

(Source: https://tradingeconomics.com/afghanistan/primary-education-teachers-percent-female-wb-data.html)

The comparatively small number and percentage of female teachers in remote areas has consequences but it also has causes. Cultural issues have been identified earlier in the report but there are other constraints which are part of living within a fragile environment. The education sector review (Ministry of Education, 2019) drew attention to the differences in female teacher presence between provinces as well as urban and rural areas. The differences in female teacher presence in rural and urban areas—which range from 1.8% to 74%— have been attributed to security issues and proximity of front lines. This makes it difficult to deploy qualified teachers to rural areas and also for girls to attend school. The constant fear for personal safety and the resultant lack of provision of quality education because of the limited numbers and capacity of female teachers means that an unfortunate cycle is created.

1.2 Girls Access through Teacher Education (GATE) Programme Overview
UNICEF has been providing financial and technical support to MoE's Teacher Education Directorate (TED) through the GATE Programme to complement to the government's initiatives and to develop a sustainable strategy for increasing female teachers in rural areas, which will in turn improve girls' access and retention to education in rural areas. The GATE Programme is implemented by UNICEF ACO with the MoE as the key implementing partner. Practically, the programme is implemented by the TED at provincial and district levels through the PED and the DED (as primary duty bearers) and participating Teacher Training Colleges (TTC) (as secondary duty bearers). The TED provides management and programme monitoring support, while the TTCs provide the lecturers and the actual classes in which the scholarship recipients are trained.The roles and responsibilities of the key stakeholders are outlined in the table below.

Duty Bearers	Role
MoE through TED	Fulfill the obligation of the Government of Afghanistan to provide education by providing an enabling environment for the GATE Programme to be implemented
UNICEF	Provide funding support to the MoE to implement the GATE Programme and facilitate capacity building for TTCs
PED and DED	Fulfill their obligation as managers of teacher training in Afghanistan, and provide management and support supervision to the GATE Programme at provincial and district levels
TTCs	Fulfill their obligation as providers of teacher training for the Government of Afghanistan, and provide the lecturers and the actual classrooms in which GATE Programme scholarship recipients are trained
Community Members	Fulfill their obligation to provide an enabling environment for the GATE Programme scholarship recipients to attend class and for programme graduates to teach at learning centres in their communities
Rights Holders	**Role**
Female scholarship recipients	Exercise their right to access and participate in the teacher training and support provided by the GATE Programme

1.2.1 GATE Programme Components
The GATE Programme provides an opportunity for females to train as teachers through a supported scholarship scheme, and the scholarship recipients are drawn from provinces with the lowest numbers and percentages of female teachers and low enrolment rates for girls. The programme provides a two-year scholarship on a teacher training programme for females, including those who are already teachers but did not attain the expected Grade 14 (UNICEF Afghanistan, 2014) to make progress. The training is a full time course and follows the semester system which is in place in all TTCs in Afghanistan. There are two semesters in an academic year—which is 9 months—with winter and summer breaks in-between hot and cold climate provinces. The GATE Programme students are taught as a distinct cohort and follow the same curriculum as other government TTCs. The scholarship recipients are supported by mentors and lecturers who receive training (as part of the programme) around mentoring, responsive teaching and coaching skills, gender issues, professional roles and responsibilities (UNICEF Afghanistan, 2014).

Between 2015 - 2020, the programme was implemented in 17 of Afghanistan's 34 provinces— Badghis, Bamyan, Daykundi, Farah, Ghazni, Ghor, Helmand, Kandahar, Khost, Kunar, Laghman, Nangarhar, Paktia, Paktika, Urozgan, Wardak and Zabul —and provided scholarships to 2,210 females.
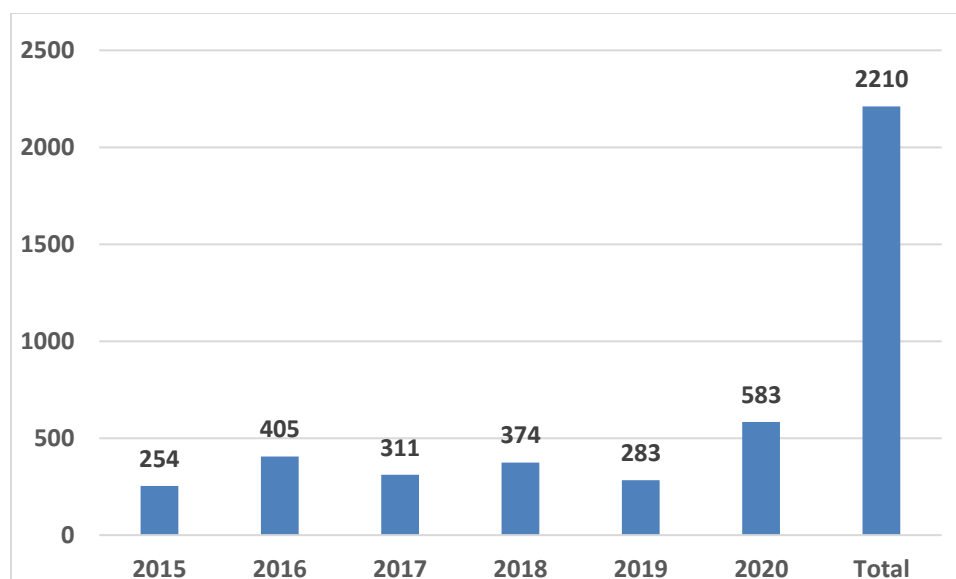
Graph 7: Total student enrolment each year onto the GATE Programme between 2015 - 2020

Figures at the time of the evaluation indicate that 50% of the 2,210 scholarship recipients had graduated (1,105), and 5% (120) of them had dropped out. The programme is ongoing and 45% (985) females were still enrolled in the GATE Scholarship Programme and engaging in their teacher training studies.

The GATE Programme was initially implemented as a standalone initiative between 2014 - 2017, but was subsequently subsumed as part of an integrated programme (UNICEF Afghanistan, 2020, p. 6)— Together in partnership to improve access to quality education for girls in Afghanistan. This re-aligned the GATE Programme within UNICEF ACO's overall girls' education strategy. The programme components, which are central to this evaluation, are drawn from two main projects and their respective outcome components, these being:

PROJECT	PROJECT PERIOD	BUDGET	EXPECTED OUTCOME
Girls' Access through Female Teacher Education (GATE)	January 2014 – December 2017	USD 4,493,556 (Government of the Republic of Korea) USD 10,684 (Other donors)	1,887 females with grade 12 qualifications enrolled in teacher training in Paktika, Khost, Wardak, Bamya, Ghazni, Helman, Zabul, Badghis, Ghor, Nangarhar, Laghman, and Kunar provinces

Together in partnership to improve access to quality education for girls in Afghanistan	December 2017 – November 2019	US$4,000,000 (Government of the Republic of Korea)	Improved access to quality education for girls in Afghanistan

Table 3: Outcome components of projects included in formative evaluation

1.2.2 GATE Theory of Change (ToC)

The GATE Programme Draft ToC (Appendix 1) was developed as a standalone document to show how the programme interventions contribute to a chain of intermediate results and ultimately to the intended outcomes—in this case to increased access to education for girls in Afghanistan, through increased numbers of female teachers, particularly in rural or remote areas. It brings together all components in the individual logic frameworks presented in two separate project proposals (UNICEF, 2014: p. 25; UNICEF, 2017: p. 27) and appears to have been derived from an unstated yet tacit understanding of how the programme works. The table below provides information on the various implementation strategies in the GATE Programme, showing actual output against planned targets for each of these components at the time of this evaluation.

Strategic Activity	Planned Target	Actual Output
Identifying and selecting scholarship recipients, and Providing scholarships and mentors to 1,200 female teachers through outreach TTCs	1,200 scholarship recipients	2,210 scholarship recipients recruited
Providing incentives to 224 lecturers in 12 TTCs and 120 mentors	232 lecturers	232 lecturers
	120 mentors	167 mentors
	12 TTCs	5 TTCs
Building capacity of 224 lecturers in 12 TTCs and 120 mentors	224 lecturers	120 lecturers
	120 mentors	No mentors trained
	12 TTC's	5 TTCs
Establishing a network of GATE graduates to advocate for employment opportunities	No targets set	No data available

Details of the respective GATE Programme implementation strategies included in the ToC are discussed below:

Identifying and selecting scholarship recipients

The Provincial Education Directorate (PED) in the target provinces plays a key role in the selection of students for the scholarship programme. The PED puts together an announcement or notice to introduce

and explain the programme after which interested females go to one of the participating TTCs or to the PED and register their interest.

The pre-service candidates need to apply to be recruited by the PED as contract teachers before they are considered for the scholarship, and the in-service teachers need to be contract teachers with a Grade 12 qualification. The respective TTCs and UNICEF review the list of students selected by PEDs before confirming enrolment onto the programme. The selection criteria for scholarship recipients were underpinned by the following guidelines;

1. **Ideal scenario:** Must be female, must be teaching in a Child-Friendly School (CFS), Community-Based School (CBS), or an Accelerated Learning Centre (ALC), in that order of priority (in the target provinces) at the time of selection, and must be a Grade 12 graduate.

2. **Not ideal but acceptable scenario:** For provinces where it is not possible to identify adequate numbers of females who meet the ideal selection criteria, the applicants have to be Grade 12 female students in the community.

3. **Minimum acceptable scenario:** Where the criteria for the previous scenarios were not met, Grade 10 female graduates could be considered. This group would go through a two-year preparatory programme before enrolling into a TTC on the GATE scholarship programme. During the period under evaluation, 10 students in Urzgan Province were enrolled onto the programme with Grade 10 qualifications in 2017.

Providing scholarships and mentors to 1,200 female teachers through outreach TTCs

At the time of the evaluation, the programme had provided scholarships to 2,210 females. The female student teachers were paid a transport allowance of $60 per month for a period of 9 months each year for two years to attend the teacher training programme, and the funding for these allowances was provided by UNICEF through the MoE. The students attended specific teacher training programmes at respective TTCs as a distinct group outside of the general pool of student teachers.

Providing incentives to 224 lecturers in 12 TTCs and 120 mentors

At the time of the evaluation, 232 teacher training lecturers were part of the GATE programme. These were selected from the provincial or district TTCs and they taught the GATE Programme Students outside the regular TTC programmes. As an incentive, they were paid $150 per month for 10 months each year in which they took part in the programme. Funding for this was provided by UNICEF.

Mentors provide support to the students during the practical aspect of the training programme. The initial plan between 2015 – 2017 was to have 1,000 mentors to provide support to groups of 4 – 5 students each. However, this number was revised to one mentor for 10 students in 2018 because of the available numbers of qualified personnel especially in the remote areas . The total number of mentors participating in the programme at the time of this evaluation was 167. For the in-service teacher training students, the mentors were selected from among the experienced teachers in the schools in which the GATE Scholars are already teaching. For the pre-service students, the mentors were selected from amongst the lecturer

cohort from the TTC at which the GATE Programme Scholars were enrolled. The mentors were paid an allowance of $50 per month for 6 months for overtime and transport between 2015 – 2018, and this was increased to $60 a month for 9 months in 2019. Funding for these allowances was provided by UNICEF.

Building capacity of 224 lecturers in 12 TTCs and 120 mentors
The GATE Programme includes capacity building and support for the lecturers and mentors. This is to enhance specific professional skills and to enable them to support the new in-service and pre-service teachers effectively. The mentors and lecturers were trained in gender-responsive pedagogy and relevant teaching and learning strategies in 2016, at a 3-day workshop. The workshop for lecturers from Paktya, Paktika and Urozgan was conducted in Kabul and it was facilitated by the UNICEF Education Specialist. The workshop for lecturers from Badghis and Ghor was conducted by a group of core trainers from the TED. The training also included focal points from the participating TTCs and the respective PED to enhance their capacity to conduct support supervision and monitoring visits to the GATE Programme. As part of the programme, UNICEF provides the funds to facilitate the monitoring visits.

As part of the GATE Programme the five satellite TTCs in Paktya, Paktika, Badghis, Ghor and Urozgan received computers, projectors and printers to assist with producing and securing teaching materials and for communication. These were procured by UNICEF and supplied to the respective TTCs.

Establishing a network of GATE graduates to advocate for employment opportunities
The GATE Programme aims to set up networks for graduates to advocate for employment opportunities. These networks have been established at class level to support the students with employment opportunities after graduation.

1.3 Programme Alignment

The GATE Programme is set within the overall UNICEF global strategy of Child Friendly Schools (CFS), and it is implemented as part of the multi-sectoral approach to the Girls Education Initiative, with project interventions including WASH, Nutrition and Education seeking to ensure the overall development of girls **(UNICEF Afghanistan, 2020, p. 4)**. The priority given to work on girls' education in Afghanistan, particularly through addressing shortfalls in the number of women in teaching, means that there are notable national and organisational commitments and policies with which the GATE Programme strategically aligns. This section discusses the programme's alignment with UNICEF, Afghanistan national priorities and global education priorities.

1.3.1 Alignment of the GATE Programme with the UNICEF ACO Country Programme

The GATE Programme sits within Outcome 5 of UNICEF's Country Programme Action Plan, 2015 - 2021— 'Girls and boys of school age, especially vulnerable children in deprived provinces and areas, access primary education that is progressively child friendly and demonstrates improved learning outcomes' (UNICEF Afghanistan, 2014, p. 23). It is in alignment with UNICEF ACO's Basic Education and Gender Equality (BEGE) work, and it is relevant to other activities relating to girls' education and working with children who are out of school (UNICEF Afghanistan, 2018). For instance, it complements and supports the transition of girls from the CBS and the ALC to the formal education system by providing additional

qualified female teachers in areas where the lack of female teachers may be a factor in low access and participation rates for girls.

This relevance and alignment of the programme to pre-existing projects and activities was formally represented in a 2017 proposal to improve access to 'quality education for girls in Afghanistan' (UNICEF Afghanistan, 2017). Incorporating the GATE Programme into the 2017 proposal gave a coherence to the work, placing it firmly within UNICEF ACO Education's Theory of Change (UNICEF Afghanistan, 2017). This substantially extended the possible reach and influence of the programme as part of an integrated and coherent approach to girls' education.

1.3.2 Alignment of the GATE Programme with Afghanistan's National Commitments to Gender in Education

There are a number of elements to the national commitment to improving the education of girls and women. A key intervention strategy of the Government of Afghanistan's 5-year National Education Strategic Plan (NESP III) is increasing the availability of female teachers. Within this plan, the MoE plans to recruit about 30,000 new female teachers through the Women's Economic Empowerment (WEE) Programme to contribute to an increase in girls' access to education. As a key partner to the MoE, UNICEF has been providing support through the GATE Programme since 2015. UNICEF's primary implementing partner is the TED of the MoE, together with the TED representation within Provincial Education Directorates (PED) and District Education Directorates (DED).

Other key elements to Afghanistan's commitment to girls' education include the National Policy on Girls' Education (2019), the Teacher Education Policy (2019), and the Girls' Education Strategy (2019).

National Policy on Girls' Education: The most notable and specific national commitment to girls' education is the development of the National Policy on Girls' Education (Ministry of Education, 2019). Key objectives include:
- addressing challenges towards education for women and girls,
- decreasing the gap between boys' and girls' rates of attendance,
- positive discrimination for female teachers and staff of the MoE.

This policy provides the guiding principles for the Girls Education Strategy (Ministry of Education, 2019), and it also identifies barriers and challenges to girls' education. The GATE Programme is a key action to address specific barriers and challenges and addresses key areas outlined in policy.

Girls' Education Strategy : More recently, interventions for girls' education have been incorporated into a broader Girls' Education Strategy with a budgeted action plan for 2020-2021 (UNICEF Afghanistan, 2020; Ministry of Education, 2019). This change identifies girls' education as 'a flagship programme for the Ministry of Education' (UNICEF Afghanistan, 2018, p. 4) This strategy (Ministry of Education, 2019) draws out and develops some of the contextual features which affect girls coming forward to be educated in a school setting and being successful: '*working children, children living with disabilities,..children affected by conflict…since girls are the largest population that is marginalized from education, gender can and does exacerbate these other vulnerabilities*' (Ministry of Education, 2019, p. 4). It cites the low number of female teachers as one of the challenges to securing girls' education and comments positively on the

political will, set out in NESP III, which recognises constraints and supports action for change (Ministry of Education, 2016).

Teacher Education Policy: The Teacher Education Policy (Ministry of Education, 2019) specifically cites the need to encourage and support women into teaching. The policy makes the link between quality teachers and quality student outcomes. It makes clear that effective education leadership is necessary to drive forward expected change and that this leadership would be expected from females and males. This is an important marker as it states that the ambition for women teachers does not stop at professional entry level. The policy also sets out deployment requirements for teachers, noting that this is in line with gender of the school. Exceptionally, a male teacher may be recruited to a teaching post which is intended for a female. This is important as single gender schools and single gender teaching are common in Afghanistan: ensuring that there are sufficient female teachers will have a direct impact on the acceptability of education provision for some families.

The teacher education policy makes a distinction made between minimum qualifications for teachers dependent on locality and age of pupils. This is in line with the intent of the GATE as its focus is on female teachers in remote areas and in supporting them to reach grade 14 (tier II). The minimum qualification for 'big cities' and grades 10-12 is a BA degree, grade 1-3 teachers in 'under developed cities and district townships' can be grade 12 graduates and for grades 4-9 can be grade 14 themselves (Ministry of Education, 2019, p. 33).

1.3.3 Alignment of the GATE Programme with Global Commitments

Education has been guaranteed as a human right in various international agreements, including those that have been ratified by the government of Afghanistan. The GATE Programme aligns particularly well with the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Descrimination against Women (CEDAW), the Sustainable Development Goals (SDGs) and the United Nations Girls Education Initiative (UNGEI) through the Afghanistan Country Office Gender Strategy (UNICEF Afghanistan, 2019).

Convention on the Rights of the Child (CRC) and Convention on the Elimination of All Forms of Descrimination against Women (CEDAW): UNICEF's work on gender equality and the empowerment of girls and women is grounded in the CRC and the CEDAW, and the GATE Programme links the two conventions strongly by strategically tackling access and participation of girls in learning spaces through supporting an increase in the numbers of qualified female teachers available in various provinces. The CEDAW is the most specific and substantive treaty with regard to the normative content and legal obligations of states towards gender equality in education (Women and Children Legal Research Foundation, 2019, p. 7).

Sustainable Development Goals (SDG): UNICEF's Global Strategic Plan (2018 – 2022) is underscored by SDG 4 on Quality Education and SDG 5 on Gender Equality. These SDGs inform UNICEF Afghanistan's education programme outcomes. The MoE's recent comprehensive and ambitious education reform

agenda (Ministry of Education, 2019) aims to deliver education in a more holistic and priority-based approach to accommodate the SDG Targets 4 and 5. The GATE programme is strategically placed within 3 of the 8 the key elements within this agenda, these being;

- Decentralisation and a higher involvement of local community and civil society in the supervision and implementation of educational service delivery,

- A more equitable and inclusive education provision,

- Increased civil society participation in supervision and management of education service delivery at school level, as well as in the recruitment of teachers.

United Nations Girls Education Initiative (UNGEI): Afghanistan's education equity profile for girls (UNGEI, 2019) underpins all the GATE programme components. With a very high but declining fertility rate and a very young population, Afghanistan's demographic profile depicts the classical population pyramid. This situation is set to change as Afghanistan enters a demographic transition that will result in 'a steady reduction in birth rates and a steady increase in the working age population leading to an economic window of opportunity' (UNGEI, 2019, p. 3). Therefore, the GATE Programme is timely as it places girls and women in an advantageous position through the investments in their education to prepare for the 'adolescent bulge' entering the labour market in coming years, and essentially contributing to unlocking Afghanistan's extra growth potential.

1.4 Formative Evaluation of the GATE Programme
1.4.1 Purpose of the Evaluation
This formative evaluation serves the mutually reinforcing purposes of both accountability and learning, to inform strategic decision making. It looks at the GATE Programme to explore the possibilities of improving and/or strengthening the programme (UNICEF Afghanistan, 2020). Broadly, it aims to;
- finetune the programme model by clarifying key elements and linkages from inputs to activities, and processes to outputs, outcomes and impacts.
- identify issues that have arisen during implementation and offer recommendations for adjustments based on feedback from programme beneficiaries and stakeholders.
- determine efficacy and effectiveness by providing an assessment of whether desired outcomes are being achieved—or likely to be achieved.

Accountability: UNICEF and the MoE— as the primary users of the evaluation findings — will be guided by the evaluation to assess and report on the programme's performance and results that have been achieved so far. This will include both intended and unintended results or achievements which may provide valuable information and recommendations for programme design, implementation and possibly scale up. The evaluation will inform and support discussions with funders to ensure that programme implementation is in line with intended objectives and desired results.

Learning: The evaluation will use evidence to show the reasons why applicable results have been achieved by the programme, and will derive good practices and lessons learned to inform strategic decision making for the improvements in girls education in Afghanistan. The evaluation may also be used by other key stakeholders and implementing partners—including the Local Education Group (LEG)—as an independent platform for them to contribute towards programme design and implementation through their experiences, thoughts and recommendations.

1.4.2 Objectives of the Evaluation

This formative evaluation focused on five main objectives as outlined in the ToR (attached as Appendix 2), these being :

- Assess programme process (ie. The way in which the programme is implemented),
- Evaluate programme performance based on coherence, relevance, effectiveness, efficiency and sustainability,
- Identify gaps along the results chain and make recommendations for scale up,
- Review existing Theory of Change, and
- Assess the extent to which cross-cutting issues (gender, equity, human rights) are integrated into the programme (UNICEF Afghanistan, 2020, p. 5).

During the inception stage, some changes were made to the ToR based on the availability of relevant data and information. The changes included the extent to which some of the evaluation criteria and questions were to be explored in the evaluation such as the cost sustainability aspects of the programme and programme's cross-cutting and integrated aspects such as nutrition and water, sanitation and hygiene (WASH) interventions.

1.4.3 Scope of the Evaluation

The evaluation focused on the GATE Programme implementation between 2015 – 2019. The selection of study sites, participants/stakeholders and documentation were based on a purposive sampling strategy for all levels. The sites were selected based on feedback and information received during the elaboration of the inception report and in consultation with UNICEF and the MoE stakeholders with knowledge and familiarity with the GATE Programme and the context. Two main criteria were used in selecting participating sites and sources of information, these being:

- The richness of information (Are the respondents sufficiently familiar with the programme to provide insights, and are the documents relevant to the GATE Programme?)
- Accessibility (Can the stakeholders or sources of information be accessed by the evaluation team safely and without reprisals?)

The data collection for the evaluation took place in 7 provinces— Badghis, Helmand, Khost, Laghman, Nangarhar, Paktya, and Wardak— which were selected by UNICEF based on the presence of programme graduates and the high number of active GATE students.

1.5 Structure of the Report

After this introduction, Section 2 presents our evaluation design. This includes our evaluation framework, questions, methodology including research considerations, limitations, and our ethical considerations. Sections 3 presents our evaluation findings in line with the evaluation objectives, and Section 4 presents the evaluationconclusions.in line with the OECD DAC criteria focusing on relevance, coherence, effectiveness, efficiency, and sustainability, and incorporating gender, equity and human rights as outlined in the ToR. Section 5 highlights the lessons learned and Section 6 presents the evaluation recommendations.

2.0 EVALUATION DESIGN

The evaluation strategy for this evaluation is guided by Stake, who defines an evaluation as the pursuit of knowledge about value (2004: 16)[6]. It uses Stake's (1975) responsive approach to evaluation, which places particular emphasis on *the importance of personalizing and humanizing the evaluation process* (Patton, 2015: 207)[7].

Because it is a Formative Evaluation[8], and in line with the OECD principle of contextualising the evaluation, it is strategically aligned with the Culturally Responsive Evaluation Framework (Refer to Figure 2). This puts the local and cultural contexts of Afghanistan at the centre of the study and includes the meaningful engagement of programme teams and programme beneficiaries. The nine steps in this framework visually highlight the practical aspects of the Evaluation Team's strategy, and gives a step by step guide to how the evaluation proceeded.

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[6] Stake, E. Robert. (2004). Standards Based and Responsive Evaluation. USA: Sage

[7] Patton, Quinn Michael. (2015). Qualitative Research and Evaluation Methods: Integrating Theory and Practice. Thousand Oaks CA: Sage Publications

[8] Formative evaluations focus on ways of improving and enhancing programmes and innovations, getting them stabilised, standardaised and ready for a summative evaluation (Patton, 2011, p. 207)
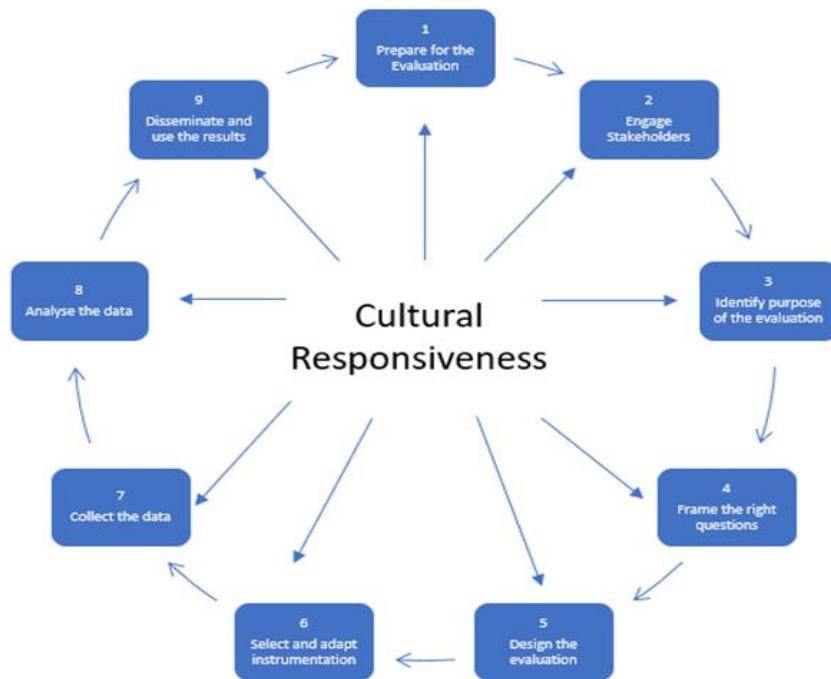
Figure 2: Culturally Responsive Evaluation Framework (Frierson, Hood and Hughes, 2010; and Hopson, 2009 as cited in Bledsoe and Donaldson, 2015: p. 9)

Data analysis began at inception stage with the development of an analytical framework which underpins data processing and analysis for both quantitative and qualitative data. The starting point for constructing the initial template was the evaluation TOR—the set of question areas, probes and points that the evaluation seeks to explore. This guided and focused the evaluation to certain data while increasing consistency and reliability during the coding process.

As the commissioner of the evaluation, UNICEF ACO developed the ToR together with key stakeholders to identify the purpose of the evaluation, which was further enhanced with the Evaluation Reference Group and the Evaluation Team during the inception stage. The Evaluation Team worked together with the ERG to finalise the design, and also to select and adapt the data collection instruments. The programme beneficiaries were engaged through a pilot of the evaluation tools. This exercise provided useful feedback which was used in the development of the data collection tools. The Evaluation Team collected and analysed the data, and the findings were disseminated by UNICEF.

2.1 Evaluation Questions
The questions and their corresponding sub-questions in the ToR (UNICEF Afghanistan, 2020) aimed to respond to the overall objectives of the evaluation (Refer to section 1.4), and sought to respond to two overarching dimensions:

- Assess progress of the programme in relation to increasing female teacher presence in hard to reach areas, girls participation in learning spaces and retention; and

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- Identify gaps along the results chain and recommend remedies to inform scale up of the programme

The evaluation questions adopted the OECD DAC Evaluation Criteria to disaggregate these questions to address the GATE Programme's coherence, relevance, efficiency, effectiveness and sustainability. In addition to the adapted DAC criteria, the evaluation also focused on gender, human rights, and equity. The evaluation tools were developed and finalized at inception stage, based on the evaluation questions, available information from programme documents and liaisons with key stakeholders including the ERG. A key change to the ToR during the inception stage was the revision of the sustainability criteria—the evaluation team and the ERG excluded the cost component of the programme.

Table 4 below provides an overview of the key questions as described in the ToR, and a detailed matrix with all evaluation questions is available in Appendix 3. The Evaluation Matrix gives a detailed description of the categories, key questions, indicators and data sources that were used to collect and analyse data. Additionally, this matrix was the basis for the analytical framework used in the evaluation, and served as the foundation of the evaluation process. Cumulatively, the evidence available for each question and the corresponding indicators provided responses to the respective evaluation questions and objectives.

GENERAL QUESTION/CRITERIA	ToR SUB QUESTIONS
Assess programme performance in relation to increasing female teacher presence in hard-to-reach areas and girls' participation in learning spaces	• Does the GATE Programme have the potential to increase the number of female teachers in hard-to-reach areas? • Does the GATE Programme have the potential to contribute to increased access and participation of girls in learning spaces?
Relevance: Assess the programme's alignment with identified/existing issues	• Does the programme's ToC reflect the broader national education policy priorities in Afghanistan? • Is the existing ToC well conceptualised? • Is the current programme design suitable to tackle the key challenges faced by girls and female students (including students with disability) in the country, especially in the targeted provinces? • Did UNICEF, in its programme development, identify the needs and priorities of the girls/communities experiencing the greatest exclusion or inequality, through needs assessments and participatory consultations? • To what extent is the programme guided by relevant theories and appropriate strategies? • Is there any evidence that has been produced to inform GATE programming and approach? • How can the GATE Programme objectives, approaches be most relevant and adapted to the country context for scale up?

Coherence: Assess extent to which the programme complements broader stakeholder priorities	• Does the programme theory of change reflect the broader national education policy priorities i.e. girl's education policy, teacher policy and NESPIII, etc. • Are the various programme interventions complementary and harmonized with those of other relevant stakeholders including donor agencies, other UN agencies, NGOs, government education departments at central, provincial and district levels, etc.
Efficiency: Assess implementation and management	• To what extent are the resources (financial and human) allocated to the GATE Programme appropriate to support the implementation of strategies and the achievement of the expected results? • Could the same or better results could have been achieved using different strategies?
Effectiveness: Assess programme achievements against targets	• How does the available evidence highlight what works and what does not in the GATE Programme in Afghanistan? How effective is it? • Did the GATE Programme contribute to progress towards the achievement of children's rights, especially girls, their empowerment and greater gender equality? How? • Did the intervention contribute to the reduction of inequalities and exclusion especially for marginalized in hard to reach areas? • Have communities and community leaders increased their awareness on the importance of education especially for the girl child and the presence of female teachers in their communities? • How has the Government positioned itself to increase the numbers of qualified and competent female teachers in the education sector?
Sustainability: Acceptance by communities and employment opportunities of graduates	• How sustainable is the GATE Programme in terms of acceptance by communities and employment opportunities of the GATE graduates into government payroll and other private ventures? • What mechanisms and policies exist that will sustain the programme initiatives?

Table 4: Focus of Questions in ToR

2.2 Evaluation Methodology

The evaluation questions were addressed using a mixed-methods approach to limit potential biases and also to consolidate the findings from qualitative and quantitative evidence gathered from multiple sources including surveys, key informant interviews and focus group discussions. The research design ensured that diverse perspectives were included through the KII's and FGDs, and that participation from different groups of stakeholders was promoted. An integrated mixed-methods analysis was used to cover the breadth and depth of the evaluation in a comprehensive and rigorous manner.

This section provides details of our approach to collecting and analysing the primary data, and how we made use of existing data to contextualise and support the primary research findings.

2.2.1 Sampling: Research Sites and Respondents

As suggested in the ToR, seven provinces were purposively selected by UNICEF—Badghis, Helmand, Khost, Laghman, Nangarhar, Paktya, and Wardak—on the basis of them having high numbers of GATE Programme active students and graduates.

Research Sites: Research sites within each of these provinces were purposively selected and finalised in consultation and coordination with UNICEF and the MoE, and was based on a range of factors including the setting (i.e. urban or rural), security, accessibility, and the number of respondents in each area. The selection of TTCs was based on the presence of scholarship recipients and lecturers or mentors who have been trained as part of the GATE Programme. The selection of schools was based on the presence of scholarship graduate teachers and mentors participating in the programme.

Respondents: Respondents were selected randomly and purposively (depending on the data collection instrument) from samples of 1,216 scholarship recipients, 63 TTCs and 78[9] schools/learning spaces—based on their participation in the GATE Programme either as direct or indirect beneficiaries or programme implementers.

Province	Scholarship Recipients Sampling Frame	Scholarship Recipient Participants	TTCs Sampling Frame	Participating TTCs	Schools/Learning Spaces Sampling Frame	Participating Schools/Learning Spaces
Wardak	73	40	9	0	16	3
Paktia	316	50	11	1	8	1
Laghman	103	55	6	1	11	1
Helmand	251	50	5	1	7	4
Nangarhar	100	50	17	1	22	3
Badghis	269	50	4	1	9	2
Khost	104	51	11	1	5	1
TOTAL	**1,216**	**346**	**63**	**6**	**78**	**15**

Table 5: GATE Evaluation Sampling Frame

2.2.2 Evaluation Methods and Tools

As the focus of the assignment was to collect valuable and in-depth information, the following data collection tools (Refer to Appendix 4)—which were piloted and tested to ensure suitability and appropriateness to the local context —were used.

Primary Data Collection

Survey

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[9] Some GATE Programme TTCs are based in schools/learning spaces

A standard survey questionnaire was administered to a total of 350 of the female students and graduates of the programme as an exploratory exercise. The survey data was used to summarise basic features of the programme, assess the Theory of Change (ToC), describe characteristics of the project population and measure progress on the achievement of programme outcomes. The questionnaire comprised both closed and open-ended questions to capture the programme's key thematic areas, and was administered by the Evaluation Team's research assistants. The surveys took place at the respondents' homes, schools, mosques and TTCs.

Respondents were selected using systematic random sampling and comprised 25 current students and 25 graduates in each of the 7 provinces. The sample size was based on Krecjie and Morgan's equation[10] to ensure a low margin of error of +/- 4.56 and a confidence level of 95%.

Key Informant Interviews – Semi-structured
Key informant interviews (KIIs) were administered to elicit information at individual level around the key evaluation questions. Purposive sampling from the lists of students, graduates, mentors and lecturers that had been provided were used to select participants for the KIIs.

Respondents included the following direct programme beneficiaries;
1. <u>Current scholarship beneficiaries in training</u>: This was to explore the programme outputs, strategy and performance with scholarship recipients as direct beneficiaries of the GATE Programme in terms of usefulness, relevance and effectiveness.
2. <u>Past scholarship beneficiaries who have completed training and are currently teachi</u>ng: This was to explore the programme outputs, strategy and performance with scholarship recipients as direct beneficiaries of the GATE Programme, and to particularly explore issues around employment prospects after graduation, practical experience working as a teacher and to gauge progress in the overall outcomes of the GATE Programme.
3. <u>Past scholarship beneficiaries who have completed training but are not currently teaching</u>: This was to explore the programme outputs, strategy and performance with scholarship recipients as direct beneficiaries of the GATE Programme, and to particularly explore issues around employment prospects after graduation to gauge progress in the overall outcomes of the GATE Programme.
4. <u>Mentors who are currently supporting scholarship beneficiaries</u>: This was to explore the mentorship aspect of the GATE Programme in terms of strategy and performance in terms of relevance and usefulness.

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$$S = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

Where S = required sample size, **X²** = the table value of chi-square 1 degree of freedom for desired confidence level, and N = size of the population

5. <u>Lecturers who are currently training and supporting scholarship beneficiaries</u>: This was to gain insight into the environment within which the scholarship recipients are being trained or taught, and also to explore the performance of the capacity building aspect of the GATE Programme.

Respondents included the following indirect programme beneficiaries;
6. <u>Headteachers in schools where programme graduates are teaching</u>: This was to gain insight into the environment within which the scholarship graduates are working on completion of their training and explore their working environment as a factor in numbers of female teachers in schools.
7. <u>Teachers who are working with programme graduates</u>: This was to gain insight into the environment within which the scholarship graduates are working on completion of their training, and explore the environment as a factor in numbers of female teachers in schools.
8. <u>Key stakeholders who are working on the programme</u>. These were selected purposively and included UNICEF staff, the District Education Directorates and Provincial Education Directorates. The purpose of these interviews was to gain insight into the practical aspects of programme performance and the environment in which the programme is being implemented.

RESPONDENTS	NUMBER PER GROUP	TOTAL
Female students in colleges	5 (per province)	35
Female graduates who are currently teaching	5 (per province)	35
Female students who are not currently teaching	5 (per province)	35
Mentors	5 (per province)	35
Lecturers	5 (per province)	35
Headteacher and teachers in 10 schools where female graduates are teaching	10 headteachers 20 teachers (two per school)	30
Key stakeholders	7 Provincial Education Directorate (PED) 7 District Education Directorate (DED) 7 UNICEF Staff	21

Table 6: KII Respondents

Focus Group Discussions (FGDs)
Focus group discussions were conducted with female students, female graduates who are currently teaching, School Management Shuras (SMS) and pupils who are being taught by the female graduates.

1. <u>Female students and graduates</u>: The purpose was to elicit joint meaning and understanding of the GATE Programme from beneficiary groups, and to triangulate information around programme strategy and performance with information emerging from the KIIs and the survey.
2. <u>SMS</u>: The purpose was to gauge the level of community acceptance and engagement with the aims and objectives of the programme.
3. <u>Pupils being taught by GATE Programme graduates</u>: The aim was to assess relevance and usefulness of the programme, while also exploring performance and progress towards

programme outcomes. Participants were randomly selected from classes being taught by GATE Programme graduates and FGDs were separated by gender.

RESPONDENTS	NUMBER PER PROVINCE	TOTAL
Female students in colleges	One FDG per province	7 FGDs
Female graduates who are currently teaching	One FDG per province	7 FGDs
School Management Shura	One FGD per province	7 FGDs
If possible, pupils of female graduates teaching in schools	Up to 6 schools (3 female and 3 male)	6 FGDs

Table 7: FGD Respondent groups

Stories of transformation

Individual GATE Programme scholarship recipients and lecturers were also selected and interviewed from each province (up to 7) to explore programme contribution at individual level. In depth interviews were undertaken to understand their personal stories of transformation attributed to the programme.

Direct Observation

Additional data was collected using direct observation of a lesson being attended by scholarship recipients in 6 TTCs in Khost, Laghman, Helmand, Nangarhar, Badghis and Paktya, and were conducted using observation checklists. The purpose of this exercise was to gain insight into the environment within which the students are being taught and the interactions that occur within the students' learning environment. This was also a useful means of triangulation of data from the KIIs and/or FGDs.

Secondary Data Collection

Document Review

A review of relevant documents was used to provide general descriptions, theoretical constructs, understandings and definitions of key aspects of the GATE Programme. It also provided information on programme processes and how they came in to being. The Evaluation Team requested documents from UNICEF's Programme Team including programme reports, evaluation documents, implementation documents, monitoring documents, funding proposals, etc. The Evaluation Team also searched for documents on accessible institutional databases (that contained documents that had been used in design and support of girls' education particularly for Afghanistan) using key words. The search was delimited by looking at documents that were only relevant to gender in education and female teacher training.

2.2.3 Research Considerations

The evaluation team consisted of two international consultants and a national consultant/project manager based within a local consulting company in Kabul—ATR Consulting—to assist with mobilisation for the evaluation and to help administer data collection tools in order to mitigate the language barriers

and logistical challenges, especially that travel restrictions were in place because of the COVID-19 pandemic.

Quality Assurance

The evaluation team was mindful of the strengths as well as potential challenges associated with conducting social research in general, and administering KIIs and FGDs in particular. The team constantly assessed the importance of positionality in the research by strategically focusing on cultural responsiveness (Refer to Figure 2), using a robust Quality Assurance (QA) process and triangulation of data during analysis.

Quality assurance began at the outset of the project with the establishment of effective working relationships and co-operation between EADS, ATR and UNICEF staff. The data collection tools were piloted during the inception stage (11 - 12 October, 2020) in order to validate their fitness for purpose and their practical application in the field. The testing was done in Nangahar Province and the activity contributed to the development of the data collection tools and of the digital platform—SurveyCTO—for data management. The revised tools were then tested again after ethical approval was given (14 – 17 February, 2021) to refine the tools and the digital platform for data management.

As part of the quality assurance process, particular attention was paid to the following:

- Identifying and gaining access to the most appropriate informants, drawing on the team's understanding of the programme's implementation processes from the documents reviewed and meetings/discussions with key stakeholders;
- Selecting an appropriate range of data collection tools and respondents to ensure key and divergent views are captured and findings sufficiently triangulated;
- Use of a data management platform that incorporated automatic control checks on the data entered in real time to detect any patterns of errors and address them relatively quickly;
- Application of semi-structured interview guidelines to ensure systematic data collection and optimal use of time, while allowing for new emerging findings;
- Recruiting and selecting enumerators and interviewers who had experience in administering the evaluation tools in the target provinces, and also training and familarising them with the tools for this particular evaluation before the data collection exercise;
- Adherence to all ethical considerations and appropriate personal conduct during the data collection process (see also Section 2.6 on ethical issues).

Methodological rigour in this research was not achieved through statistical inferences, but rather through a 'systematic and self-conscious research design, data collection, interpretation and communication' (Mays & Pope, 1995, p. 2). This evaluation was guided by a number of key considerations:
- A clear sampling strategy was developed that explained the justification for the identification of research sites, key informants, and individuals for FGDs, highlighting any limitations. These were carried out in consultation with key stakeholders, including the MoE and UNICEF.

- Each field researcher was required to report daily to their respective supervisors through phone and/or short messages summarising activities, observations, remarks and difficulties encountered. The supervisors then inputted this data daily into the web-based interface so it could be available to the interface users in Kabul. This allowed the Team Leaders and the Project Manager to address any issues arising and investigate and respond to them.
- The research teams in Kabul transcribed all the qualitative data after the fieldwork.

The evaluation team also carried out a comprehensive peer review process including internal and external reviewers during design, implementation, analysis, and report production.

Gender, Equity and Human Rights

Gender, equity and human rights are at the core of the GATE Programme and are therefore integrated into the over-arching evaluation criteria.

Our evaluation team comprised two females and one male on the core team, including specialist skills in girls' education. Similarly, three of the four field researchers in each province were female. Considering that the GATE Programme primarily targets females, and taking the socio-cultural norms of Afghanistan into consideration, the evaluation team felt that this gender composition would be better suited to our field work. Given that all scholarship recipients are female, most of the respondents in this evaluation were female and would respond better to female data collectors in the KIIs, FGDs or surveys. The male research assistants conducted KIIs with government officials including the PED, DEO, Head Teachers and Mentors in each province. They also conducted the FGDs with the School Management Shuras (SMS) as the composition tends to be mostly male dominant. As such, our process as well as our findings have been formulated to account for existing gender issues.

In terms of the human rights perspective, this evaluation identified and referred to the SDGs as a key feature of the evaluation and in the analysis. The SDGs present gender equality as a cross-cutting human rights issue. SDG 4 seeks to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all, thereby identifying access to education and participation in education as universal human rights. SDG 5 seeks to achieve gender equality and to empower all women and girls. These international instruments are at the core of the subject of this evaluation and within them, human righst were a key thread running through the process.

Where possible and relevant, the evaluation tried to disaggregate the data and present the findings from the analysis that accounted for gender and equity. This is discussed in the forthcoming chapters.

2.2.4 Data Collection

The international consultants liaised with Kabul level stakeholders, reviewed the pre-existing documentation, and analysed the UNICEF GATE Programme Database. They also interviewed stakeholders outside UNICEF and the MoE who had an interest in the provision of programmes or projects focusing on gender in education including the World Bank and the German Agency for Technical Cooperation (Gesellschaft für Internationale Zusammenarbeit - GIZ).

The national consultant (Evaluation Project Manager) and the local consulting company provided insights and local perspectives to the processs, and worked with district based field researchers and enumerators who were able to speak the respective languages in the target provinces and were able to travel to the targeted sites without excessive security concerns. The Field Team Leaders were trained from 15 – 17 February and the field researchers were trained from 16 – 20 March by the Evaluation Project Manager in Kabul and the Evaluation Team Lead (who joined the training remotely) prior to the fieldwork in rigorous and interactive training sessions. Both groups were trained on general methods and best practices of data collection, research ethics and consent, the purpose of this evaluation, the specific research questions, and the relevant research tools. During the training, in-field piloting was also conducted to ensure that researchers were familiarised with the tools and that they were adequately prepared for data collection. The pilot session with the field team leaders was also used to finalise our research tools.The teams from each of the seven provinces comprised 3 females and 1 male (Refer to Table 8 below), and were supervised by Field Team Leaders and Quality Assurance Assistants (Refer to Appendix 5: Evaluation Team Organogram).

Enumerator	Survey	KIIs	FGDs	Observation
Female 1	50 surveys in each province with current students and graduates			
Female 2		Female students in colleges	Female students in colleges	
		Female graduates who are currently teaching	Female graduates	
		College Lecturers		
		Mentors	Teachers where female graduates are teaching	
Female 3		Teachers where Graduates are teaching		
		Female students in colleges	Pupils being taught by GATE graduates	
		Female graduates who are not currently teaching		
		College Lecturers		Class observation
Male		UNICEF		
		PED		
		DED		
		Head Teachers	SMS	

Table 8: Field Researchers

The research teams ensured that data was gathered with due regard to principles of ethical research such as confidentiality, anonymity, and informed consent. These tenets are discussed in detail in Section 2.6. Together with the national consultant, the trained teams of researchers and enumerators carried out the data collection exercise in the seven provinces. The sites visited during the evaluation and the Evaluation Mission Schedule are detailed in Appendix 6. In total, 577 persons were interviewed either individually or in groups during the inception and data collection stages, and included 346 surveys, 221 key informant interviews and 27 FGDs.

2.3 Data Analysis
2.3.1 Emergent Themes
Because the evaluation did not focus on a singular intervention, the data analysis consolidated and presented the data in three themes that emerged during the inception stage. These themes incorporated all the questions from the TOR into three groups of central topics that would be useful for key stakeholders:

- **Programme Outputs** (in terms of programme processes, strategic activities undertaken within the programme, integration of cross-cutting issues such as gender, equity, human rights)
- **Programme Strategy** (including the ToC/the results chain, coherence and relevance)
- **Programme Performance** (including efficiency, effectiveness and sustainability)

The themes were developed reflectively from practical deliberation and consideration of the information pooled from initial meetings, key informant interviews with key stakeholders including UNICEF programme staff and representation of the MoE by the Directorate of Teacher Education, and also a comprehensive review of relevant programme documents[11].

2.3.2 Analytical Framework
In addition to framing the analysis and discussions within these themes, they also provided the basis on which the template of analysis was developed from the Evaluation Matrix (Refer to Appendix 3). All data was triangulated and analysed using this framework.

The qualitative data was transcribed, coded and compiled into the analysis template. The quantitative data was analysed for descriptive statistics using STATA, and the data was extracted onto an excel spreadsheet for response analysis. The qualitative data was included in the template for analysis which was structured to respond to the evaluation matrix categories and questions.

The evaluation team employed the 6 steps of template analysis (King, 2004) to analyse the qualitative data and triangulate it to generate findings. A summary of the steps involved is given below:

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[11] Refer to Appendix 3: Documents reviewed

- Defining a priori themes, categories (from the key objectives and criteria outlined in the ToR) and codes (indicators): This was based on the ToR, initial meetings with key stakeholders and a review of key programme documents
- Analysing the qualitative data and transcribing the KIIs and FGDs
- Carrying out initial coding of data by applying a priori codes (indicators) where appropriate. If there was no relevant theme, existing themes were modified, or new ones developed
- Producing the initial template with finalised themes, categories and codes
- Applying the template to the full data set
- Using the 'final' template for interpreting and writing up findings together with the quantitative data

Conclusions were constructed through iterative triangulation using information from all data collection sources.

2.4 Limitations
2.4.1 Study Limitations
In general, the evaluation process was able to keep to the intended plan and methodology and the evaluation team is confident in the robustness of the identified results. The evaluation benefitted from the existence of significant programme documentation including the UNICEF GATE Programme Database. However, there were some key gaps in available information and data, including an absence of programme monitoring documents.

Although care was taken in the selection of the evaluation sites to ensure maximum diversity and representativeness, the overall sampling strategy used does not necessarily allow for statistical inferences to be made. The study sites were selected based on high numbers of students and programme graduates, and therefore findings may not be generalisable to other provinces . Also, the approach did not include a statistical survey and therefore the data extracted from the targeted respondents should be considered more indicative than generalizable.

2.4.2 Field Work Limitations
- **Space and Timing of Interviews**

The research team sought to conduct all interviews and FGDs in private to ensure a safe space for the respondents. However, because of safety and security in some areas, the tools for students and graduates were administered in the respondents' homes and mosques where possible. In the PED and DED offices, minimal interruptions were reported when the interviews were taking place but it was difficult to administer the tools to few of the officials who were not available at the arranged and agreed times for the interviews. In these cases, the interviews were re-scheduled and where it was not possible to do so, the interviews were conducted with alternative respondents from the sampling frame.

- **Sampling difficulties**

Although the evaluation team had developed a clear sampling strategy for the evaluation, it was not always possible to follow this plan as the contact information that was available was not always current. The field team found that almost half of the respondents listed in the sampling plan were not reachable as their contact numbers were wrong. In these instances, the field researchers contacted the TTCs in an

effort to get updated contact numbers and whereabouts of the respondents. The TTCs were able to provide valuable assistance through the GATE Programme focal points. However, some graduate students are no longer living in the target provinces and these were replaced with those who were available from the list of alternative respondents in the sampling frame whenever possible. In Mehterlam District (Laghman Province), the team was unable to trace any graduate students but managed to trace some graduates in Qarghae District. However, the target was not met.

Also, not all respondents from the PED, DED and among the mentors provided consent to participate. Where this was the case, the research assistants conducted the interviews with alternative respondents from the sampling frame who were willing to participate and provide consent.

As these examples demonstrate, we could not always follow our sampling plan for engagement as part of the evaluation. Nonetheless, the research assistant teams were flexible and adaptive on the ground, implementing alternative strategies to ensure that the evaluation could be conducted properly.

- **Staff Turnover**

Given a system of administrative and bureaucratic shuffles and reshuffles, where government officials are regularly moved from one department to another, it was not always possible to track specific officials who had been involved in implementing the earlier GATE programme aspects such as recruitment of students. Where this was the case, the field teams interviewed current PED and DED personnel who have been involved with the programme. As such, although we were able to gauge the current issues in our target districts and provinces, we have had to assume that these findings are also consistent with, and extensions of, the GATE Programme during the period covered by the evaluation.

- **Safety and security**

The ongoing conflict in Wardak Province meant that for their own safety, the research assistants could not collect data as planned. Where it was relatively safe to do so, the team were able to collect some data. The team found that some of the respondents had moved from the province and TTCs and schools were closed. However, the team was able to trace some of the students and graduates who had moved to District 13, Kabul and respective tools were adminsitered to them there.

2.5 Ethical Issues

Ethical considerations influence the entire evaluation process, including evaluation design, composition, recruitment, and management of the evaluation team, as well as consultations and interviews with informants and data storage and use. This evaluation ensured that appropriate ethical safeguards were in place including confidentiality, avoidance of harm and compliance with applicable codes for participants as required in the United Nations Evaluation Group (UNEG) Ethical Guidelines for Evaluation (United Nations Evaluation Group, 2008). This approach safeguarded the responsible use of power and resources, and added credibility of the findings. Given the particularities of the evaluation's context as well as the involvement of children as research participants, the proposed methodology was also developed and aligned with UNICEF Procedures for Ethical Research Involving Children (ERIC). The research plan for this assignment underwent an appraisal by the HML Institutional Review Board (IRB) on 04 – 13 January 2021 during the inception phase. Approval was obtained and the certificate is attached as Appendix 7.

All members of the evaluation team were briefed on and familiarized with the appropriate guidelines for ethical research during their training and before the field work commenced, including the ATR Guidelines

for Interviewing Children (ATR Consulting, 2020) which include the key principles outlined in UNICEF's Procedures for Ethical Research Involving Children (ERIC) and the UNEG Ethical Guidelines. The guidelines included obligations of the researchers including independence, impartiality, credibility and accountability. All field researchers were prepared to ensure that there was no conflict of interest for any of them, that there was no explicit or implicit coercion for potential respondents, and that participants could make an informed and free decision on their possible involvement in the fieldwork.

Practically, our ethical considerations included:

Ensuring the safety of participants: We were mindful that the environment in which research was conducted was physically safe at all times.

Recognising that participants are vulnerable: All researchers were made aware of local conditions and we made sure that the exercise and interactions were carried out in a manner respectful to all respondents.

Ensuring that people understand what is happening at all times: This was ensured through the use of local research assistants, so that research was conducted in the appropriate language and dialect through fieldworkers who were familiar with local customs and terminology.

Clarifying the purpose: We ensured that potential respondents were given enough information about the research. The research assistants communicated clear parameters to the respondents and each engagement started with a clear introduction to ensure that all participants were aware of these parameters. Information provided to all respondents included information about the purpose of the data collection, issues of confidentiality and what this means in the context of the evaluation.

Informed consent: All researchers were trained to ensure that there was no explicit or implicit coercion so that potential respondents could make an informed and free decision on their possible involvement in the fieldwork. Respondents were informed that they could choose to not respond to all or any of our questions at any time. We took explicit oral consent from each respondent before conducting any data collection activity except from the children, from whom assent was attained in writing as guided by the UNICEF Procedures for Ethical Research Involving Children (ERIC). Where the respondents did not provide consent, substitute respondents were sought from a list of alternatives from the sampling frame, and they were interviewed if they provided consent.

Anonymity: Given that research respondents could share considerable amounts of personal information with us, it is our responsibility to ensure that their confidentiality is maintained and personal information is protected. This has been operationalised by ensuring that all datasets are anonymised, in the sense that all names of people are removed before any data is shared publicly.

Covid-19: In light of the Covid-19 pandemic, safety measures were taken to conduct the data collection safely and respectfully in line with ATR Covid-19 Prevention Guidelines for the activities of ATR in Afghanistan (ATR Consulting, 2020), which include relevant aspects in the training of field staff and protective practices during data collection.

3.0 EVALUATION FINDINGS

This chapter discusses the findings from the evaluation in line with the objectives outlined in section 1.4.2 and the focus questions of the evaluation from the ToR as outlined in Table 4. It assesses the programme processes and identifies gaps along the results chain by looking at the programme beneficiaries, the programme components, processes and strategic activities. It also looks at the programme's performance in terms of the OECD DAC Criteria as outlined in Table 4. In the discussion, the evaluation relies on both primary and secondary data, including some programme monitoring data collected by UNICEF ACO.

3.1 Relevance

This section looks at the relevance of the GATE Programme as an intervention. It assesses the GATE Programme's draft Theory of Change (ToC) and looks at the extent to which it reflects the broader national education policy priorities in Afghanistan. It also looks at the extent to which the programme objectives and design respond to the needs and priorities of its beneficiaries.

3.1.1 Programme Theory of Change

Any well conceptualised ToC is 'explanatory and predictive' (Patton, 2015, p. 201). It is built on a range of other actions taking place and allows for remedial actions to be taken to ensure that intended progress takes place. UNICEF's supplementary programme note on the Theory of Change (UNICEF New York, 2014)[12] provides a schematic description of a ToC as depicted in Figure 3.

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[12] United Nations Children's Fund, Supplementary Programme Note on the Theory of Change, Peer Review Group meeting, 11 March 2014, UNICEF, New York, 2014, p. 4. See www.unicef.org/about/execboard/files/PRG-overview_10Mar2014.pdf.
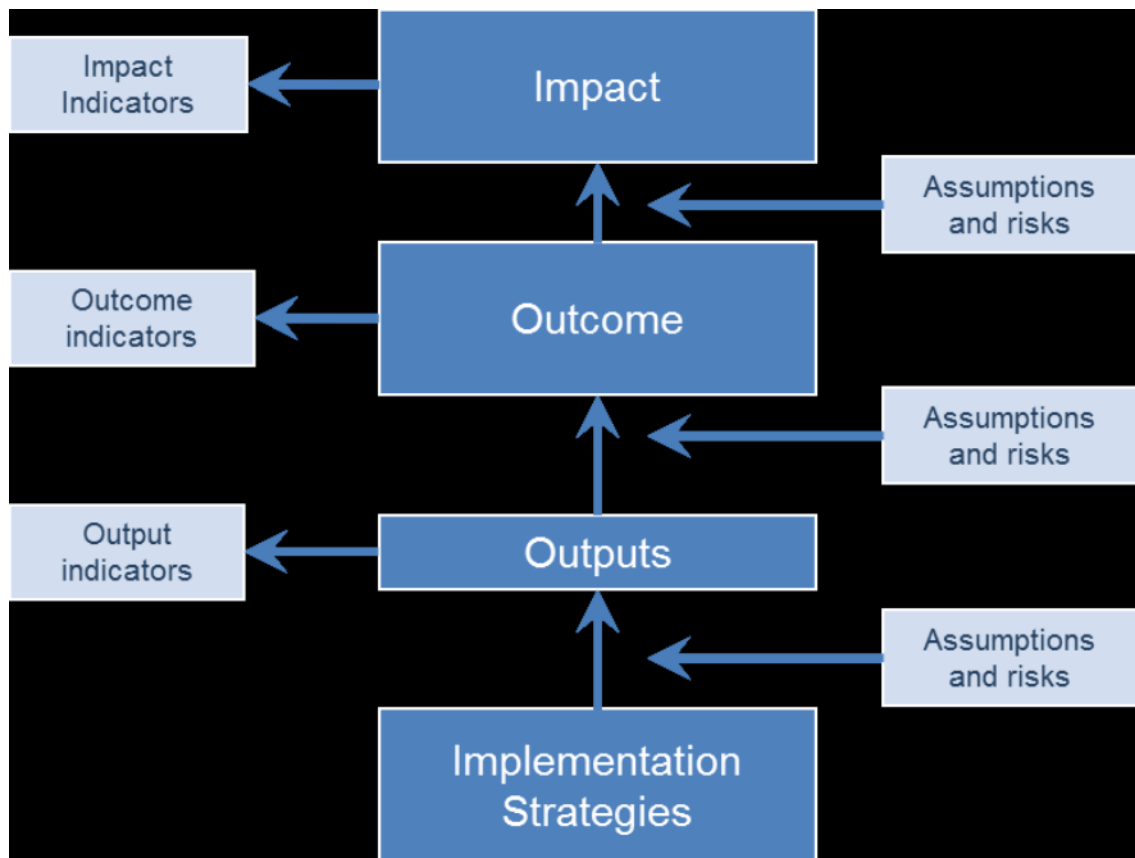
Figure 3: Schematic depiction of Theory of Change

Within the GATE Programme, the ToC was a late development, constructed after the programme had begun (UNICEF Afghanistan, 2020), and possibly with the benefit of hindsight. Based on Figure 3 above this evaluation finds that the current GATE Programme Draft ToC (Refer to Appendix 1) requires amendment to become fully fit for purpose, and identifies some issues which are discussed in this section. Overall, the Draft ToC is moderately descriptive, and portrays a reasonable, defensible, and sequential order from implementation strategies or activities and on to outputs, outcomes, and impacts. It also includes clear indicators at output level and outcome level.

Implementation Strategies (Inputs)
As discussed in section 1.2.2, there are 5 key activities set out within the ToC. These are:
- Identifying and selecting scholarship recipients
- Providing scholarships and mentors to 1,200 female teachers through outreach TTCs
- Providing incentives to 224 lecturers in 12 TTCs and 120 mentors
- Building capacity of 224 lecturers in 12 TTCs and 120 mentors
- Establishing a network of GATE graduates to advocate for employment opportunities

The GATE Programme's 5 implementation strategies fit strategically within key education sector goals and obligations—both nationally and internationally—which focus on increasing female participation in learning spaces and specifically increasing the number of female teachers in rural and hard-to-reach areas. It also complements other efforts by key stakeholders, and is in line with Afghanistan's national strategic education plan (Ministry of Education, 2016).

Strategic Activity Outputs
The key outputs for the strategic activities are listed below:
- 1,200 females receive scholarships and are awarded mentors
- 224 lecturers and 120 mentors receive incentives
- 120 mentors receive training on formative assessment, coaching and mentorship
- 224 lecturers receive training on advanced pedagogy, formative assessment and language enhancement
- Network is created and all are given access

The activity outputs are directly linked to the implementation strategy. However, the evaluation notes that though some appropriate and broad assumptions are set out in the Draft ToC, they are not directly linked to specific implementation strategies and respective intended outputs. Therefore, where the outputs were not realized, e.g. mentors were not provided with training, we cannot know how much it has impacted the realization of outcomes, i.e. improved mentors capacity to help GATE gradutes improve their performance or what else has contributed to the results expected from this particular pathway of change.

Another missing component in the TOC is interventions on community engagments. Without knowing assumptions on how the outputs are expected to be realized, it is hard to understand how an intervention can work with women in a conservative society like Afghanistan without engaging communities. From the Draft ToC it is not possible to monitor, track and/or act upon all potential and emerging issues that may affect the achievement of the activity outputs.

The GATE Outcomes
The outcomes included in the Draft ToC include UNICEF's overall education outputs and therefore reflect the broader UNICEF ACO's Education priorities. A key intervention strategy of the Government of Afghanistan's 5-year strategic plan for the education sector (NESP III) is increasing the availability of female teachers. The Draft ToC outcomes reflect Afghanistan's national education policy priorities in the NESP III, the National Policy on Girls' Education and the Teacher Policy by addressing both the supply and demand side barriers of girls' education through a focus on increasing the numbers of qualified female teachers. However, the applicable assumptions and risks are not outlined clearly for all outcomes.

In addition, the link between outputs and outcomes are not always self explanatory. For example, network establishment was achieved but it was not helping graduates get employment as expected. The assumptions, on what will make the network effective is not outlined and therefore, it is difficult to know what has affected the effective functioning of the Platforms. Such ambiguities had made it difficult to monitor, track and/or act upon potential and emerging issues that may affect the achievement of the outcomes.

The GATE Impact

The final step of UNICEF ACO's Education Programme ToC is that 'children, particularly girls and other vulnerable children, are more likely to access equitable and quality education with improved learning outcomes' (UNICEF Afghanistan, 2017, p. 10). The GATE programme impact as set out in the Draft ToC reflects the broader UNICEF ACO's Education priorities and it includes various aspects that are important to achieving the intended aims or programme impact. However, it leaves out a key aspect of the Education Outcome in the 2015-19 country programme action plan (CPAP) (UNICEF Afghanistan, 2014). For instance, the intended impact of the GATE Programme was to improve learning outcomes for girls, through increased access to and utilisation of quality education (UNICEF Afghanistan, 2014, p. 9). The Draft ToC does not speak to improved learning or quality of education as set out in the key programme documents. Also, the applicable assumptions and risks are not outlined clearly and it is difficult to monitor, track and/or act upon potential and emerging issues that may affect the achievement of impact.

3.1.2 Needs and priorities of the girls/communities experiencing the greatest exclusion or inequality

Within the girls' education priorities in Afghanistan, this evaluation finds that the GATE Programme is part of a commitment to affirmative action for women and girls in education. The challenge of improving and expanding access to female education at a range of levels is considerable, and the impact of the activities which are set out in the GATE Programme are relevant and can contribute to the overall affirmative action drive. Notably, and as demonstrated by the very fact that UNICEF successfully advocated for the inclusion of the GATE Programme in prominent government documents eg. NESP III, and managed to fundraise and allocate valuable resources to the programme , indicate that UNICEF did identify the needs and priorities of the girls and communities experiencing the greatest exclusion and inequality. It was not clear from the evaluation participants, however, whether this was done through needs assessments and/or participatory consultations.

UNICEF ACO, through a Country Programme Document (CPD) mid-term review (2017) and a gender programme review (2018) identified key programme areas where gender was being integrated (UNICEF Afghanistan, 2019, p. 2) in Afghanistan. UNICEF identified gender equality and the empowerment of women and girls as a guiding principle (UNICEF Afghanistan, 2019) and this was reaffirmed in the Gender Action Plan (GAP) 2018 – 2021. The evaluation noted that the development of the Gender Strategy (UNICEF Afghanistan, 2019) was an informed commitment to address the needs and priorities of children experiencing the greatest exclusion or inequality.

In programme development, the GATE Programme's aims and content complement education and gender priorities that have been identified in Afghanistan through joint sector reviews and assessments at

national, provincial and local levels. Various reports, studies, assessments and sector analyses—of Afghanistan as a whole and also the target provinces—have shown that important factors and indicators for low school attendance among girls include the low number and proportion of female teachers (Jantzi et al., 2019; MoE, 2014; MoE 2016; UNICEF Education SitAn, 2013; UNICEF, 2014; UNICEF, 2017; UNICEF, 2019 and WCLRF, 2019).

The role of community members has been identified as a key issue in supporting girls' education. A situation analysis of girls' education in Afghanistan (Women and Children Legal Research Foundation, 2019, p. 45) found that motivating parents and families was the most highly recommended means of improving access and participation of girls in learning spaces. This component is not included in the ToC though it has been mentioned in programme documents. Community engagement may be a strategic inclusion to address key community and gender norms that impact access to education and participation in schooling at community level.

3.1.3 Suitability of programme design to tackle the key challenges faced by girls and female students (including students with disability) in Afghanistan, especially in the targeted provinces

In previous years, the CBE programme appears to have been a positive intervention for low access and participation rates for girls in education as a response to the supply side factors through the provision of ALCs. Though the NESP III and the revised CBE Policy describe CBE as a tool in Afghanistan's education system, the mid-term evaluation of UNICEF ACO's Basic Education and Gender Equality Programme (The Konterra Group, 2019, p. 21) indicated that the CBE was designed as a temporary measure to be instituted in places for short periods of time after which education would shift to the formal school system within the MoE. The GATE Programme complements the CBE programme and may support the transition of girls from the CBE to the formal education system by providing more female teachers in areas with low numbers of female teachers and low access and participation rates for girls in learning spaces.

Available information accessed during the evaluation has recognised that the presence of female teachers has a catalytic effect on attendance rates for girls in schools and learning spaces in Afghanistan. The evaluation also found that the recruitment and retention of female teachers in Afghanistan has been recognised as a key component for increasing girls' participation in learning spaces. For instance, the FGDs with students and graduates revealed that the GATE Programme objectives and approaches are suitable, relvant and adapted to the country context by bringing girls' education issues closer to the communities, and also by implementing the programme components that are sensitive to prevailing cultural beliefs and practices. The evaluation concluded that in providing additional qualified female teachers in areas with low access and participation rates for girls, the GATE Programme design suitably responds to one of the key identified challenges—the lack of female teachers.

The pupils being taught by programme graduates highlighted the importance of the programme in providing more female teachers in their communities and how this enabled more parents to allow their daughters to attend school. They indicated that the programme motivated the females to attend the TTCs, and highlighted the financial support as the major factor for this. Similarly, UNICEF Staff indicated that the programme promotes the importance and availability of female teachers to teach girls and it

encourages families to support female students training to be teachers. These data confirmed that an emphasis on providing teacher training for females with the view to increasing employment opportunities, recruitment and household incomes of female teachers is highly suitable to tackle the challenge of low female teacher and girls presence in Afghanistan's education system.

On another level—suitability of the intervention as an affirmative action to improve girls education—this evaluation found that the GATE Programme is suitable as a targeted continuation of affirmative activity to improve girls' education through the provision of teacher training for more females to become teachers. Notable information from key stakeholders indicated that the GATE Programme was designed to catapult girls from the CBE into the formal education system, therefore affirming the programme as a temporary measure. A number of elements of the GATE Programme design speak to its temporary nature. For instance, the training of the females on the scholarship programme did not take place within the mainstream TTC schedule and the scholarship recipients were taught outside the mainstream TTC classes. Additionally, funding for the programme had not been placed within the formal MoE on-budget financing, and allowances for lecturers and mentors were facilitated through temporary service contracts.

In terms of suitability of the programme design to improve quality of education, one of the weakness this evaluation noted was that the GATE Programme could not specifically target the quality of education directly or students with disability. There appears to be no specific action which would bring in students with disabilities, though there is no part of the planned programme which would certainly exclude them.

3.1.4 Evidence informing the GATE Programme approach

A large amount of information is available on the overall situation of children and women in Afghanistan. The available data on numbers of female teachers and access/participation rates for girls suggests that there would be significant need and demand for the GATE Programme. The slow progress on compelling and continuing social aspects—including access to education—have been noted and various documents have set out the culturally limiting circumstances which have resulted in fewer females accessing education and/or participating in learning spaces (UNICEF Afghanistan, 2014). UNICEF Afghanistan's Gender Strategy (UNICEF Afghanistan, 2019) states that although the number of students going to primary school has increased in recent years, 60% of those children who remain out of school in Afghanistan are girls (UNICEF Afghanistan, 2019, p. 6). The strategy further points out that only 16% of all schools are girls' schools, of which many have inadequate sanitation facilities. However, available data suggests that the GPI in Afghanistan increased steadily for teachers and pupils/students from 2001 - 2014 (Refer to Figure 1). All this information, and more, has been used to inform UNICEF ACO's overall approach and indeed the GATE Programme.

Of particular note is that participatory and community features of Community Based Education (CBE) including Community Based Schools (CBS), Accelerated Learning Centres (ALC), and Child Friendly Schools (UNICEF Afghanistan, 2014; UNICEF Afghanistan, 2014) are an important part of UNICEF ACO's Basic Education and Gender Equity (BEGE) programme (UNICEF Afghanistan, 2014). Some of these strategies have contributed to the overall improvement in children's access to basic education and were incorporated into and promoted through the GATE Programme. An important aspect from a mid-term evaluation of UNICEF ACO's BEGE Programme was the absorption capacity of students from the CBE

Programme into Afghanistan's formal education system including the Hub Schools. The evaluation (The Konterra Group, 2019, p. 22) found that in most cases the hub schools had an inadequate number of teachers to absorb all the potentially transitioning students. This, coupled with the extremely low numbers of female teachers available in mainstream schools, means that the GATE Programme provides a robust tool with which to increase the numbers of female teachers and improve their skillset to provide quality education.

Overall, the design of GATE Programme properly identifies the need for remote areas to be targeted. It is underpinned by an in-depth analysis of the target areas/populations which show disproportionate access to education and the status of female teachers (UNICEF, 2014; UNICEF, 2017; UNGEI, 2019). It is, therefore, suitable to tackle key challenges faced by girls and female students in the targeted provinces.

Findings from this evaluation also serve as robust evidence to inform the GATE Programme, and to bridge the gaps identified in the programme's approach and implementation. The evaluation explored ways in which the GATE Programme objectives and approaches are most relevant and have been adapted to the country context for scale up. All respondents highlighted the importance and relevance of the GATE Programme to Afghanistan in light of existing structural and cultural environment and affirmed the necessity of all the programme components. The evaluation identified UNICEF ACO's partnership with the MoE as a strong foundation for scale up. UNICEF staff reported that they coordinated well with relevant government structures and that the programme was implemented with key stakeholder involvement. The evaluation found that harmonisation and coordination between UNICEF and the MoE/TED at national, provincial and district levels has been leveraged well in programme implementation, and this could be further strengthened by coordinating more with other stakeholders implementing related programmes. This would integrate the various components in the sector, avoid duplication of efforts and provide a strong basis for scale up. The current policy framework within the NESP III provides for further collaborations among existing partnerships, especially if the GATE Programme—as a temporary measure— is to achieve higher impact.

3.2 Coherence
This section looks at the compatibility of the GATE Programme with other interventions within Afghanistan's education sector. It discusses the programme's harmonization with key stakeholders including donor agencies, other UN agencies, NGOs, and government education departments at central, provincial and district levels.

3.2.1 Policies and strategies guiding the programme
The results of this evaluation confirmed that the Gate Programme is guided by strategies for attainment of the objectives, and it is aligned with existing literature on teaching methods and strategies. It was developed within the context of UNICEF's overall global strategy for holistic school improvement which fully references the Convention on the Rights of the Child (CRC). It also sits within a framework which expects improvements in the quality of Afghani education through the development of child-friendly schools 'as an overarching strategy for holistic school improvement' (UNICEF Afghanistan, 2014, p. 11).

As such, it is guided by two components in the NESP III (Ministry of Education, 2016) : (1) Quality and relevance, and (2) Equitable access.

- Quality and Relevance: Intermediate Outcomes 2.1 (Teachers and educators better qualified, certified, and deployed according to national standards and regulations) and 2.3 (Support to teachers and their accountability improved)

A key programme strategy is the capacity building component for participating lecturers to develop improved teaching skills on advanced or gender responsive pedagogy, formative assessment, and language enhancement. Another important strategy is the provision of mentors to the scholarship recipients. The MoE has identified a number of successful approaches to upgrading teacher competencies. One of the effective approaches at district level is to engage professional teachers to train non-professional teachers (Ministry of Education, 2019, p. 67); and another is to provide both short term and long term capacity building programmes for TTC instructors (Ministry of Education, 2019, p. 68). Therefore, the inclusion of a capacity building component for lecturers in the programme's TTCs and the engagement of mentors to support the students and graduates is not only in alignment with the MoE priorities, but it is also strategic and highly appropriate.

- Equitable Access: Intermediate Outcomes 1.3 (Increased deployment of female teachers in all areas, especially rural) and 2.1 (School/learner center shuras actively engaged in support for education and skills learning)

The design and implementation of the GATE Programme in selected provinces in rural areas is strategic in that the intervention has focussed resources on the provinces with rather low numbers of female teachers. The MoE acknowledges that addressing the gender-gaps in the teacher workforce will require far reaching policy reforms and alternative strategies in teacher recruitment to increase the number of female teachers (and consequently girl students) in rural areas (Ministry of Education, 2019, p. 65). The MoE points out that targeted recruitment is the most effective tool to increase the number of female teachers (Ministry of Education, 2019, p. 66). The establishment of graduate networks to advocate for employment opportunities for female graduates is an appropriate strategy and complements not only the MoE priorities, but also the work being done by other development partners in Afghanistan, particularly the World Bank.

Overall, it is evident that the GATE Programme is guided by appropriate policies and strategies. Within the GATE Programme, the successful provision of scholarships for female students 'improves inclusiveness, quality of teaching and learning and girl-friendliness…leading to enhancement of access, retention and students learning achievements, with a focus on girls from rural areas' (UNICEF Afghanistan, 2014).

3.2.2 Harmonisation of GATE Programme Interventions
Overall, this evaluation found that the GATE Programme interventions are complementary and harmonised with those of relevant stakeholders, other UN agencies and government education departments at national, provincial and district levels. Girls' access to education and retention are one of

the important issues for the MoE, the donor community and development organisations in Afghanistan. An exploration of the work being done by development organisations on girls' education found that various organisations have been providing financial and technical support for girls' education at various levels for a number of years.
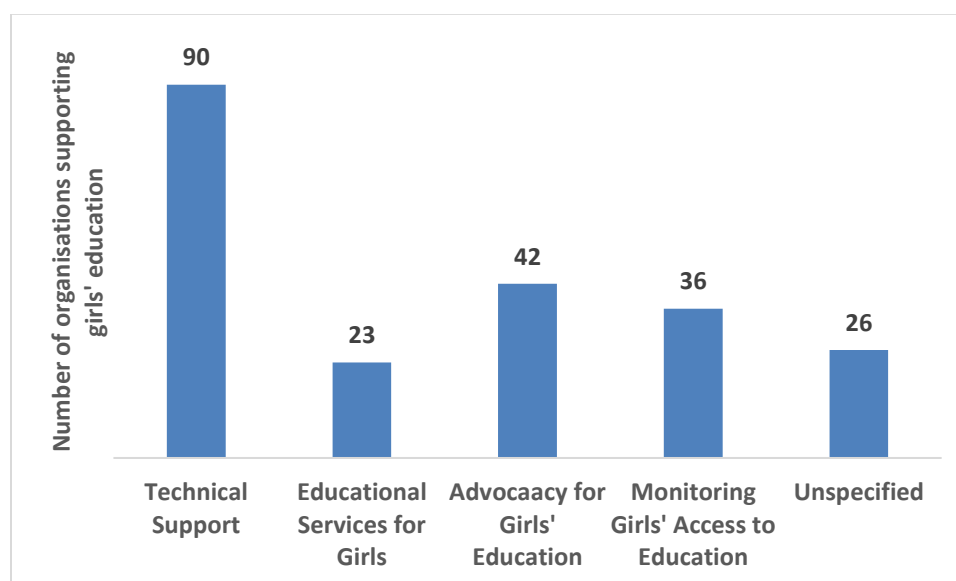
Graph 4: Number of organisations supporting girls' education in Afghanistan (Women and Children Legal Research Foundation, 2019, p. 39)

The evaluation indicates that the GATE Programme complements the government's initiatives as a strategy to increase the numbers of female teachers in rural areas which will in turn improve girls' access and retention to education in rural areas. Of particular note is the Women Economic Empowerment (WEE) programme that is being implemented by the MoE. The WEE aims to increase the percentage of female teachers from 33% to 42% by recruiting a total of 30,000 female teachers in rural areas in 34 provinces between 2017 – 2022. Within this programme, the MoE has developed guidelines to organise the recruitment process, capacity building and salary payment of female teachers in rural areas in a transparent manner.

All PED and DED respondents indicated that the GATE Programme aligns with government policies and plans such as the NESP III through its facilitation of increased female teacher presence in schools and increased access to learning spaces for girls. They further stated that the programme supplements the government's efforts to improve access and quality of education through training of female teachers and building the capacity of the TTCs and lecturers.

Key aspects of the GATE Programme also complement and align well with other interventions being implemented and supported by key stakeholders in the sector. All UNICEF staff interviewed agreed that the GATE Programme was well aligned and coordinated with other UN agencies and development partners supporting and implementing projects around girls' education. Of particular note is that, in

collaboration with UNESCO, 'UNICEF has contributed to the nationwide curriculum reform process and supported 966 female students to reach a minimum grade 14 qualification and benefit from enrolment into teacher training centres' (UNICEF Afghanistan, 2018, pp. 4, 10). They stated that the programme is harmonised and has similar objectives with other projects, and complements what other donor agencies and all relevant stakeholders are doing—including addressing the education needs of communities in hard-to-reach areas.

Notable development agencies working in gender in education include the German Agency for Technical Cooperation (Gesellschaft für Internationale Zusammenarbeit - GIZ) and the World Bank. The evaluation found that the GIZ has worked extensively on girls education with notable success in community engagement to support girls education through infrastructure and involvement of the School Management Shuras (SMS). This method is consistent with the GATE Programme's approach of using the SMS to advocate and mobilise communities to support girls' education. More recently, GIZ has supported TTCs—in collaboration with the Teacher Education Directorate (TED)—to build the capacity of lecturers in terms of delivery of learner centred methodology and pedagogy. The GATE Programme's capacity building component for lecturers through gender responsive pedagogy, mentoring and coaching is consistent with the work being implemented by GIZ and complements capacity building interventions within the TED. Similarly, the evaluation found that the World Bank is collaborating with the Global Partnership for Education (GPE) in a multi-donor programme known as the 'Education Quality Reform in Afghanistan (EQRA)' Programme. Within the EQRA, the World Bank has been working on development of teacher policy in terms of recruitment, planning (including allocation and management), capacity and enhancement. The GATE programme complements this intervention and other efforts by the MoE to tackle the inconsistent recruitment and allocation of teachers, by focusing on supply side issues as well as the gender imbalance in the teacher workforce.

However, there is no deliberate intention set out in the GATE Programme design and implementation to link with similar key interventions in Afghanistan, such as:

- The Education Quality Reform in Afghanistan (EQRA) Programme: This is a multi-donor programme that is being implemented by the World Bank in collaboration with the GPE—which focuses on the development of teacher policy in terms of recruitment, planning (including allocation and management), capacity and enhancement.
- The MoE Women's Economic Empowerment: This intervention is prioritised in the Government of Afghanistan's 5-year strategic plan for the education sector (NESP III) to increase the availability of female teachers in rural areas.
- The GIZ support to TTCs: The GIZ works in collaboration with the Teacher Education Directorate (TED)—the main implementing partner for the GATE Programme— to build the capacity of lecturers in terms of delivery of learner centred methodology and pedagogy.

Though UNICEF ACO has recently collaborated with UNESCO in a nationwide curriculum reform process and support to 966 female students to reach a minimum Grade 14 qualification and benefit from enrolment into teacher training centres (UNICEF Afghanistan, 2018, pp. 4, 10), the strategic linkage with the GATE Programme is absent. Similarly, the implied linkage with the CBE has not been outlined. Increased partnership and coordination would be strategic for the programme.

3.3 Efficiency

This section discusses the extent to which the resources (financial and human) allocated to the GATE Programme are appropriate to support the implementation of the strategies and the achievement of the expected results. As discussed earlier, UNICEF's main partner for the GATE Programme is the MoE. UNICEF staff acknowledged that the organisation was strategically placed to implement the GATE Programme because it has the resources, the experience and a good working relationship with the MoE at national, provincial and district levels.

The evaluation was not able to fully assess the efficiency in the use of the available human, operational (in terms of how well the programme was managed) and financial resources because UNICEF's approach to programming generally meant that the operational aspects of the GATE Programme were intertwined with those of the MoE. Nonetheless, the evaluation found that UNICEF was, to a large extent, able to implement the programme and achieve the intended results because it invested sufficient financial and human resources, as well as extensive experience in the education sector.

It is clear that the resources which were allocated to the GATE Programme were calibrated to support the work on a number of levels, and were in line with country and sector practice as outlined by UNICEF ACO on the revision of allowances for lecturers and mentors in 2019[13].

3.3.1 Financial Resources

The GATE Programme had different funding sources as discussed in Section 1.2. UNICEF staff reported that UNICEF was able to source funds for the programme because it is reputed as a trusted and reliable organisation that implements programmes according to international rules and regulations. The budget expenditure report to the Government of Korea (UNICEF Afghanistan, 2018) stated that 50% of the budget for the two-year project had been received in the first year and more than 50% of that was spent. This suggests that the expenditure rate was on track at the time. This was affirmed in the final report on Improving Access to Quality Education for Girls in Afghanistan (UNICEF Afghanistan, 2020) which gave a utilisation rate of 99.96%.

The evaluation also found that financial resource allocation was sufficiently flexible to respond to the discontinuities and reconnections in the programme implementation. For instance, money paid to mentors was revised in 2019 based on consultations with the MoE and the TED, and in comparison, with other organisations implementing similar interventions.[14]

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[13] The mentors were initially paid an allowance of $50 per month for 6 months for overtime and transport between 2015 – 2018, and this was increased to $60 a month for 9 months in 2019.
[14] As above

3.3.2 Human Resources

At PED level, interviewed respondents believed that there were sufficient personnel to support the GATE Programme. The PED and DED respondents indicated that their respective departments were very active in supporting implementation of the GATE Programme components.
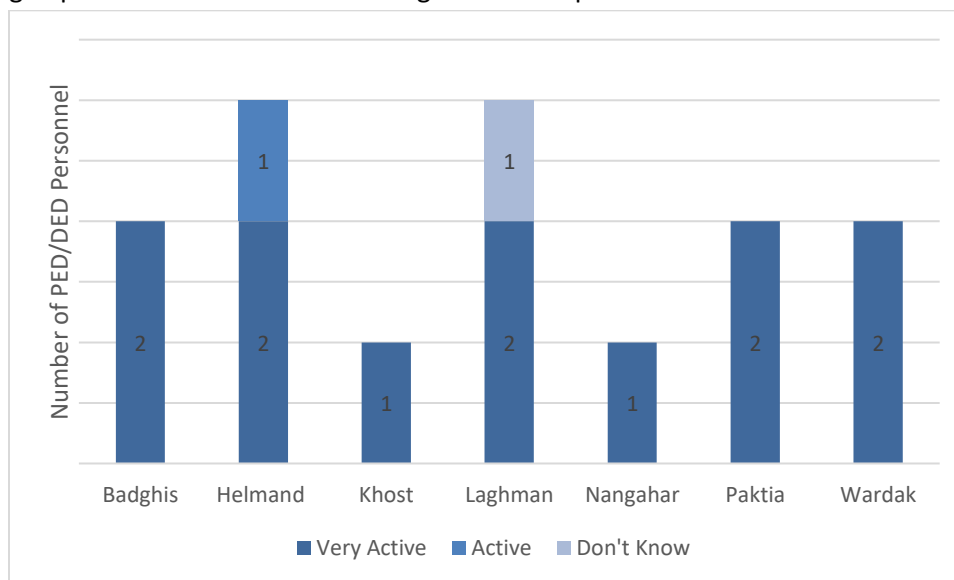
Graph 5: Perceptions on how active PED and DED are in supporting the GATE Programme

UNICEF staff working on the GATE Programme in Helmand, Nangahar and Wardak reported that they monitored the programme once a month while monitoring was reported to take place once every 4 months by staff members in Kabul. The majority of UNICEF staff interviewed indicated that they monitored the programme activities once a month.

However, UNICEF staff indicated that capacity within the MoE may be a challenge for various reasons. Because MoE officials are regularly moved from one department to another, the evaluation found that some personnel who had been involved in the beginning of the programme were no longer available. One DED respondent pointed out that this is a challenge particularly for programme monitoring and quality assessment as the programme was implemented.

3.3.3 Timeliness

All UNICEF staff reported that all activities were implemented well and that there were no major delays in processing the programme budget or in programme implementation. They indicated that programme implementation was within the planned timelines and the minimal implementation delays were tied to student recruitment as it was difficult to find interested females who also met the requirements for the scholarship programme in some areas. Both PED and DED respondents also said the programme implementation and support have been smooth, despite a few challenges such as the COVID-19 pandemic.

3.3.4 Could the same or better results have been achieved using different strategies?

Within the context of work in Afghanistan it is very difficult to assess, with a reasonable degree of certainty, whether there would have been the same or better results by using different strategies or resources. Most activities have areas which can be improved and it is unlikely that the GATE Programme is the exception. UNICEF staff gave the feedback that the current strategies were the best, and they suggested that the programme had been very beneficial and employed the best approach to increase the number of female teachers and build the capacity of in-service female teachers in Afghanistan. The PED, DED and scholarship recipients felt that the programme would achieve even better results if it was expanded to more areas.

However, based on the findings, this evaluation highlights some key areas where better results may have been achieved. These are coordination, collaboration, programme monitoring, implementation, and awareness and discussed here briefly.

Coordination: Several DED respondents indicated that there was need to review the coordination approach in different areas because some areas required their own unique, suitable approach. Details of this were not provided, however. Most PED respondents felt that the programme's overall coordination was positive. However, they also stated that there was a need to improve coordination processes such as *'regular meetings to exchange more opinions between TTCs, Students, Teachers, and Communities'.* The PED and DED respondents also highlighted the need for the teacher recruitment processes to be better coordinated between the TED and TCCs. They emphasized the need for improved coordination with the MoE as a means to address the employment prospects of GATE Programme graduates in terms of recruitment and creating job opportunities for them.

Collaboration: The evaluation found that collaboration between the programme and other related initiatives has not been strong. There was potential for the GATE Programme to partner and collaborate with other education sector programmes—both formally and informally—and this has not been well utilised. For instance, internally within UNICEF ACO there has been no direct link between the GATE Programme and the CBE Programme. Key UNICEF staff members confirmed that the GATE Programme was designed as an exit strategy for CBE which was designed as a temporary measure, and aimed at being a bridge between the CBE and Afghanistan's mainstream education sector. It was designed to increase the number of trained teachers in rural/hard-to-reach areas where CBE was being implemented to provide education where qualified female teachers were not available. Given the importance of female teacher recruitment in the CBEs and in mainstream education, there is no direct access for GATE Programme graduates within CBE programming, and no specific access for CBE educators/teachers to benefit from the GATE Programme scholarships. This potential was previously highlighted in the BEGE mid-term review (The Konterra Group, 2019, p. 45). This evaluation concluded that better results may be achieved by improving the partnership and collaboration with other programmes within UNICEF's broader education programming, and also with other key stakeholders within the education sector including the World Bank and GIZ as discussed in section 3.4.

Programme Monitoring: The evaluation concluded that although some programme monitoring information was available, it was not in one central place and this brought about some challenges of availability and accuracy of available information and data. Within UNICEF, programme monitoring staff are based at provincial level, and appear to work with PED and DED personnel. The evaluation did not

come across a database to collect and organise monitoring information for the programme, despite UNICEF having a presence at provincial levels. The evaluation noted that UNICEF, the PED and the TTCs were involved in scholarship recipient selection and therefore had some student data. UNICEF staff indicated that the programme had focal points at provincial level who may have some monitoring reports and that district level monitoring information may be available from the TTCs. However, the evaluation did not come across these data. The PED and DED respondents indicated that there was need to improve monitoring and assessment of the programme. Of note was that personnel from within the PED highlighted budget constraints as an issue that affected frequent monitoring of the programme. The evaluation concluded that there is a substantial gap in programme monitoring but that there is scope for innovation and context for appropriate methods of programme monitoring data to be collected and managed.

Recruitment: The GATE Programme worked at a number of levels of which, arguably, the most important was the identification of females with the potential to benefit from the teacher training offer and, with that, the two year scholarship. Available information suggested that there were difficulties in recruiting sufficient females in some of the provinces but once recruited, there was a high retention rate. What worked in the most successful recruitment areas will need to be looked at more closely so that the strategies can be expanded.

Targetting: The evaluation confirmed that the GATE Programme is implemented in rural and hard-to-reach areas as outlined in the situation analyses detailed in the programme documents (UNICEF Afghanistan, 2014, p. 8; UNICEF Afghanistan, 2020, p. 6). The evaluation concluded that though the scholarship programme aimed to recruit both pre-service teachers and in-service teachers, it did not set out definite targets for each distinct group. Potentially, the programme results could be measured more clearly if there was a clearer target and rationale on how many pre-service females were to be recruited and trained, and how many in-service female teachers were recruited and upskilled. Having listed the measurable key performance indicators at the inception stage of the project could be very helpful.

Employment: The mid-point of the programme's long-term strategy was the employment of the scholarship graduates in schools in their communities. However, this does not appear to have been successful with records for the period under evaluation indicating that only 42% of pre-service graduates had been employed after graduation, and 69% of graduates who participated in the study indicating that they are currently employed. The evaluation found that the success of the programme in this area is unclear for various reasons, of which the absence of support from the programme for the graduates is the most apparent.

Awareness: Respondents highlighted public awareness campaigns as an important programme component (Refer to Section 3.1.2). However, available information indicates that the engagement of the community in raising awareness about the GATE scholarship programme may have been minimal. For instance, only 14% of the scholarship recipients reported that they had heard about the GATE Programme through their respective communities.
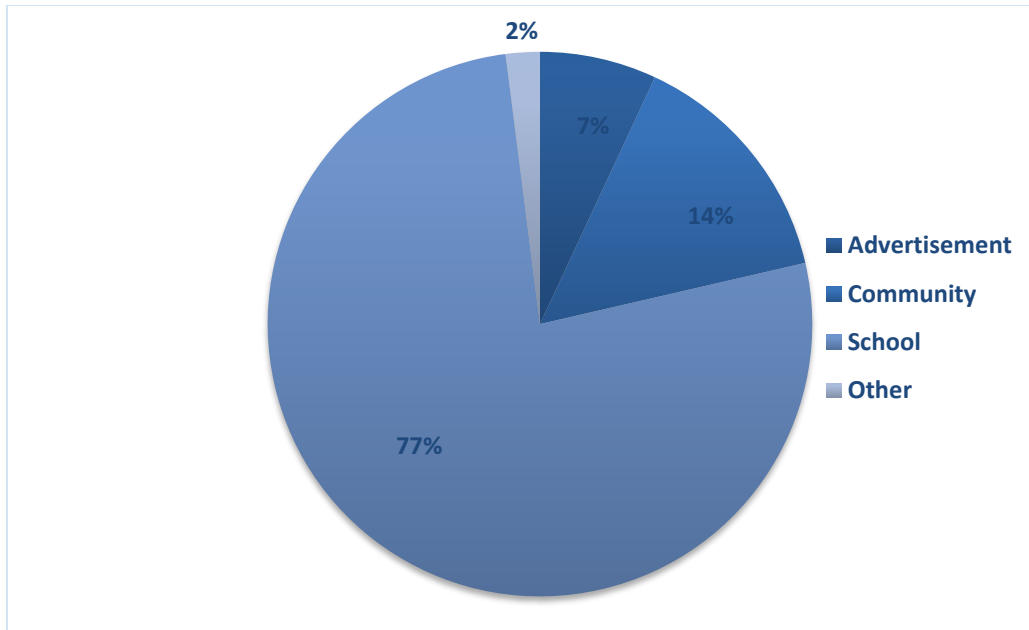
Figure 4: Sources from where scholarship recipients first heard about the GATE Programme

Students and graduates also indicated that the programme may achieve even better results by increasing awareness through other channels within their communities.

"When they are provided public awareness, the numbers of female teachers will be increased in schools. Also, this point should be mentioned by Mullah Imam as most of our people believe to Mullah Imam. Therefore, they can provide awareness to the families through the mosques. They should encourage the people to let their daughters who have been graduated from 12th class to join the GATE programme so that they could serve for their own as well as the community." KII Student, Helmand Province.

PED and DED respondents also emphasized the need to scale up the public awareness campaign in places such as mosques.

3.4 Effectiveness
This section discusses how the available evidence highlights what worked and what did not work in the GATE programme in Afghanistan. It also looks at whether the programme achieved its objectives.

The evaluation noted that the GATE Programme exceeded its targets on many levels. It reached 1,627 scholarship recipients against the target of 1200, 232 Lecturers against the target of 224, and 167 mentors against the target of 120. The positive feedback received on the establishment of the GATE Programme close to the target populations in hard-to-reach areas, and the reported acceptance in communities highlighted by evaluation respondents spoke high of the success and effectiveness of the programme. The evaluation concluded that having the students trained as a distinct cohort within or close enough to their communities has been particularly effective as it allows students to access the teacher training closer to where they are based and within acceptable social and cultural norms.

3.4.1 Increased female teacher presence

During the period under evaluation, the programme had enrolled a total of 1,625 scholarship recipients. Almost 68% (1,105) of them had graduated, and the total number of scholarship recipients who had dropped out was 120 (approximately 7%) (Graph 4). It is evident that once scholarships were awarded, the programme had a high retention rate. Participation in lessons was also positive with 58% of students who participated in the survey reporting that that they had not missed a day of college within the previous 3 months. This is indicative of a positive commitment by scholarship recipients to train as teachers or indeed to teach in schools.
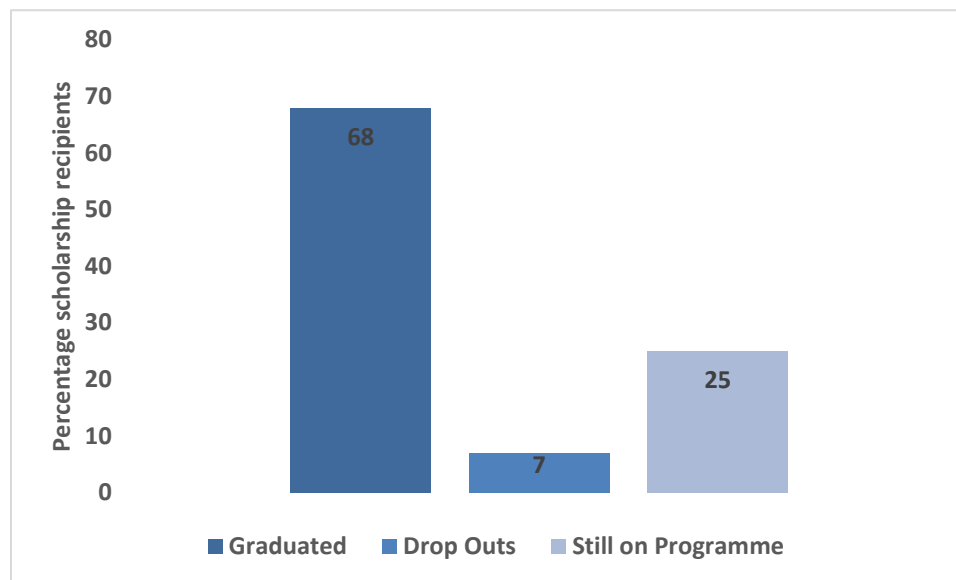
Graph 6: Percentage of students enrolled during 2015 - 2019

The data also confirms that the GATE Programme has made it possible for more female teachers to be available in Afghanistan. For instance, of the total number of scholarship students during the period under review, 54% (877) were pre-service students and 46% (750) were in-service students. Of the total pre-service teachers on the programme, 42% have now been employed as teachers.
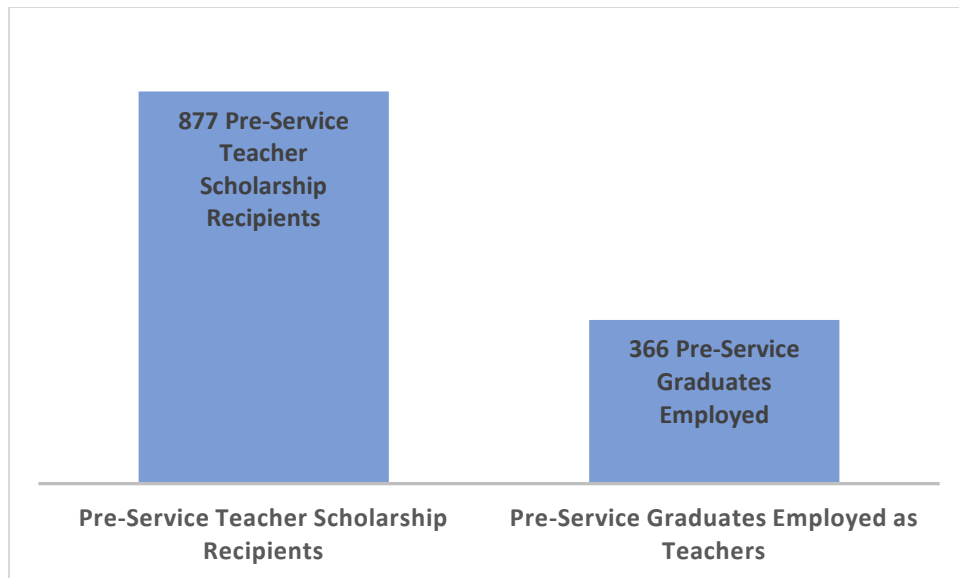
Graph 7: Number of pre-service scholarship recipients on the programme between 2015 – 2019

Out of the 180 programme graduates who participated in the survey, 41% were employed as teachers in permanent positions and 28% on contract positions (Figure 5).

Figure 5: Percentage distribution of contract types
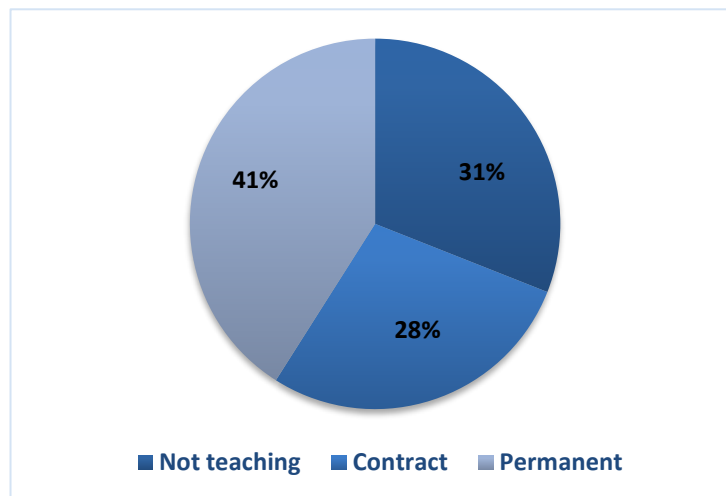
Among the graduates who are currently teaching with permanent or temporary contracts, 97% reported that they teach in government schools, 2% in community schools and 1% in private schools. A breakdown of these data by province indicated that all the programme graduates in Badghis, Helmand, Laghman, and Nangarhar provinces teach in government schools, while in Khost the figure is at 94%. The graduates teaching in community schools are all based in Paktia (3%) and Wardak (8%).
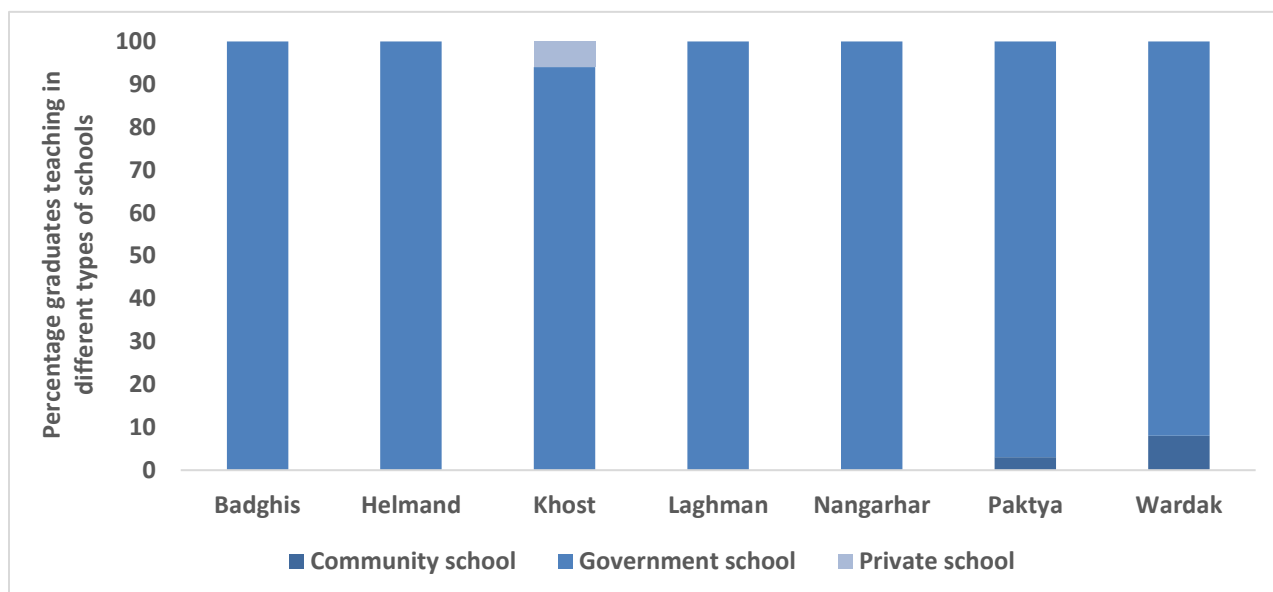
Graph 8: Percentage graduates by type of school they are teaching in

69% of these graduate respondents who were pre-service scholarship recipients indicated that they are employed as teachers by government or on government payroll. Of this group, 50% of the graduates reported that they were retained on government payroll 1-3 months after graduating and 24% were retained over a year after graduation.
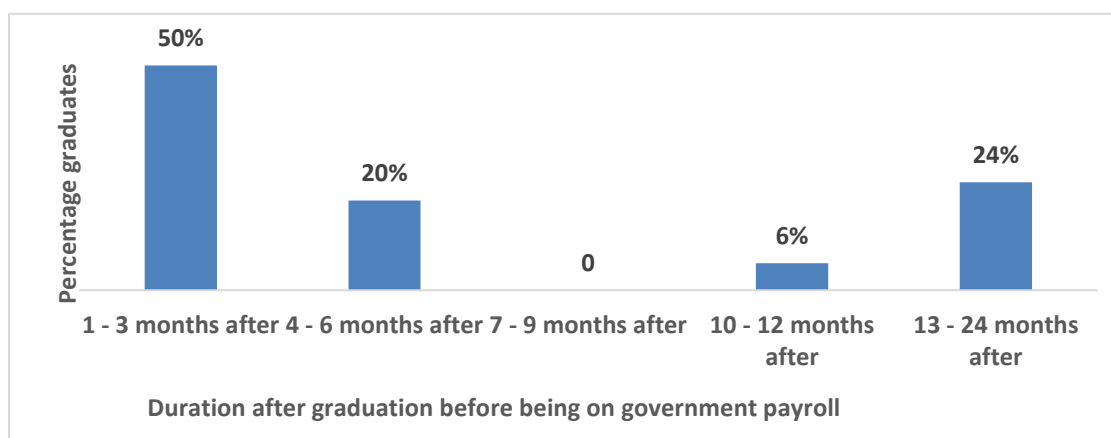
Graph 9: Percentage of graduates for different durations before being retained on government payroll after graduation

This indicates that waiting time for employment for 50% of the respondents was been between 1 – 3 months, with only a quarter of the respondents indicating that they had waited over a year.

The evaluation also found that a very high proportion of scholarship recipients indicated that they hoped to continue teaching in rural and hard-to-reach areas in the future. As shown in Graph 10 below, 92% answered 'yes' when asked if they expect to have a teaching career in rural and hard-to-reach areas of the country after graduation.
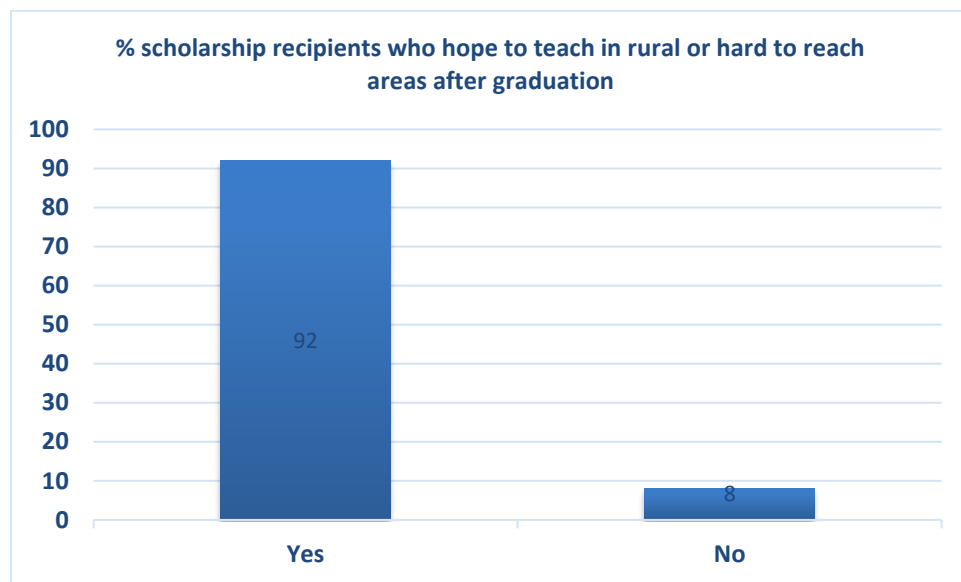
Graph 10: Percentage of scholarship recipients hoping to work in hard-to-reach areas after graduation

These future aspirations, when analysed together with the high programme retention and high graduation rate, speak positively to how the GATE Programme is contributing to increased female teacher presence in rural or hard-to-reach areas in Afghanistan.

The evaluation also noted that broadly, and though subjective, all respondents indicated that the programme has contributed to an increase in the number of female teachers. This includes the PED and DED respondents who indicated that the GATE Programme is effective as it provides support to females in hard-to-reach areas by providing them with an opportunity to train as teachers and contributing to the increase in numbers of female students and teachers. Also, 87% of the survey respondents felt that there are now more teachers in schools because of the GATE Programme.
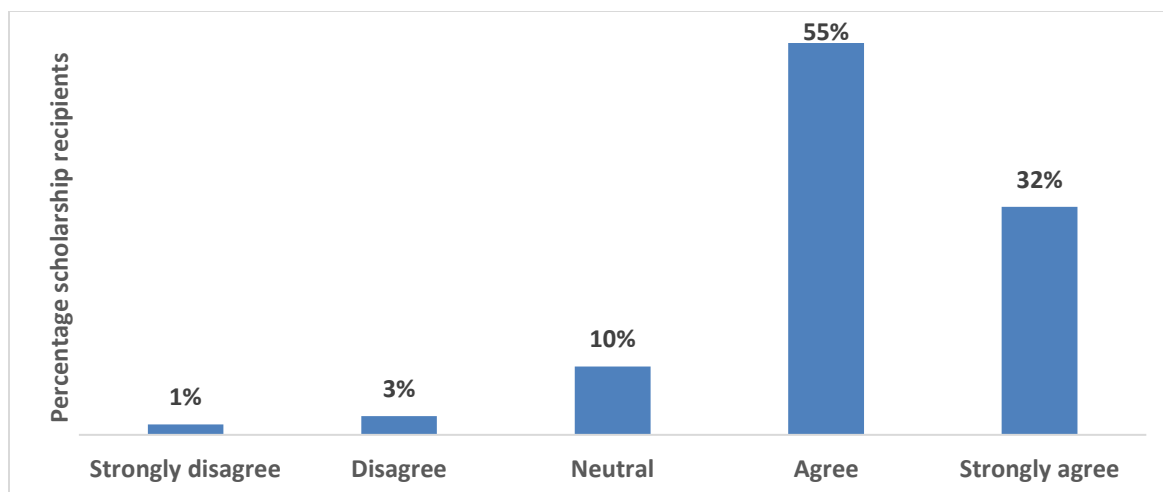
Graph 11: Perceptions of scholarship recipients on whether there has been an increase in the number of female teachers in schools in their communities

This data was further broken down by province in the Graph 12 below and shows general consensus among respondents from all 7 provinces that took part in this evaluation.
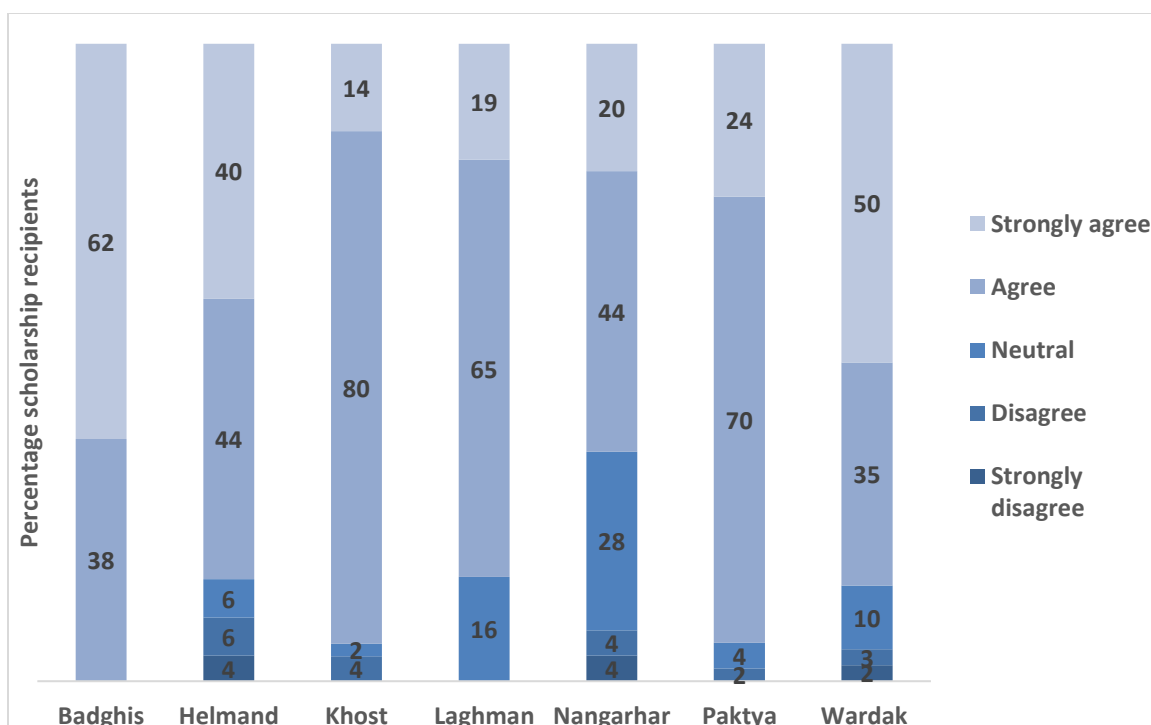
Graph 12: Perceptions of scholarship recipients on whether there has been an increase in the number of female teachers in their communities by province

3.4.2 Increased access and participation of girls in learning spaces

A recurring view from participants across the provinces was that female teacher presence is a crucial factor that encourages families to support and motivate females to continue with education. The scholarship graduates stressed the need for more female teachers to be employed on a permanent basis to retain them and in turn encourage girls education. They indicated that the presence of female teachers would build confidence for girls in learning spaces as they would be more comfortable being taught by female teachers.

The evaluation also noted that all teachers who work with programme graduates reported that female teacher presence in schools creates a conducive learning environment for girls, and that parents are more comfortable to send their daughters to school if their teachers are female, especially for girls in 6th grade onwards. For example, one of the respondents noted:

"We want to increase the number of female teachers in schools because girls do not want to be in class with male teachers, and this thing has motivated me to train as a teacher." KII respondent in Badghis

Similar were the views in other provinces. For example, the FGD respondents in Paktia and Nangahar provinces shared:

"We faced the problems that male teachers taught us, and some of our classmates left the class. So when we graduated from school, we decided to start on the GATE Programme and the girls who had left their lessons started this programme with us." Graduate FGD Discussant from Paktia Province.

"My family and community have been supportive of my training because the area does not have female teachers." Student FGD Discussant, Nangahar Province

Pupils (46 female and 1 male) being taught by programme graduates also stated that it is essential for them to have female teachers as their parents would not allow them to attend school if their teachers are male.

"I have my example because I wanted to prepare for the Kankor examination. My father had no problem. I wanted to take the Kankor preparation class and have brought the brochures with me. My father asked who the teacher is. Is he a male or female? I told him the teacher is male; consequently, I was not allowed". Pupil from Laghman

The pupils indicated that they are more comfortable with female teachers and can better express themselves. Several pupils also suggested that female teachers had more commitment to their teaching jobs than their male counterparts. For instance, the discussants in the FGD of pupils taught by programme graduates in Nangahar said female teachers are more understanding and never absent from school unlike their male counterparts who were often absent and do not check homework and school work regularly.

Noteworthy is that the students and graduates who participated in the evaluation all felt that the number of girls accessing education in recent years has increased in their respective schools. More than half of the headteachers who participated in the study attributed the increased enrollment rates in their schools to the GATE programme graduates teaching there. While data is not collected on the actual change in enrolment and retention rates, these reports indicate that the presence of female teachers clearly have an impact on girl children's participation in learning space.

Pupils taught by the programme graduates indicated that their communities support community learning centres and that more families are now encouraging their daughters to go to school.

"Yes, for sure. People support females to learn and work as teachers as well as they send their girls to go and study in schools. For example, when my sister goes to school, the drivers stop their rickshaws to take her to school, which can be a good example of motivation." Pupil, Laghman Province

"Yes, our community is supportive of encouraging female teachers to work in our community. For example, our families pay our transportation, stationary, and clothing expenses to go to school and study." Pupil, Badghis Province

GATE Programme graduates who are currently teaching also reported that since they started teaching, there were now more girls in their schools.

There are now more females in this school because of GATE programme.

■ Strongly Agree ■ Agree ■ Neutral ■ Disaggree ■ Strongly Disagree
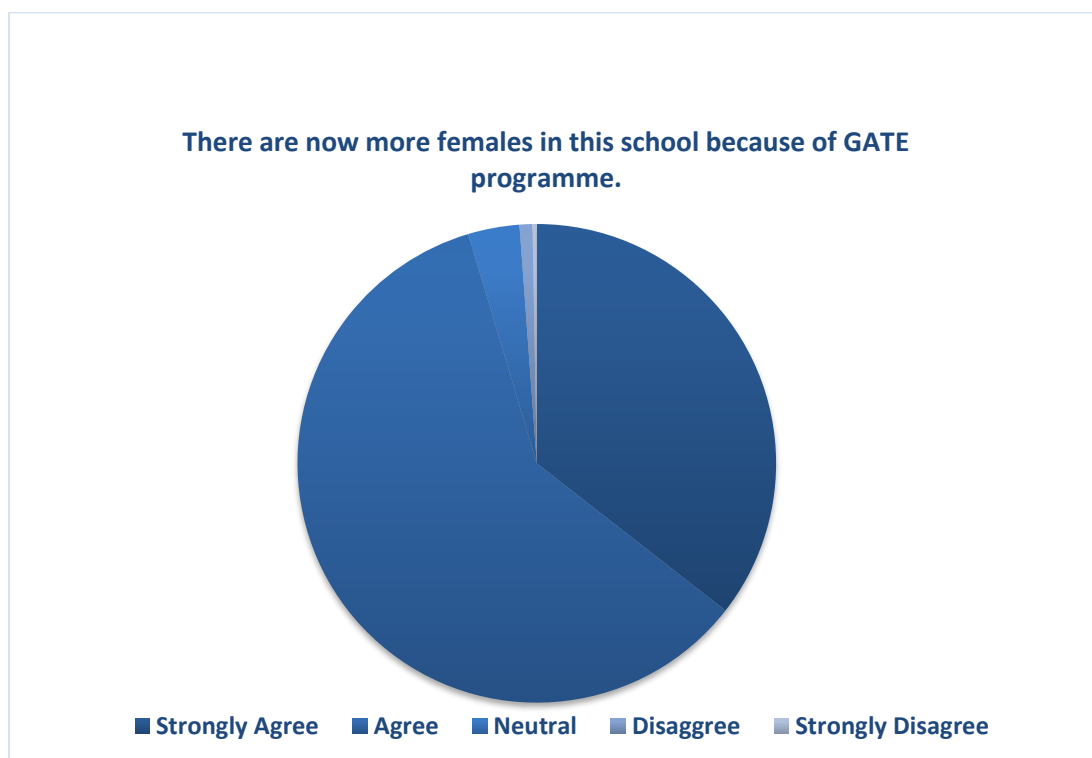
Figure 6: Perceptions of scholarship recipients on an increase in the number of girls in their schools /communities

All respondents felt that by enabling girls to access education through increasing the number of female teachers, the GATE Programme has contributed to progress towards the achievement of children's rights, empowerment and gender equality. 78% of the scholarship recipients reported that staff members in the schools in their communities encourage the enrolment of both male and female pupils in schools, and 75% of them indicated that staff also encouraged the enrolment of minority students, students living in poverty, children with disabilities or special needs and other disadvantaged children who may be at risk of poor education outcomes.

3.4.3 Reduction of of inequalities and exclusion especially for marginalized communities in hard-to-reach areas

The programme strategy of targeting province with low number of female teachers and proving opportunities for women in itself contributed towards the reduction of inequalities and exclusion. In contexts where the proportion of females working as teachers is quite low, the programme trained over 1,200 females as teachers and around two thirds are now working in hard to reach araes which can be considered a substantial contribution of the programme.

The general view of study participants is also that the intervention has positively contributed to the reduction of inequalities and exclusion especially for marginalised and hard-to-reach areas. One DED respondent stated that the GATE Programme had *'facilitated a cultural reform through the promotion of gender equality and an increased number of female students in communities, which has almost become the norm'.* Evidently, the programme has created a sense of trust that allows parents to permit their daughters to attend either schools or TTCs. As another DED respondent said, *'Some community members also voluntarily sent their children to the schools, without the scholarship package, due to the perceived benefits of the programme and education'.*

3.4.4 Increased awareness among communities and community leaders of the importance of education especially for the girl child and the presence of female teachers in their communities

This evaluation demonstrated that communities play an important role in providing support and an enabling environment for the scholarship recipients, and for children to participate in learning spaces. . However, this evaluation was unable to determine with any degree of certainty that this is because of the GATE Programme only. The programme's community engagement has been implicitly referred to by UNICEF staff but no details are available on form and the extent of the engagement. The SMS and the scholarship recipients make mention of community awareness and involvement, but available information does not directly link specific programme activities with this.

Considering that strict community norms and cultural values can hinder the participation of females in education in parts of Afghanistan, the support provided by community members and community leaders can be crucial for the success of the GATE programme.

All respondents felt that the community attitudes and awareness towards girls' education has changed positively in recent years, with 96% of the scholarship recipients agreeing or strongly agreeing with this. All respondents also reported that they had observed positive attitudes within their communities. For instance, 78% of scholarship recipients reported that staff from TTCs and schools in their communities make direct contact with families whose children drop out of school or college, or are at risk of dropping out, to encourage continued enrolment. And 91% of them indicated that when students are absent from college or school for more than a few days, staff make direct contact with their families to find out what the issues are and to facilitate their return to school or college as soon as possible.

Of particular note is that 91% of the scholarship recipients reported that their communities have an active SMS, with 78% indicating that the SMS actively supports female students to attend school or college regularly. The discussants in the SMS FGDs also indicated that the levels of awareness on the importance of education appear to have increased within their communities and among their community leaders.. Similarly, 85% of the scholarship recipients felt that the adults in their respective communities encourage them to take education seriously, including staff from their schools and TTCs. This confirms that community members and community leaders are aware of the importance of girls' education in their communities.

DED respondents in particular indicated an 'increased sense of trust, confidence, motivation, eagerness, and sufficient awareness, regarding the benefits of education'. A sense of appreciation of female teachers and satisfaction with the GATE implementers was also highlighted by the PED and DED respondents, which they felt encouraged parents to send their daughters to participate in the GATE Programme. All respondents pointed out that more girls are now allowed to go to school and higher education or universities, and future employment opportunities are now available for females. Reports of more girls being allowed by family members to attend learning spaces demonstrates that the communities and their community leaders have an increased awareness of the right to education.

It was reported that the programme was launched based on requests from several communities after advocacy campaigns for girls' education. UNICEF staff highlighted that the programme was designed to consider the communities first and has not faced major challenges because of this approach.

"This programme is in full coordination with the community. In this programme, the school, department of education, elders of the families, teacher training college, and everyone else who needs to be in this program is engaged in it. I think this strategy is very effective. If it wasn't so, it would not have been such a success in so many places." UNICEF Staff Member

UNICEF staff indicated that the programme has engaged communities through their leaders and stakeholders to advocate for girls' education and this has contributed to the success of the programme as well as to the increased demand for girls' education beyond the 6th grade in most areas. UNICEF staff also reported that more communities were requesting for the programme to be introduced in a broader range of areas – a good indication that their awareness on the importance of educating the girl child had increased. Both current students and programme graduates reported that cultural beliefs and values regarding gender sensitive issues had changed in their communities because of the education classes that had been conducted within communities. Scholarship recipients (both current students and graduates) also acknowledged that community support is available for girls' education.

Interesting to note is that 76% of the scholarship recipients appreciated that females are encouraged to participate in school activities outside the classroom, while only 63% felt that females are allowed to do so.
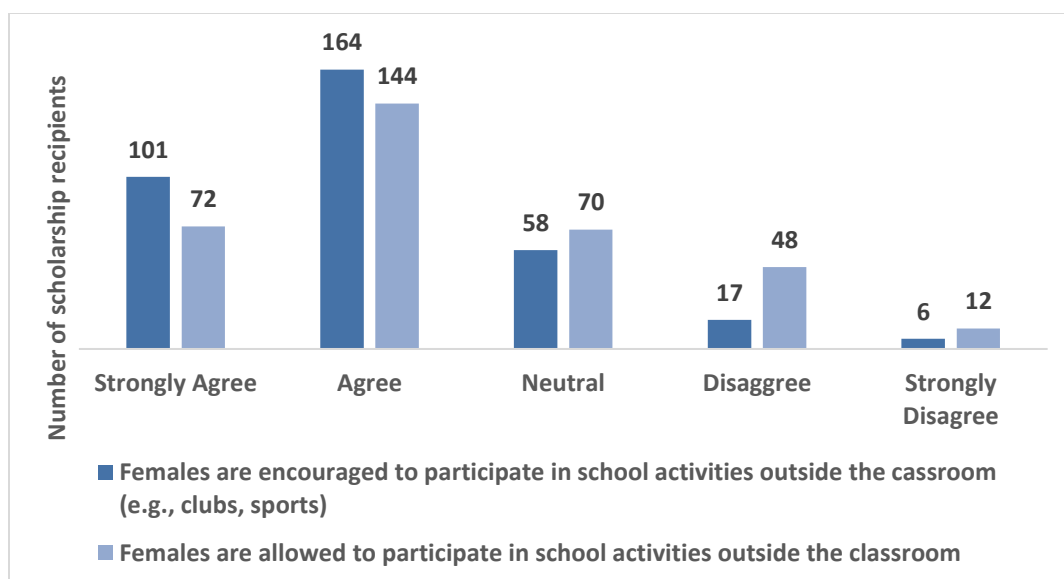
Graph 13: Community attitudes towards female participation in school activities outside the classroom

This difference was noteworthy especially within the existing cultural norms and values in Afghanistan— possibly more so in rural areas— where female participation in public or semi-public spaces is widely viewed as taboo. A breakdown of the perceptions on being allowed to participate in activities outside school by province is provided below with data from Khost and Laghman indicating the least favourable perceptions.
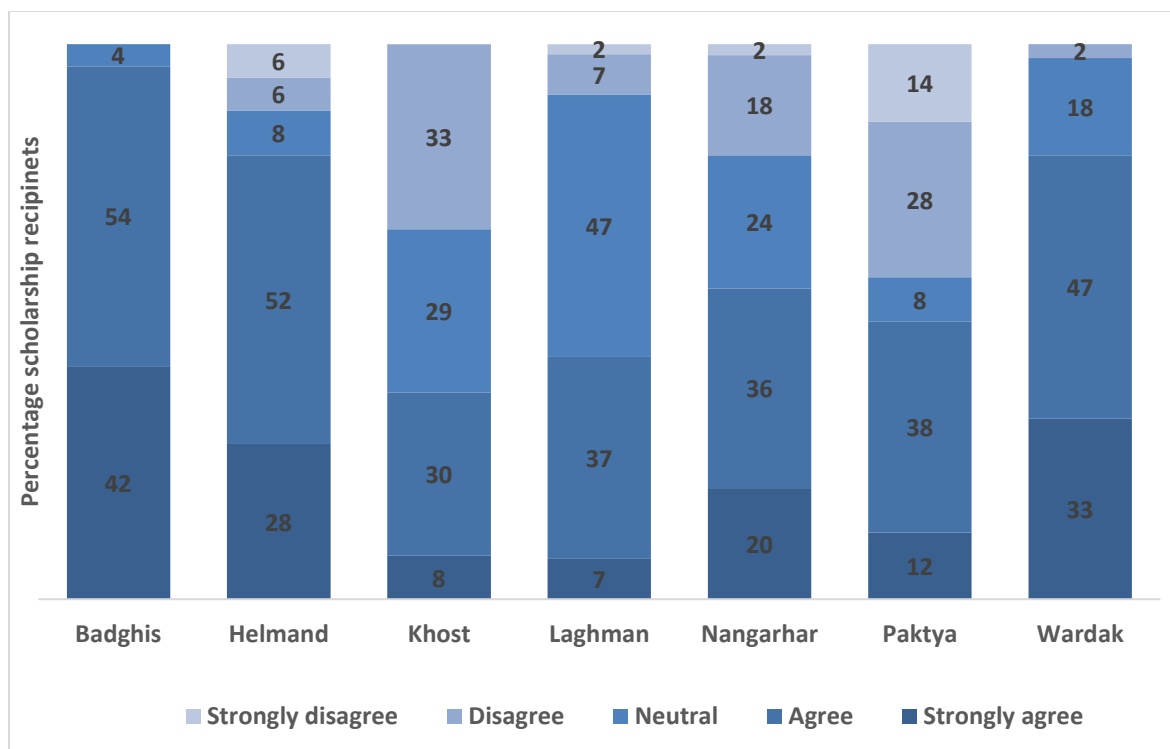
Graph 14: Perceptions of scholarship recipients on whether females participate in activities outside school

From this information, it appears that there has been increased awareness of the importance of education for girls and the presence of female teachers in their communities

3.4.5 Government positioning to increase the numbers of qualified and competent female teachers in the education sector

The evaluation illustrated that the Government of Afghanistan has positioned itself well to support the programme to increase the numbers of qualified and competent female teachers in the education sector and this is evident in the national commitments discussed in section 1.3.2. The government has provided an enabling policy environment for the programme to be implemented, with corresponding strategies at national and provincial levels. A significant approach is the 5-year strategic plan for the education sector (NESP III) which has prioritised increasing the availability of female teachers through the Women's Economic Empowerment (WEE) Programme. The MoE also engaged with the key stakeholders and development partners to implement these policies and strategies.

3.5 Sustainability

Sustainability in GATE programme can not be approached as for other interventions because it is a temporary measure to continue affirmative action. This means that the intervention itself need not to be sustainable but the initiatives within the programme may be. This section looks at the mechanisms and

policies that exist and would sustain the GATE Programme initiatives. It assesses the extent to which the benefits of the programme are likely to continue, and specifically explores how sustainable the GATE Programme is in terms of cost, acceptance by communities and employment opportunities of the GATE graduates into government payroll and private ventures.

The evaluation inferred that Afghanistan has taken major strides in achieving gender equity in education by increasing the numbers of female teachers and the number of girls accessing and participating in education. National policies exist that can potentially sustain the GATE Programme initiatives. These include the Constitution (Articles 17, 43 and 44), the Education Law (Articles 3, 4, and 19), the Education for All agreement (2005) and the NESP III which all have provisions to sustain the strategic interventions in the GATE Programme. The setting of the GATE Programme within the overall girls' education strategy (Ministry of Education, 2019) and planning provides further evidence of the policy commitments that may sustain the programme. This is because the factors which have an impact of whether, when and how well girls and females take part in education, especially in rural and remote areas (security, hygiene, household economy, cultural and other issues) are important and have a gendered impact.

The partnership approach between UNICEF and the MoE appears to be ideal for sustainability of the programme. Available information in programme documents and from the KIIs suggest that the capacity building components of the programme could enable the TTCs and the MoE to own the core activities of the programme—including the training of lecturers and mentors in gender responsive pedagogy—and this could sustain the programme at the district and provincial levels. The involvement, motivation and reinforcement of the TTCs is relevant to ensure the strength of the intervention beyond the programme's lifetime.

3.5.1 Cost
Though the evaluation did not include a cost analysis, available information on adjustments made to cost components of the GATE Programme in 2019 indicate that in its current form, the GATE Programme implementation costs are in line with similar interventions in the sector. The programme was funded through off-budget support to the MoE and was dependent on international donor funding. The programme components have not been mainstreamed into the MoE's work and this may be a challenge to sustain and expand on some of the important gains made by the programme. The evaluation deduced that in its current form, the programme cannot be sustained without considerable financial support and long term commitments from donors and implementing partners. UNICEF staff and PED highlighted this as the major issue that would affect the programme's performance and possibly impact.

3.5.2 Acceptance by Communities
The evaluation determined that the GATE Programme is widely accepted and appreciated in the communities in which it is being implemented, and all respondents indicated that they would like the programme to continue. The evaluation summarised strong evidence of the high level of acceptability, demonstrated by the fact that parents and communities have allowed their children and female family members to participate in the GATE Programme's education. Overall, the respondents all felt that the GATE Programme should continue and if possible be improved and expanded. The FGDs revealed that the

local communities, through the SMS and families, have supported females to train as teachers. The evaluation concluded that there is enthusiasm and commitment for the programme at community level, and this creates and contributes to demand for the programme. The sustained efforts to develop relationships of trust between communities and [education] providers—whether government or international development organisations—is a key factor in ensuring and protecting important gains made for women and girls and their participation in learning spaces.

Available information suggests that community members and leaders play a significant role in their communities to promote awareness of the importance of education and to support girls' education and female teacher training. With complex issues including religious and cultural dynamics, communication and engagement with communities are necessary to ensure that the programme remains relevant and adaptable. Though the evaluation brought to light a level of awareness and support for the GATE Programme in communities, the community advocacy and engagement component in the programme is missing—and where it has been mentioned it appears to be weak and possibly informal, and has not gone beyond the SMS. The evaluation determined that a link with the religious leaders may complement and further strengthen community acceptance and involvement, as would a connection with other community services which are primarily accepted by communities such as health.

3.5.3 Employment opportunities of GATE graduates

The study found that 42% of pre-service scholarship recipients who had graduated are employed, with 69% of them employed by government. The evaluation determined that the GATE Programme does not explicitly support the recruitment of programme graduates as teachers in any way despite the intent in the ToC to do so through graduate networks. Both current students and graduates of the programme indicated that they are willing to serve in their communities including hard-to-reach areas. They also indicated their willingness to continue their teaching careers if there were increased opportunities for permanent employment, and if safety and security were addressed. The lack of support in recruitment was also highlighted by all respondents, and several students indicated that *'the GATE Programme should assist the programme's graduates to get recruited'*. Both students and graduates in the FGDs stated that the lack of formal employment opportunities was a significant issue for them and they highlighted that support for employment opportunities after graduation was a noteworthy gap in the programme.

The evaluation did not find evidence of any deliberate component or strategy to assist or support the programme graduates to get employment. This was consistently evident and highlighted among all respondents in the evaluation. For instance, several of the students and graduates suggested that the GATE Programme could do more to assist them get employed after graduation.

"The other support is that we should be introduced to the Directorate of Education and provide the opportunity of being teachers in schools." Graduate FGD Discussant

Similarly, UNICEF staff suggested that a signed MoU with the MoE would be cardinal to ensure that the programme graduates are employed and retained on a permanent basis. The evaluation noted that though only the headteachers in Laghman and Wardak reported that they have teacher vacancies in their schools, all the headteachers who were interviewed—besides those in Nangahar—reported that they do

not have the required number of teachers in their schools. This was not explored by the evaluation, but it still indicates that there is a need for new teachers to be recruited in the participating districts.

Of particular note is that the current students and graduates (both unemployed and employed) did not appear to understand the role of the GATE Student Network to assist with recruitment even though they stated that they are members of the network. The programme documents indicates that support is provided through these networks but the evaluation did not find any deliberate strategies in place as part of the programme and did not explore the specific challenges faced by the network. However, the current structure indicates that there is no link with the government and this may be an issue.

The evaluation highlighted that the MoE is actively committed to increasing the number of female teachers in coming years. With the active involvement of the MoE in the GATE Programme implementation through the TED at provincial and district levels, the evaluation determined that there is a strong underpinning for this component of the programme to be strengthened and sustained.

4.0 CONCLUSIONS: RESPONDING TO EVALUATION PRIORITIES

The report has presented the key findings in relation to each of the evaluation criteria. This chapter provides a conclusion by summarising the key findings of the evaluation, presenting them in relation to the adapted OECD-DAC criteria. The chapter therefore provides a summary of the evaluation findings on relevance, coherence, efficiency, effectiveness, and sustainability of the programme, as well as the integration of gender, human rights and equity. Each of these criteria is discussed in turn in the following subsections.

Overall, the evaluation concludes that the GATE Programme was well-designed and well-implemented, and finds that some features of the programme are particularly strong.

4.1 Relevance
The evaluation determined that the GATE Programme was developed after drawing from existing information and data, as well as from the processes and experiences in related projects. Evidence on whether participatory consultations were conducted during programme development is weak. Still, available information suggests that programme development included important information on the needs and priorities of girls and communities experiencing the greatest exclusion or inequality. This information has been highlighted in the education sector review (Ministry of Education, 2019) and the National Education Strategic Plan (Ministry of Education, 2016), which both appear to guide the programme strategy.

The evaluation concludes that the programme design is suitable to tackle the main challenges faced by girls and female students, especially in the targeted provinces. The evidence highlighted access to learning spaces and the importance of having female teachers as main challenges faced by girls. The GATE Programme strategically combined two projects to address these challenges, and was implemented in provinces with the lowest numbers and percentages of female teachers and low enrolment rates for girls (UNICEF Afghanistan, 2014).

It addresses the demand side barriers to girls' access to education by providing scholarships and support for females, including a transport allowance which has come out as the most important component of the programme. The programme addresses the supply side bottleneck in girls' participation in education by contributing to the increase in the number of female teachers through providing an opportunity for females to be trained as teachers. The students are facilitated with targeted training as a distinct cohort outside the mainstream training, as well as addressing the quality of their training by providing capacity building in gender responsive pedagogy for the programme lecturers, and providing mentorship support for the students throughout the training process and even beyond. In order to tackle the challenges faced by female teachers, the programme also targets in-service female teachers who have not achieved the Grade 14 qualification and offers them the opportunity to do so.

In summary, the evaluation concludes that the GATE Programme as a strategy is extremely relevant to the present context of girls' education in Afghanistan and therefore can be scaled up.

4.2 Coherence
The evaluation established that the GATE Programme ToC reflects the broader national education policy priorities by addressing both the supply and demand side barriers (described above) of girls' education through a focus on increasing the numbers of qualified female teachers in Afghanistan. From available information, the evaluation determined that the programme is complementary and harmonized with various key interventions in Afghanistan at national, provincial and district levels. These interventions include the government's WEE Programme aimed at increasing the numbers of female teachers, the World Bank's collaboration with the GPE in the EQRA Programme which aims to build capacity and improve recruitment processes for teachers, and the GIZ support to TTCs in collaboration with the TED to build capacity of lecturers in terms of delivery of learner centred methodology and pedagogy. The effectiveness of the GATE Programme can be attributed to its coherence with other interventions in the sector. Further focus on certain areas that need improvement (e.g. enhancing community engagement to increase acceptance for girls education and developing mechanisms and partnerships to ensure employment for graduates) can improve the coherence of programme strategies even further.

4.3 Efficiency
The evaluation could not fully assess the efficiency in the use of the available human, operational (in terms of how well the programme was managed) and financial resources on the GATE Programme. The evaluation found that UNICEF's operational aspects of the programme are intertwined with those of the MoE as the main implementing partner for the programme. This was discussed with UNICEF over the course of the evaluation, and the limitations regarding the extent of this analysis were acknowledged.

Nonetheless, the evaluation found that UNICEF was, to a large extent, able to implement the programme and achieve the intended results because it has sufficient financial and human resources, as well as extensive experience in the education sector. It is evident that the resources which were allocated to the GATE Programme were calibrated to support the work on a number of levels, and were in line with the country and sector practice. Budget utilisation was on track, and most notably, the evaluation found that the financial resource allocation was sufficiently flexible to realign the unit costs for allowances for lecturers and mentors and with other scholarship programmes in Afghanistan during programme implementation.

The evaluation found that coordination and programme monitoring appeared to be weak. The evidence suggests that the available human resources in both UNICEF and the TED at provincial and district levels may not have been well utilized for programme monitoring. The evaluation concluded that the results may have been noted well if a robust monitoring framework was available for the programme. At provincial level, the evaluation determined that the programme has underutilised UNICEF's advantage of having provincial offices, strong working relationships with the PED and DED, as well as other programme monitoring structures including the UNICEF Technical Extenders in the target provinces, the Department of Social Mobilisation and Shuras (DSMS) and the National Institute for Educational Planning (NIEP). At the national level, the evaluation noted the constraints to efficient programme monitoring due to an absence of key programme monitoring information. This could be mitigated by the development and use of a unified programme monitoring database for the programme.

4.4 Effectiveness

The evaluation concluded that though the GATE Programme has been effective in a several ways, it has not been effective in supporting the graduate students with attaining employment and becoming tecahers. It has provided females with the opportunity to train as teachers and has afforded female teachers who had not achieved the Grade 14 qualification to do so. However, it has not supported the pre-service graduate students to attain employment and work as teachers after graduating. The findings from this evaluation paint an overall positive picture in terms of the effectiveness of the GATE Programme in the period 2015 – 2019, and progress towards the achievement of children's rights, reduction of inequalities and exclusion, and gender equality in hard-to-reach areas. The evidence suggests that the programme effectively contributed to the empowerment of females in Afghanistan by contributing to an increase in the number of qualified female teachers in the hard to reach areas—68% of students had graduated (with 42% of the pre-service students being employed after graduation) during the period under review and the drop-out rate was low at 7.4%. Similarly, the evaluation found that programme beneficiaries and the SMS all indicated that communities have positive perceptions of the programme, with community members appearing to have an increased awareness of the importance of education for girls and the importance of the presence of female teachers in schools.

The evaluation concluded that though there are still some challenges, the programme continues to produce tangible results with high fidelity of programme implementation. The evaluation also determined that the programme's components work well but some of them can be improved upon—including the capacity building and community engagement aspects—to strengthen the programme further. Implementation of the capacity building element for lecturers appears to have been scanty and weak in terms of frequency and reach, and it is non-existent for mentors. Though the evaluation concluded that lecturer and mentor capacity were not an issue in programme implementation, this is an area that can further enhance the programme because of the important role that both groups play in teaching and supporting the scholarship recipients. Of particular note was the information from Laghman Province which appeared to be lagging behind in performance when compared with the other provinces which participated in the evaluation—including having the lowest % of female mentors at 25%. Laghman appears to have been a later inclusion to the programme and has 70 students in 2 cohorts—2018 and 2019. Laghman has 24 lecturers (including 2 females), and qualifications of the lecturers were not available. Only 24% of the scholarship recipients indicated that the lecturers use gender responsive pedagogy and materials in their classes. The evaluation found that the learning environment was weaker than the other provinces, with very low classroom interaction reported. Currently, Laghman has 12 mentors (including 3

females) and the scholarship recipients indicated that they have positive relationships with their mentors. Comparatively, the scholarship recipients also reported less favourable community attitudes towards girls' education and female teacher training in this province. This further highlights the GATE Programme's weak monitoring and learning mechanisms as lessons that may have been learned from earlier programme provinces could have assisted in tracking and putting in place corrective measures.

The evaluation also concluded that there is a need for more female mentors to be recruited on to the programme. Available information suggests that the programme had difficulties in recruiting an adequate number of mentors for the scholarship recipients due to the low numbers of available teachers who are qualified or meet the requirements, especially female mentors. The evaluation suggests that strategic engagement with the TED and the EQRA Programme would be highly beneficial to the programme. The development of an in-service programme in TTCs to build teacher capacity and possibly include gender responsive pedagogy and mentorship as specific components—with academic credit being provided for participation —would be highly beneficial to the programme and may potentially increase the pool from which female mentors can be drawn.

The evaluation also found that the government is well positioned to increase the numbers of qualified and competent female teachers. Available information indicates that the government has provided an enabling policy environment and appears to have strategic partnerships with key implementing partners in gender in education in general, and girls' education in particular including UNICEF, UNESCO, the World Bank and GIZ. From the available information, this evaluation concluded that effectiveness of the GATE Programme is hindered most by the lack of coordination with government strategies—which are also outlined in the NESP III, the National Girls' Education Policy, the Teacher Education Policy and the Girls' Education Strategy— and stakeholders outside of the programme who are implementing related interventions in the sector. The lack of coordination and shared ownership over the girls' education and female teacher training and recruitment agenda has undoubtedly limited the effectiveness of the GATE Programme. For instance, the programme had planned to link the students with experienced mentors from hub schools that are connected to the community based schools where the teacher students would be teaching (UNICEF Afghanistan, 2014, p. 17). This was a strategic intent that could have linked the GATE Programme directly with the CBE Programme in a way that rounded the training experience for the students with the view to the certainty of employment on completion of the training. Practically, this has not been the case. Such coordination, in any future intervention can enhance the programme effectiveness.

4.5 Sustainability
The evaluation found that sustainability of the programme initiatives does not appear to be secure even with the strong will and commitment of the MoE. The available information indicates that the MoE is the key implementing partner in the GATE Programme and is at forefront of actual programme delivery. The evaluation determined that though ownership of the core activities of the programme is well established by the strong involvement of the MoE through the TED at the national, provincial and district levels, the MoE does not have complete ownership of the initiative and this has a bearing on the overall sustainability of the programme.

The evaluation determined that in their current form, the programme's capacity building components may not sustain the initiative. For instance, although the TTCs provide the venue and the lecturers for the training, the scholarship recipients are trained as a distinct cohort outside the mainstream TTC

programme. There are some key advantages of using this approach especially in that the students are being provided with the space and opportunity to study. However, this also means that the programme is drawing from a small pool of qualified lecturers to teach additional classes, and these lecturers are being paid additional allowances by the UNICEF. Similarly, the allowances for students and mentors are paid directly by UNICEF. This indicates that the recurring costs for the programme are funded from outside the mainstream MoE budget and are not sustainable without external financial support.

The evaluation also concluded that the programme is not sustainable in terms of employment opportunities for the programme graduates onto government payroll and private ventures. The evaluation did not find any deliberate and practical commitment by the GATE Programme to support the graduates to get employment after their training. Though evidence suggests that the programme encourages graduate networks to be set up by the students themselves at class level to advocate for employment opportunities, it is not clear how this is being done or can be done within the GATE Programme without the provision of practical support by the programme to attain employment. If the graduates remain unable for quite some time to find employment, they may abandon this career path altogether, wasting all the programme investment in them.

For any similar future interventions, UNICEF should develop a sustainability plan both for the interventions and the outcomes, and future evaluations could assess the performance against that.

4.6 Integration of Gender, Human Rights, and Equity
This evaluation has sought to account for gender and equity throughout the analysis. Some key findings are presented here.

As a gender in education initiative, the GATE Programme intentionally focused on female students as the scholarship recipients. With the low numbers of qualified female teachers in Afghanistan, the programme provided an opportunity for females to receive a scholarship and participate in a two-year teacher training programme. It also strategically included female teachers who did not have the minimum requirement (G 14) for a fully qualified teacher to achieve it. The programme also provided support to the students through the provision capacity building for their lecturers, incentives for them and their lecturers and mentors, and it has contributed to perceptions of increased confidence, better finances and economic opportunities even among the trained female teachers. Being a trained teacher, has increased women's chances to get paid employment leading to their economic empowerment.

In terms of equity, in Afghanistan, there are clear concerns on girls' education, given the variations in access and participation based on a number of factors (including geography, proximity to urban areas, gender of the teacher and so on). The GATE Programme was designed to target and impact areas with low attendance and participation rates for girls and very low numbers of female teachers. Presence of female teachers have reportedly increased the number of girls in schools, facilitating their access to their basic human right i.e. right to education. Nevertheless, as such, there is an urgent need to ensure that the female teacher training and recruitment extends further than the current 17 provinces, so that the rights of all children to access education and participate in learning spaces are guaranteed.

5.0 LESSONS LEARNED

This section highlights the key lessons learned from the findings of the evaluation. The evaluation explored the key issues arising from the development and implementation of the GATE Programme, and the findings allow us to provide some formative lessons which feed into our recommendations for the programme—which are outlined in the next chapter.

Value and demand for the GATE Programme
The demand for the scholarship programme and the need to provide scholarships to females for teacher training in Afghanistan may be substantially greater than the current known demand. The programme aimed to train 1,200 female teachers (UNICEF Afghanistan, 2020) and though data on the total number of applications received is not available, the programme exceeded its target. This indicates that there is significant demand for the scholarship programme.

Factors still impeding increase of female teacher recruitment and retention
The evaluation determined that the GATE Programme has addressed major bottlenecks for female teacher presence in hard-to-reach areas through the various components included in its approach and strategy. However, the evaluation also found that some factors still remain as challenges including:

- Limited programme coverage
- Security and transportation
- Low literacy and lack of facilities
- Cultural norms and values
- Low remuneration and incentives for female teachers to work in rural communities after they are trained.

Feedback mechanisms needs stregthening
The evaluation found that the TTC's monitor the scholarship recipients' progress with standard tests, assessments and exams, and also by their mentors during their support visits. However, besides the forms completed by the mentors when they visit graduate teachers, the evaluation did not find any structured mechanisms for reporting or feedback to be provided by any of the programme's direct beneficiaries back to respective duty bearers. The evaluation linked this gap with the absence of a monitoring system for the programme but could not explore the issue further or conclusively. Nonetheless, it would be strategic for the programme to address this issue.

The programme does not adequately support programme graduates
The evaluation was unable to determine actual numbers/proportions of graduates employed in each of the programme provinces due to the gaps in available data and could not conclusively determine the pattern in student cohorts or provinces. The evaluation noted that the graduate students were very concerned with the programme's lack of support for graduates in finding employment. The graduates have to go through the standard recruitment process, the effectiveness of which is perceived quite differently by various stakeholders. The evaluation concluded that without a deliberate strategy to employ the programme graduates, the gains made by the programme remain incomplete.

Programme monitoring needs to be strengthened
The evaluation did not come across an M&E strategy for the programme. Despite UNICEF's exceptional outreach and presence in the targeted provinces through the zonal offices, the evaluation did not come across adequate evidence of central, provincial or district level monitoring and evaluation for the GATE Programme over the period under evaluation. The evaluation noted that though UNICEF staff suggested that they monitored programme implementation regularly, programme monitoring data or information for the period under evaluation—where available—were fragmented, out of date or incomplete.

Badghis Province may be an example of good practice for the programme
The evaluation noted that Badghis has done well compared to the other provinces. Therefore, it can be followed as an example of good practice. The evaluation did not explore the factors contributing to the perceived success in Badghis, but these can be explored to see what works and how other provinces may learn from its achievements. However, the evaluation noted a few things that were different from the other participating provinces;

- It was one of the earlier participants in the programme and has 4 student cohorts—2015, 2016, 2017 and 2020—with a total of 276 scholarship recipients.
- All programme graduates who participated in the survey currently teach in government schools.
- The satellite TTC received computers, projectors and printers as part of the programme's capacity building component.
- The scholarship recipients in Badghis appeared to be relatively older than their counterparts in other provinces (25% of them indicated that they are aged between 26 – 30), with most of them having more than 5 years teaching experience.
- It has the highest percentage of female lecturers from all provinces in which the GATE Programme is being implemented i.e., 11%.
- It has the highest proportion (88%) of lecturers with bachelors' degrees as their highest qualification and is the only province with 10% of the lecturers stating that they have a masters' degree as the highest qualification attained.
- All the lecturers who participated in the evaluation reported that they had received training in gender responsive pedagogy as part of the programme
- About half of the mentors are female (52%).
- The age profile of the mentors appears to be higher than that of the other provinces on the programme (over 42% reported that they are aged between 46 – 50)
- 73% of the mentors reported having associate degrees as their highest qualification, 22% bachelor's degrees and one reported having a master's degree.
- Interestingly, all of the scholarship recipients reported positive perceptions of their mentors, and indicated that they meet with their mentors often enough—including 79% of the graduate teachers.

This information provides evidence of the particularly positive performance of the province, and what is working well can be explored further to support other participating provinces that may not be doing as well.

6.0 RECOMMENDATIONS

Based on the results of this study and feedback from the ERG, the evaluation is able to provide stakeholders with several recommendations to strengthen the quality of the intervention. These recommendations are based on the lessons learned and have been contextualised and presented in a way that is meaningful and actionable for stakeholders.

Overall, the GATE Programme demonstrates that it is a relevant intervention with the potential for significant positive outcomes. The over-arching recommendation is that UNICEF and funders should continue to implement the programme's core components with some minor adjustments, and if possible scale-up the programme to provide training for more females. The available data and findings from the evaluation demonstrate that demand for more opportunities for female teacher training is high, and indicate that the programme has potential positive impacts on female teacher recruitment. The findings also indicate that local communities and the MoE at all levels are both interested in and willing to support female teacher training initiatives.

In the table below, the evaluation provides selected recommendations on some specific areas that can enhance programme implementation:

	Recommendation	Priority Level	Recommended Timeframe for Adoption	Person(s)/Organisation(s) Accountable to Recommendation
	Programme Outputs			
1	**Reconceptualize the (draft) Theory of Change** to streamline the conceptualisation of the programme, and make it more self-explanatory and predictive. The revised ToC should include applicable assumptions and risks at the various stages to include applicable considerations for outputs, outcomes and impact or to monitor, track and/or act upon potential and emerging issues that may affect the achievement of outputs, outcomes and impact. The evaluation revised the ToC and the proposed version is attached as Appendix 8.	High	Immediate	UNICEF MoE (TED, PED, DED)
2	**Revise, outline and clarify the targeting in the recruitment focus between pre-service and in-service teacher training scholarship recipients:** The GATE Programme aims to recruit more female teachers and also to upskill female teachers who do not have the G-14 qualification. The ToC does not clearly spell out the two intentions— to upskill already trained teachers as well as recruit more—and does not appear to be deliberate in recruiting specific numbers of pre-service and in-service teachers. Targets could be set within the programme based on available figures in the participating provinces.	High	Immediate	UNICEF MoE (TED, PED, DED)
3	**Put in place a deliberate component or pathway to support the programme graduates get employment:** Graduate recruitment should be included as a component in the GATE Programme as	High	Immediate	UNICEF

	the graduate networks do not appear to be supportive enough. Possible options are to structure it in a way that links in with the MoE recruitment departments. Though the ToC mentions the facilitation of graduate networks for students to advocate for employment after graduation, the graduates may benefit from a more robust and operationalised pathway to support them to get employed after graduation. A possibility is a link with the MoE WEE Programme or the use of incentive packages as outlined in the NESP III.			MoE (TED, PED, DED)
4	**Purposefully aim to recruit more female mentors:** The evaluation found that the scholarship recipients have positive perceptions of their mentors and that the mentors can provide the necessary support for the scholarship recipients. The evaluation noted that several key stakeholders highlighted the importance of having female mentors for the female students and graduates especially given the cultural norms in Afghanistan. In its current form, the GATE Programme does not intentionally recruit female mentors and the evaluation determined that this was possibly due to available capacity in the target provinces. However, the programme would benefit from recruiting more female mentors for the students, with a strong case being made in Badghis province where more female mentors are available and scholarship recipients reported having the most positive mentor engagements in the programme.	High	Immediate	UNICEF MoE (TED, PED, DED)
	Programme Strategy			
5	**Engage and collaborate with other stakeholders and programmes either formally or informally eg. CBE, World Bank (EQRA Programme) and MoE (WEE Programme):** The evaluation found that linkages with other organisations and stakeholders in female teacher education are low. It may be beneficial to link more with other development partners/funders to protect the gains that are being made and also to enhance the programme and potentially bring it to scale quickly, especially because it is essentially an exit strategy. Key issues highlighted in this evaluation on access include distances to TTCs and/or learning spaces and also the low recruitment rates for the programme graduates as teachers or difficulties in recruitment. A missed opportunity to address these issues could be strategic leveraging with the MoE on current priorities. For instance, the NESP III has prioritised initiatives aimed at the deployment of female teachers to rural areas and the establishment of training and dormitory facilities to allow girls and female teachers to continue their education. The GATE Programme could mitigate some of the issues around inadequate transport allowances through collaboration with this initiative. It may also increase impact by collaborating more with initiatives and development partners working on teacher recruitment such as the EQRA and the WEE	Medium	Long-Term	UNICEF

	to support the MoE. This can result in female teacher recruitment to strategically improve and contribute to the sustainability of the programme for long term gains of the deployment of female teachers to rural areas.			
6	**Strengthen capacity building component of the programme for lecturers and mentors or advocate to incorporate an extended or regular training component in the regular in-service teacher training provided by TTCs:** The evaluation found that though there were no apparent issues with the capacity of the mentors and lecturers on the programme, the implementation of this critical component was particularly weak and inconsistent. Given the positive effects of the GATE Programme, and the high level of fidelity of implementation, the evaluation determined that the lecturers and mentors delivering the GATE Programme are motivated and performing well in what they are doing overall. However, it was noted that training for the lecturers had only occurred once in the form of a three-day workshop, and not all the lecturers had been trained. Of particular note is that the evaluation found that none of the mentors had received any training as part of the programme. Because of the critical role that the mentors and lecturers play on the programme, the evaluation recommends that a more extended or regular training for lecturers and mentors becomes part of the programme. The evaluation also recommends that additional advocacy for the inclusion of gender, gender responsive pedagogy, to be included in the main teacher training curriculum in all TTCs may benefit the programme in the long run.	High	Immediate	UNICEF MoE (TED, PED, DED) Implementing partners
7	**Strengthen and include a component for active community engagement:** Though the programme appears to have positively engaged community members. The evaluation recommends that the programme includes a deliberate community engagement component to the programme and possibly link with or borrow from sectors that have successfully engaged with communities. For instance, because health is broadly accepted by religious leaders and within religious influences, it could be strategic for the programme to link with health services in some form.eg. borrow from VHT approach to immunisation campaigns. Another option could be engaging religious leaders through the SMS to disseminate messages on girls' education. World Vision Afghanistan has done this and lessons may be borrowed from the experience.	Medium	Mid-Term	UNICEF
8	**Develop mechanisms for beneficiaries to provide feedback:** The evaluation concluded that the participation of rights holders in accountability and provision of feedback to service providers and duty bearers is weak. The inclusion of this element can provide the programme with timely and relevant feedback to assist with even more efficient programme implementation. For instance,	Medium	Mid-Term	UNICEF MoE (TED, PED, DED)

	feedback from beneficiaries could potentially strengthen the support supervision element of the programme as well as enhance the accountability of duty bearers.			
**Programme Performance**
9	**Develop an M&E strategy and a database to collect and organise programme monitoring information for the GATE Programme:** The programme demonstrated positive, significant impacts for female teacher training and, overall, the programme appears to be efficient and effective. However, the evaluation found that the programme lacked a database to monitor, collect and track programme implementation activities. The evaluation recommends that at a basic level, an activity output tracking system should be implemented for the GATE Programme at provincial level and district levels, which could be consolidated at national level. This could be used for operational assessment—to monitor progress made, targets reached, identify gaps (e.g. which district or province), or where to focus efforts for improvement or to enhance coordination. Additionally, the evaluation recommends that the database also collects detailed data on programme graduates' employment to track progress over time and possibly measure the programme's impact on the education sector. This evaluation also recommends that, if possible, the database should be aligned with the EMIS in terms of required information to support integration of data into the MoE. This would assist with programme planning, and communication and reporting to donors. This will also help various stakeholders to align their efforts and avoid duplication.	High	Immediate	UNICEF MoE (TED, PED, DED)
10	**Conduct an investment case or cost - benefit analysis**: The GATE Programme, if it is to be scaled up or replicated, needs accurate data to enable value for money to be assessed with confidence. Though it was not possible to conduct a costing exercise during this evaluation, the absence of the GATE Programme initiatives in the MoE mainstream budget suggests that it is worth exploring given its high implied long run returns for Afghanistan. An investment case or cost - benefit analysis would capture the resources needed to implement the GATE Programme so that policy makers in Afghanistan and other stakeholders have a complete understanding of the intervention. It could also be the first step for advocacy for the inclusion of GATE Programme components in the mainstream MoE budget and an important point for leveraging in advocacy for fundraising for scaling up the programme, given that UNICEF is well positioned to leverage advocacy for budget line inclusion and fundraising due to its global experience and reputation.	High	Immediate	UNICEF

Table 9: Recommendation Priority, Timeframe and Accountability

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APPENDICES

Appendix 1: GATE Programme Draft Theory of Change (UNICEF Afghanistan, 2020)

Activities	Activity Outputs	Outcomes (includes UNICEF "outputs")				Impact

Activities

- Identify and select GATE scholarship recipients
- Provide scholarships and mentors to 1,200 female teachers through outreach TTCs
- Provide incentives to 224 lecturers and 120 mentors
- Build the capacity of 224 lecturers and 120 mentors
- Establish network of GATE graduates to advocate for employment opportunities

Activity Outputs

- 1,200 females receive scholarships and are assigned mentors
- 224 lecturers and 120 mentors receive incentives.
- 120 mentors receive training on formative assessment, coaching and mentorship
- 224 lecturers received training on advanced pedagogy, formative assessment, and language enhancement.
- Network is created and all are given access.

Outcomes (includes UNICEF "outputs")

- Selected females attend TTC or outreach TTCs.
- Selected females complete the 2-year TTC programme.
- Pre-service recruits become qualified to enter teaching profession with G14 qualification
- In-service, underqualified female teachers' qualifications are upgraded to the Grade 14 level
- Candidates continue their education to Grade 16+.
- Pre-service recruits find and begin teaching jobs in the target provinces.
- In-service candidates return to their teaching positions.
- G16+ graduates transition into teaching jobs.
- Increase in the number and proportion of qualified female teachers employed in 14 target provinces
- Participating mentors develop coaching and mentorship skills
- Participating lecturers develop improved teaching skills on advanced pedagogy, formative assessment, and language enhancement
- Participating mentors conduct quality mentoring sessions with GATE students.
- Participating lecturers implement their improved teaching skills and incorporate the new content in their TTC instruction.
- GATE participants and other TTC students taught by the 224 lecturers gain increased teaching knowledge and skills.
- Increase in the number and proportion of qualified female and male teachers providing improved quality teaching instruction in 14 target provinces
- GATE graduates, lecturers, mentors, etc, actively engage with the network.

Impact

- Improved access and retention for girls, in 14 target provinces
- Improved learning for children, and especially for girls, in 14 target provinces

Assumptions:

- Lecturer/mentor training and incentives is sufficient to create change in behavior and quality of instruction.
- This translates into improved learning and skill acquisition of TTC students.
- GATE graduates transition into teaching jobs AND are posted in the 14 target provinces.
- Network is effective at facilitating the above.
- Presence of more female teachers will encourage parents to enroll more girls in school.
- Improved teacher qualification and pedagogical skills translate into improved student learning.

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Appendix 2: Terms of Reference: (Request for Proposal), 9th April 2020

<table>
<tr><td colspan="2" align="center">UNICEF AFGHANISTAN
TERMS OF REFERENCE FOR GATE EVALUTION</td></tr>
</table>

<table>
<tr><td colspan="3">SHORT TITLE OF ASSIGNMENT</td></tr>
<tr><td colspan="3">Formative evaluation of the Girls Access to Teacher Education (GATE) scholarship programme</td></tr>
<tr><td>DUTY STATION:</td><td colspan="2">Kabul, Afghanistan</td></tr>
<tr><td>REQUESTING SECTION</td><td colspan="2">Social Policy, Evaluation, & Research (SPEAR)</td></tr>
<tr><td>SUPERVISOR</td><td colspan="2">Evaluation Specialist, UNICEF Afghanistan Country Office</td></tr>
<tr><td>OTHER CONTACT POINTS IN OFFICE:</td><td colspan="2">Chief, SPEAR Section
Chief, Education Section
Education Specialist - Quality</td></tr>
<tr><td>Proposed Duration</td><td>90 days</td><td rowspan="3">Notes/Comments
90 working days excluding weekends and public holidays stretched over the contract duration</td></tr>
<tr><td>Contract Period</td><td>01/05/ 2020 -30/09-2020</td></tr>
<tr><td>TYPE OF PROCUREMENT
EOI, RFP, RFQ, ITB</td><td>RFP</td></tr>
<tr><td>Estimated Cost of Services</td><td>USD</td><td></td></tr>
<tr><td>PROPOSED END DATE:</td><td>Five months after signing contract</td><td></td></tr>
<tr><td>WBS</td><td>0060/AO/07/884/010/003</td><td></td></tr>
<tr><td>LOCATION OF REQUIRED SERVICES</td><td>Bamyan, Ghazni, Khost, Paktya, Paktika, Wardak, Badghis, Ghor, Kandahar, Helmand, Urozgan, Zabul, Nangarhar, Laghman and Kunar</td><td></td></tr>
<tr><td>GRANT</td><td>RR</td><td></td></tr>
</table>

ESTIMATED VALUE MAY EXCEED CRC THRESHOLD (Yes/No)	No	
INCLUDED IN SUPPLY PLAN	**YES** / NO (circle appropriate answer)	
Need for procurement of institutional services is reflected in the Annual Work Plan (AWP) or is in response to a specific programming decision		Yes
The tasks cannot be completed by UNICEF staff or counterparts		Yes
ToR is clearly defined with tangible, measurable, and time-bound deliverables or an end-product and with payments (contract fee) clearly linked to these deliverables		Yes
ToR includes a description of the specific activities and timeframes for completion of the activities		Yes
ToR includes performance indicators for evaluation of results (e.g. timeliness or quantitative measures)		Yes
SIGNED FOR AGREEMENT		
Recommended by Education Chief Erinna Dia	Reviewed by Supply Chief Moses Sichawo	Approved by Deputy Representative Operations Ian Fuller
UNICEF AFGHANISTAN **TERMS OF REFERENCE – FOR GATE EVALUTION**		

SHORT TITLE OF ASSIGNMENT
Formative evaluation of Girls' Access to Teacher Education (GATE) scholarship programme

BACKGROUND AND OBJECTIVE

Overall Education Situation in Afghanistan.

Afghanistan is a war-torn country that has suffered from ongoing conflict for almost four decades, with recurrent natural disasters and large population movements. These conditions have adversely affected the country's education system which lacks human and financial resources to provide quality basic

education services. The UNICEF-Ministry of Education (MoE) Out of School Survey 2018 report estimates that 3.7 million children are out of school, 60 percent or over two million are girls. The reasons for this trend are multiple such as poverty, insufficient relevant learning / teaching resources, capacity limitations in formal schools to take on additional children, social norms affecting girl's education, shortage of competent teachers, especially qualified female teachers (only 38% of teachers in Afghanistan meet the minimum grade 14 requirement and only 34% are female with very few in rural schools thus affecting the participation of girls in learning opportunities as well as reluctance of parents/communities to send girls to schools dominated by male teachers).

Furthermore, the Monitoring of Trends in Education Growth (MTEG) assessment in 2013 has revealed that only 12% of primary school students reached the minimum proficiency level (MPL) level of reading. Proficiency in language and mathematics for grade 6 students in Afghanistan is equal to that of grade 4 students in neighboring countries like Iran, Azerbaijan and Kazakhstan.

Despite the above challenges, considerable progress has been made over the past couple of years in terms of access to education. Enrolment has increased from 1 million in 2002 to 9 million by 2018 (EMIS 2018).

The priority of the MoE and partners is therefore to improve education quality and relevance ensuring that learning is focused on the results and competencies outlined in the National Education Strategic Plan 2017-2021 (NESP-III). UNICEF through the 2015-2021 Country Program of Cooperation with the government of Afghanistan has committed to help the MoE increase quality of education and girl's participation and retention in learning programs, so far limited by a shortage of qualified female teachers, especially in insecure, marginalized, and socially conservative rural communities. To address this barrier, UNICEF, in partnership with the MoE and the Government of Korea, has initiated the Girls' Access to Teacher Education (GATE) programme, a two year scholarship aimed at providing opportunities to female students, especially those from rural and hard to reach areas, to train as teachers and attain the grade 14 minimum requirement as set by the MoE. The GATE programme is implemented as part of the Girls' Education initiative, multi-sectorial in approach, with interventions in WASH, Nutrition and Education seeking to ensure the overall development of the girl child and adolescent.

Detailed program description.

The education sector in Afghanistan grapples with a shortage of qualified and competent female teachers, especially in rural areas, which is one of the major causes for low enrolment and retention amongst girls. The situation is worse in rural provinces such as Ghor, Paktika, Paktia, Khost and Uruzgan with less than 5% proportion of female teachers, where parents/communities are reluctant to send girls

to schools dominated by male teachers due to social and cultural reasons. To address the above inequalities, UNICEF partnered with the Government of Korea and MoE to increase the number of qualified female teachers in rural areas and consequently, girl child enrolment and retention rates in school through the Girls Access to Teacher Education (GATE) scholarship Programme, initiated in 2015 for an initial cohort of 1,000 female students. The two-year scholarship programme was piloted in the 5 provinces of Uruzgan, Ghor, Paktia, Paktika and Badghis before being scaled up to 8 others by 2018, targeting 887 additional students. Key programme components included.

- Scholarships and incentives to 1,847 female students at grade 12 level
- Incentives in form of transport allowances and trainings for 1,000 mentors at satellite teacher training colleges to provide support and mentor the female students
- Salaries for 120 tutors to teach and coach female teachers and mentors
- School improvement grants for 5 provincial teacher training colleges to improve learning environment
- Textbooks and monitoring support by MoE at national and subnational levels to provincial teacher training colleges and satellite teacher training colleges.

To date over 1,847 students have directly benefited from the GATE program with an approximate budget of 3 million dollars.

Evaluation purpose.

UNICEF and the MoE intend to conduct a formative evaluation of the GATE scholarship programme to assess the extent to which it is progressing in relation to the intended objectives of increasing female teacher presence in hard to reach areas, increasing girls' participation in learning spaces. The evaluation findings and recommendations will inform the Local Education Group (LEG), composed of in-country education stakeholders such as the ministries of education and finance, donors, development partners, UN agencies, and civil society organizations, on the current achievements of the programme based on the aforementioned criteria. Information generated will be used to further shape, scale up, and strengthen the GATE programme while producing valuable insights to inform and guide future interventions in the education sector in Afghanistan and beyond.

Evaluation objectives.

The evaluation will take a formative approach with the following objectives.

- Assess the progress of the programme in relation to increasing female teacher presence in hard to reach areas, girls 'participation in learning spaces and retention.
- Evaluate programme performance based on coherence, relevance, effectiveness, efficiency and sustainability.
- Identify gaps along the results chain and recommend remedies to inform the scale up of the programme.
- Review existing theory of change of GATE programme and reconstruct where needed.
- Assess the extent to which cross-cutting issues of gender, equity and human rights are integrated into various programme interventions.

Evaluation Scope:

Within the overall objectives of the programme, the evaluation will focus on the implementation strategies in a purposively selected sample of provinces covering the target groups who benefitted from GATE between 2015 to 2019.

- 1,847 direct beneficiaries
- 5 provincial teacher training colleges in relation to the utilization of the institution's improvement grant, 120 lecturers and 1,000 mentors who were supported as part of the programme to teach, mentor and monitor the GATE students.
- School Management Shuras and community members involved in GATE programme candidate's identification process.
- Students taught by GATE graduates in hard to reach areas.
- PED/DED, MoE officials working with academic supervision and teacher education departments as well as UNICEF staff involved in programme implementation of at national and sub-national level.

The evaluation will cover up to 7 of the 13 target programme provinces (Paktya, Paktika, Khost, Wardak, Bamyan, Ghazni, Helmand, Zabul, Badghis, Ghor, Nangarhar, Laghman and, Kunar). The provinces selected will have students who graduated from the programme and those currently in session.

Evaluation Questions.

The evaluation will seek to answer the following questions, which will further be refined and/or elaborated at the inception stage:

Coherence.

- Does the programme theory of change reflect the broader national education policy priorities i.e. girl's education policy, teacher policy and NESPIII, etc.
- Are the various programme interventions complementary and harmonized with those of other relevant stakeholders including donor agencies, other UN agencies, NGOs, government education departments at central, provincial and district levels, etc.

Relevance.

- Is the current programme design suitable to tackle the key challenges faced by girls and female students (including students with disability) in the country, especially in the targeted provinces?
- Did UNICEF, in its programme development, identify the needs and priorities of the girls/communities experiencing the greatest exclusion or inequality, through needs assessments and participatory consultations? To what extent is the programme guided by relevant theories and appropriate strategies?
- Is there any evidence that has been produced to inform GATE programming and approach?

- How can the GATE programme objectives, approaches be most relevant and adapted to the country context for scale up?

Efficiency.

- To what extent are the resources (financial and human) allocated to the GATE programme appropriate to support the implementation of strategies and the achievement of the expected results? Could the same or better results could have been achieved using different strategies?

Effectiveness.

- How does the available evidence highlight what works and what does not in the GATE programme in Afghanistan? How effective is it?
- Did the GATE programme contribute to progress towards the achievement of children's rights, especially girls, their empowerment and grater gender equality? How? Did the intervention contribute to the reduction of inequalities and exclusion especially for marginalized in hard to reach areas?
- Have communities and community leaders increased their awareness on the importance of education especially for the girl child and the presence of female teachers in their communities?
- How has the Government positioned itself to increase the numbers of qualified and competent female teachers in the education sector?

Sustainability.

- How sustainable is the GATE programme in terms of cost, acceptance by communities and employment opportunities of the GATE graduates into government payroll and other private ventures?
- What mechanisms and policies exist that will sustain the programme initiatives?

Evaluability.

The GATE programme was initially implemented as a standalone initiative and subsequently subsumed as part of an integrated programme combining education, Nutrition and WASH interventions. The availability of relevant data and information on the implementation of the program will determine the extent to which the various evaluation criteria and questions therein will be explored.

Limitations.

Afghanistan faces several challenges in terms of security and limited access to target groups that might affect timely implementation of data collection activities. This, combined with the current Covid-19 global health crisis, will require adaptation and flexibility during the course of the evaluation. In addition, limited reliable secondary data and absence of proper documentation at the provincial and district levels is another concern for this assignment. There are also limitations to data collection to consider, such as, sensitive religious, cultural and tribal norms of target population especially towards interactions with females who are the main focus of the GATE scholarship programme.

Evaluation methodology and design.

Each institution interested in the assignment is expected to propose a methodology and analytical approach in their proposal that will be refined and finalized in the inception report. The evaluation must go beyond the act of simply describing and summarizing the main features of the programme. It should enable investigation into the merits of the GATE programme. The minimum expectations for data collection will include:

- **Primary data** through qualitative and quantitative methods such as surveys, key informant interviews and Focus Group Discussions (FGDs). Data will be collected from the following categories of respondents listed above on page 4.
- **Secondary data** through GATE programme documents and available education sector policies, education information management system (EMIS) that can be obtained from UNICEF, including donor proposals and progress reports.

The evaluation team will ensure the use of photographic evidence and appropriate technology, for example in situations where remote data collection is an option.

Sampling Frame.

The successful vendor will develop and present the sampling approach in the technical proposal. The sample size for each target group should be sufficient to allow generalization of findings to the larger population targeted by the GATE programme. Sample selection of participants for both qualitative and quantitative data collection will be based on the following sampling frame:

GATE programme participant/stakeholder category	Total number of programme participants/stakeholders
GATE female students in current cohort (cohort 2)	887

GATE female students who graduated (cohorts 1)	960
Teacher training college tutors (TTCT)	60
Mentors from hub schools and satellite teacher colleges	960
Female students that have not joined the programme but meet requirements, this will help understand the barriers	100
School management Shura SMS where female teachers operate	100
Key stakeholders involved in project, MoE national level (2) PEDs (5), DEOs (5) UNICEF (7) including field offices and NGO (1) partners	20

Data collection tools.

Data collection tools should capture valid and accurate information on main programme indicators required to answer key evaluation questions. Information and data collected from surveys, interviews and focus group discussions should be confidential and documented with the consent of people interviewed. The successful firm should be able to develop, translate and pilot the tools before actual data collection. Real time data collection technologies will be used, and all instruments must be appropriate to the cultural and security context of Afghanistan.

Data analysis and findings.

To a large extent, data should be disaggregated by gender, location and age of respondents, and data analysis cover GATE programme performance against set objectives and indicators.

Management of the evaluation process.

The evaluation will be directly managed by UNICEF Afghanistan Country Office Evaluation Specialist and the Chief of Social Policy and Research (SPEAR) Section, with the assistance of Education Specialist Quality and overall technical guidance of the Chief Education and MoE teacher education taskforce.

The selected institution will be responsible for:

- At inception stage, developing a report based on detailed desk research and key informant interviews, that includes a process clearly defining the timeline, methodology, sampling strategies, data collection tools, key

data sources, and analytical approach. A draft inception report will be shared with UNICEF and teacher education task force and feedback incorporated before deliverables are finalized.

- Ensuring that the methodology, sampling strategy, and analytical approach meets highest standards of technical competency, ethical consideration, and that conclusions/recommendations are firmly based on the evidence generated.
- Presenting preliminary findings and recommendations at the end of the fieldwork and data analysis stage.
- Compiling a draft report incorporating feedback from UNICEF, teacher education task force, and external reviewers before finalizing the deliverable.
- Presenting findings and recommendations to UNICEF and key actors in a dissemination workshop.

Deliverables.

- An inception report with annexes, operational plan, field-tested and translated data collection tools presented and endorsed by MoE and UNICEF.
- Fieldwork conducted, weekly data collection updates shared, and final fieldwork report compiled. Draft report of findings/ recommendations presented to MoE, UNICEF and relevant stakeholders (bridged version).
- Final report incorporating feedback from MoE, UNICEF, and other stakeholders submitted including annexes in UNICEF evaluation report format. This will include a 2-4-page report summary/brief of the evaluation process, findings, and recommendations. Further the consultant is expected to deliver a power point presentation to key programme stakeholders to share evaluation findings.

Quality assurance.

An Evaluation Reference Group (ERG) will be constituted that will include technical officers/specialists from UNICEF Afghanistan Country Office, representatives from MoE teacher education. The team will be accountable to the ERG in respect to how feedback from ERG is incorporated in evaluation outputs. The taskforce will also prepare an audit plan prior to commencing fieldwork specifying the steps in place to verify accuracy/reliability of data/information gathered.

Ethical procedures.

All evaluations of programmes falling under the MoE in Afghanistan are subject to approval by an Institutional Review Board (IRB). Therefore, the evaluation team will be required to submit the final version of the inception report and data collection tools to IRB for approval before commencing the fieldwork. The evaluation team should take into account the process of preparing and submitting documents, plus the timeframe for acquiring IRB approval in their workplan. The process of attaining IRB approval will be facilitated by UNICEF.

Evaluators are required to identify any potential ethical issues and must disclose in writing any past

experiences and relationships, including of their families and friends to the object of the evaluation. Evaluators must exercise independent judgment and not be influenced by statements or view of any party It is vital that the firm;

- Be impartial and produce a comprehensive presentation of strengths and weaknesses of the programme and take due account of the view of stakeholders based on unbiased findings.
- Illustrate evidence on verified findings and lessons learned.
- Exercise honesty, integrity, respect for dignity and diversity.
- Produce evaluation reports based on fair representation of knowledge, vulnerable groups, gender and ethnic groups.

Evaluators are required to receive informed consent from participants before involving them in the data collection process and respect their right to provide information in confidence. The data collection team must inform participants about the scope and limits of confidentiality and ensure that their data/information cannot be accessed by non-authorized persons or traced back to them. It is essential to prepare risk management plans to reduce potential harm to participants and the data collection team before commencing fieldwork.

Confidentiality.

Evaluators must obtain permission from UNICEF to disclose any evaluation materials and keep raw data and protocols in concealment. Data must be securely retained or disposed according to UNICEF's policy on the disposal of records. All materials collected and evaluation products remain the property of UNICEF and the contractor must not use or share this information without explicit written permission of UNICEF.

Budget and Remuneration.

The budget for this consultancy will be covered by UNICEF funds. The contract fee rate will be based on current market value. The payment modality is described below. This consultancy will be organized in three stages as outlined below:

1. Inception phase.

This phase will focus on the development of the evaluation design, operational plan and instruments in coordination with UNICEF and the MoE. This phase will also include desk review of all relevant program related literature such as project proposals, programme reports, case studies and related program data.

2. Data collection and analysis phase.

The second level includes the actual data collection process from target provinces as per inception report and operational plan developed. This will include the analysis and presentation of a draft report to MoE and UNICEF.

3. Reporting phase.

The final phase of the consultancy will be the finalization of the report, presentation of findings and recommendations to the MoE, donors and UNICEF.

Payment and timeframe:

#	Tasks	Duration	Payment	
1	**Inception phase**		**Deliverable**	
1.1	Review GATE programme interventions and literature, policy documents and guidelines	30 days	Submission of inception report & data collection tools.	**20 %**
1.2	Interview with UNICEF and MoE /partners			
1.3	Develop evaluation methods, design & pre-test data collection tools			
1.4	Submit inception report and executive summary.			
1.5	Make presentation to members of evaluation taskforce			
2	**Data collection and analysis phase**			
2.1	Conduct field visits in target locations to collect data	30 days	Submission of weekly fieldwork reports & final report of the field visits/initial findings, data files and analysis.	**40 %**
2.2	Submit a summary of the field visits.			
2.3.	Analyze data / findings and draft report			
3	**Final evaluation repots writing and presentation**			
3.1	Submit final evaluation report and present findings	40 Days	Submission of final evaluation report and presentation.	**40 %**

Qualifications, specialized experience and competencies:

The successful firm/ institution should have strong substantive background in research, evaluations, studies and similar undertakings. The team leader and individual member that will undertake the consultancy will have the following competencies, experience and qualifications:

Team lead with:

- a university degree at master's or Doctorate level in Social Sciences, education, education research methods, statistics or related fields from a reputable institution.
- at least 15 years of professional experience in evaluation or research related to education, gender, child rights or related fields; experience in evaluation of education related development/humanitarian programmes and projects, particularly with UNICEF/UN in Afghanistan is a distinct advantage.

Evaluation team with:

- Excellent analytical and research skills, including a sound knowledge of qualitative and quantitative research methods with strong technical experience in study design.
- Demonstrated experience conducting participatory research and evaluations on education related projects on potentially sensitive topics.
- Successful track record conducting evaluations and studies of a similar nature. Review of prior work products will be requested during the selection process.
- Experience working with governments and UN agencies providing support on education programmes.
- Excellent written and oral communication skills in English.
- Ability to work independently and respond to feedback in a timely and professional manner.
- Experience in a complex and high threat environment.
- Ability to travel to remote areas of Afghanistan to oversee fieldwork.
- Strong interpersonal, communication and organizational skills.
- Previous experience working with or completing similar assignments with UNICEF desirable.
- At least some team members with fluency in Dari/ Pashto to manage field data collection.
- Strong national research/evaluation partner institution to implement the fieldwork component of the assignment.

Note: The evaluation team proposed is expected to be available for the duration of the assignment and the team leader is expected to undertake 2 in-country missions during the course of the evaluation, during the inception phase and fieldwork/analysis phase.

Appendix 3: Evaluation Matrix

Theme	Category	Evaluation Questions	Indicators	Data Source	FGD	Interview	Survey	Respondents
1.Programme Outputs	1.1 Increased female teacher presence in hard to reach areas	1.1.1 How do the female students/graduates perform in their training?	Existing data from TTCs Perceptions of lecturer and students	TTC data or records	x	x	x	Female students and graduates
		1.1.2 What are the most important aspects of the GATE Programme?	Perceptions of scholarship recipients, graduates, and other stakeholders		x	x	x	Female students and graduates, DED, PED, and UNICEF staff working on GATE Programme
		1.1.3 Will the female scholarship recipients continue to pursue their career goals after the training?	Perceptions of scholarship recipients Career aspirations of scholarship recipients		x		x	Female students and graduates
		1.1.4 Will the female scholarship recipients teach in schools in rural areas/hard to reach places after graduation?	Perceptions of scholarship recipients Numbers of graduates teaching in rural/hard to reach areas		x		x	Female students and graduates
		1.1.5 What factors successfully allow for the recruitment and retention of female teachers?	Existing governmentpolicy, documented information.	Government Documents, Programme Documents	x	x	x	Female students and graduates, headteachers, teachers, PED and DED staff

			Perceptions of scholarship recipients, headteachers, teachers, PED and DED					working on GATE Programme
		1.1.6 What is the quality of the relationship of the female students and their mentors/lecturers?	Perceptions of scholarship recipients, lecturers and mentors

Information from direct observation

Level and type of support provided to scholarship recipients by lecturers/mentors | | x | x | x | Female students and graduates, mentors, lecturers |
| | | 1.1.7 What is the quality of relationships between the female teacher graduates and other teachers and headteachers in the learning spaces where they work? | Perceptions of scholarship recipients, headteachers and teachers | | x | x | x | Female students and graduates, headteachers and teachers |
| | | 1.1.8 Have programme graduates been retained on government payroll? | Existing data from DED and PED.

Survey data on how many graduates are on government payroll | Government Documents | x | x | | Female graduates, PED and DED staff working on GATE Programme |
| | 1.2 Girls' participation and | 1.2.1 To what extent and how can the programme contribute to an | Existing information and data on an enabling environment | Programme Reports, EMIS or | x | x | x | Headteachers, female |

	retention in learning spaces	increase in girls' access and retention to learning spaces?	for girls education in Afghanistan. Perceptions of scholarship recipients, headteachers, teachers, mentors DED, PED, UNICEF	School level data				graduates, pupils
		1.2.2 Does female teacher presence contribute to increased access and retention of girls in learning spaces?	Existing information on an enabling environment for girls education in Afghanistan. Perceptions of scholarship recipients, headteachers, teachers, mentors DED, PED, UNICEF	Programme Documents, EMIS	x	x	x	Students and graduates, pupils, teachers and headteachers
		1.2.3 What factors remain to support girls to be retained in learning spaces and/or continued their studies?	Perceptions of scholarship recipients, headteachers, teachers, mentors DED, PED, UNICEF		x	x	x	Students and graduates, pupils, teachers and headteachers, DED, PED, and UNICEF Staff working on GATE Programme
2. Programme Strategies	2.1 Community Awareness/Attitude	2.1.1 How has the GATE programme influenced communities' and community leaders'	Perceptions of students, graduates, pupils, headteachers, teachers, mentors,		x	x	x	Students, graduates, pupils, headteachers, teachers,

		(Shuras) awareness of the importance of education and their responsibilities in regard to female teachers and girls in education?	PED, DED, UNICEF, SMS Type of support and involvement of SMS in GATE programme					mentors, PED, DED and UNICEF Staff working on GATE Programme, SMS
		2.1.2 How have community Shuras influenced community attitudes to education since they began participating in the programme?	Perceptions of students, graduates, pupils, headteachers, teachers, mentors, PED, DED, UNICEF, SMS		x	x	x	Students, graduates, pupils, headteachers, teachers, mentors, PED, DED, and UNICEF Staff working on GATE Programme, SMS
		2.1.3 How has the programme influenced community opinions and norms regarding female teachers and girls' education?	Perceptions of students, graduates, pupils, headteachers, teachers, mentors, PED, DED, UNICEF, SMS		x	x	x	Students, graduates, pupils, headteachers, teachers, mentors, PED, DED, and UNICEF Staff working on GATE Programme, SMS

	2.2 Community Actions/Mobilisation	2.2.1 How are the community leaders helping their communities promote awareness of the importance of education among families?	Existing information on community mobilisation and community action. SMS level of activity and involvement in education within respective communities Active involvement of community leaders in SMS Perceptions of students, graduates, pupils, headteachers, teachers, mentors, PED, DED, UNICEF, SMS	Programme Documents	x	x	x	Students, graduates, pupils, headteachers, teachers, mentors, PED, DED and UNICEF Staff working on GATE Programme, SMS
		2.2.2 How have communities contributed to encouraging girls to participate in learning spaces?	Perceptions of students, graduates, pupils, headteachers, teachers, mentors, PED, DED, UNICEF, SMS		x	x	x	Students, graduates, pupils, headteachers, teachers, mentors, PED, DED and UNICEF Staff working on GATE Programme, SMS
	2.3 Mentorship Support	2.3.1 How are programme mentors	Existing information on capacity building of	Programme Documents	x	x	x	Students, graduates,

		supporting the students/graduates?	mentors and other incentives. Perceptions of students, graduates, mentors, PED, DED, UNICEF Level and type of interactions between mentors and scholarship recipients					mentors, headteachers
	2.4 Lecturer Support	2.4.1 How are lecturers supporting the students?	Existing information on capacity building of lecturers and other incentives. Levels and type of interaction between scholarship recipients and lecturers during lectures. Perceptions of students, graduates, lecturers, PED, DED, UNICEF	Programme Documents, Direct Observation	x	x	x	Students, graduates, mentors, lecturers
	2.5 Scholarship Support	2.5.1 Does the GATE programme scholarship package cover all that is needed by the recipients?	Existing information and data on scholarship package. Perceptions of scholarship recipient, mentors, lecturers, PED, DED and UNICEF	Programme Documents	x	x	x	Students, graduates, PED, DED, and UNICEF Staff working on GATE Programme

	Sub-topic	Question	Information / Data	Sources				Respondents
	2.6 TTC Grants	2.6.1 Have the TTCs received adequate support as part of the GATE Programme?	Existing information and data on support provided to TTCs by the programme. Perceptions of PED, DED and UNICEF	Programme Documents		x	x	PED, DED and UNICEF Staff working on GATE Programme
	2.7 Capacity Building	2.7.1 Has relevant capacity been built sufficiently for the programme?	Available information on capacity building provided as part of the programme. Perceptions of mentors, lecturers, PED, DED, Headteachers, Teachers Changes implemented in teaching style or practice by lecturers as a result of training received. Levels of programme involvement and monitoring by PED and DED	Programme Documents, Government Documents	x	x		Mentors, lecturers, PED and DED Staff working on GATE Programme, Headteachers, Teachers
3. Programme Performance	3.1 Coherence	3.1.1 Does ToC reflect broader national education policy priorities ie. Girls education, teacher policy and NESP111	Available information in reports, policies and programme documents on broader education sector. Evidence of active involvement of	ToC, Government Documents including policies and strategic plans,		x		PED, DED and UNICEF Staff working on GATE Programme

			relevant departments within MoE	Programme Documents				
3.2 Relevance	3.1.2 Are various programme interventions complementary and harmonised with those of stakeholders e.g. UN agencies, NGOs, government education departments at central, provincial and district levels	Available information in reports, policies and programme documents on broader education sector. Perceptions of PED, DED, UNICEF and development partners. Evidence of partnership with key stakeholders in key elements of the programme	Programme Documents		x		PED, DED, and UNICEF Staff working on GATE Programme, Development Partners/LEG Members
	3.1.3 Did the programme support individual and community capacity development e.g. C4D?	Existing information on capacity building in programme documents Capacity building elements included in programme implementation. Perceptions of scholarship recipients, PED, DED, Mentors, Lecturers, Headteachers, Teachers	Programme Documents	x	x		Scholarship recipients, PED and DED Staff working on GATE Programme, Mentors, Lecturers, Headteachers, Teachers

		3.1.4 Did the programme allow for rights-holders to participate in accountability mechanisms that provide feedback to service providers and duty-bearers?	Perceptions of UNICEF, PED, DED, students and graduates, mentors, lecturers. Participation of rights holders in accountability or feedback to programme implementors. Availability of robust programme monitoring system	Programme Documents	x	x		x	UNICEF, PED and DED Staff working on GATE Programme, students and graduates, mentors, lecturers
		3.1.5 Was the programme framed within human rights norms and standards as its primary frame of reference e.g. universality, non-discrimination, the best interests of the child, the right to survival and development, the indivisibility and interdependence of human rights, accountability and respect for the voice of the child?	Availability and inclusion of key aspects of the Human Rights Based Approach to Programming or reference to the approach in programme documents Perceptions of children taught by scholarship recipients	Programme Documents	x	x			Pupils, UNICEF GATE Programme Staff

| | | 3.1.6 To what extent is the programme covering the needs of the communities, government partners and teachers/educators in terms of developing their capacity and increasing awareness? (needs of adults – communities, PED/DED, Teachers, MOE) | Existing data from previous needs assessments incorporated into programme and planning documents.

Inclusion of communities and other stakeholders in programme planning and implementation | Programme Documents | x | x | | UNICEF, PED and DED GATE Programme Staff, development partners/LEG members, headteachers, teachers |
|---|---|---|---|---|---|---|---|---|
| | | 3.1.7 Were the programme goals and objectives aligned with the UNICEF Global Strategic Plan 2014-2017? CPAP? CPD? UNGEI? NESP III? Other national strategies and policies of Afghanistan? | Programme strategies and outcomes linked with UNICEF Global Strategic Plan 2014-2017, CPAP, CPD, UNGEI and national education strategies and policies of Afghanistan. | Programme Documents, Government Documents | | x | | UNICEF, PED and DED GATE Programme Staff, development partners/LEG members |
| | | 3.2.1 Does the programme design/ToC sufficiently capture and support the identified key challenges faced by girls in learning spaces and females training to be | Logical and clear ToC available, and activities/inputs based on evidence from needs assessments, etc.

Perceptions of UNICEF, students and graduates, PED, DED | Programme Documents, ToC | | x | x | UNICEF, PED and DED GATE Programme Staff, students and graduates, |

		teachers (including those with disabilities/special needs) in the targeted provinces?	on programme components					
		3.2.2 Did UNICEF's programme development identify the needs and priorities of the girls/communities experiencing the greatest exclusion or inequality through needs assessments and participatory consultations?	Inclusion of needs assessment in programme development. Level and type of stakeholder involvement in programme development and implementation	Programme Documents		x		UNICEF GATE Programme Staff
		3.2.3 To what extent is the programme guided by relevant theories and appropriate strategies?	ToC components clear and logical	Programme Documents, ToC		x		UNICEF GATE Programme Staff
		3.2.4 Is there any evidence that has been produced to inform GATE programming and approach?	Inclusion and/or reference to strong supporting evidence in programme planning documents and implementation strategies	Programme Documents, ToC		x		UNICEF GATE Programme Staff

3.2.5 How can the GATE programme objectives and approaches be more relevant and adapted to the country context for scale up?	Perceptions of UNICEF, PED, DED, students and graduates on how the programme fits with the broader challenges to girls education and female teacher presence. Evidence of strong links and partnership with MoE and development partners	Programme Documents	x	x	x	UNICEF, PED and DED GATE Programme Staff, students and graduates, headteachers, teachers, pupils
3.2.6 Is the programme aligned with the needs of the target populations as well as the priorities of the government (national, provincial and local levels) e.g. NESP III.	Evidence of strong links and partnership with PED and DED.	Programme Documents, Government Documents		x		UNICEF, PED and DED GATE programme Staff
3.2.7 Did the programme have an impact on girls' access to quality education in the provinces with lowest attendance rates and highest numbers of out of school children based on the last out-of-school children report	Perceptions of respondents on numbers of girls in schools. Available EMIS/school level data in participating provinces	Programme Documents, Government Documents		x		PED and DED GATE Programme Staff

		3.2.8 To what extent is there a good awareness and understanding of the relevant policies and priorities underpinning the GATE programme at the provincial and local levels?	Perceptions of UNICEF, PED and DED Awareness of national priorities at PED and DED	Programme Documents		x		UNICEF, PED and DED GATE Programme Staff
	3.3 Efficiency	3.3.1 To what extent are the allocated human and financial resources appropriate to support the strategy implementation and achieve expected results?	Perceptions of scholarship recipients, UNICEF, PED, DED, mentors, lecturers. Identification of implementation bottlenecks	Programme Documents	x	x		Students, graduates, UNICEF, PED and DED GATE Programme Staff, mentors, lecturers
		3.3.2 Could the same/better results have been achieved using different strategies?	Perceptions of scholarship recipients, mentors, lecturers, PED, DED, UNICEF, Development Partners. Comparison of planned programme targets and actual implementation. Comparison of programme with	Programme Documents	x	x		Students, graduates, mentors, lecturers, PED, DED and UNICEF GATE Programme Staff, Development Partners/LEG members

			identified best practices					
		3.3.3 Did the programme consolidate available resources?	Perceptions of scholarship recipients, mentors, lecturers, PED, DED, UNICEF, Development Partners on the use of resources. Existing information on structure of programme management	Programme Documents	x	x		Students, graduates, mentors, lecturers, PED, DED and UNICEF GATE Programme Staff, Development Partners/LEG members
		3.3.4 Were applicable processes streamlined?	Existing information on programme processes. Perceptions of PED, DED and UNICEF	Programme Documents		x		PED, DED, and UNICEF GATE Programme Staff
		3.3.5 Were the approaches to allocation of human, operational and financial resources appropriate/adequate to deliver intended results in the socio-economic and political context of Afghanistan? (Staff, administration and finance enough to	Existing information on structure of programme processes and management. Perceptions of PED, DED and UNICEF	Programme Documents		x		PED, DED, and UNICEF GATE Programme Staff

		deliver the programming?)						
		3.3.6 How do the coordination processes and structures facilitate or impede implementation of the GATE scholarship programme?	Perceptions of PED, DED and UNICEF. Existing information on structure and coordination of programme processes and management.	Programme Documents		x		PED, DED, and UNICEF GATE Programme Staff
		3.3.7 Did the school-community members participate in mechanisms to enable girls to access and participate in learning spaces?	Evidence of involvement of schools in programme aspects. Interaction between graduates, teachers, and headteachers in schools where graduates are teaching. Perceptions of scholarship recipients, pupils being taught by graduates, headteachers and teachers in schools where graduates are teaching	Programme Documents	x	x	x	Students, graduates, UNICEF, PED and DED GATE Programme Staff

	3.4 Effectiveness	3.4.1 How does available evidence highlight what works/not in the GATE programme?	Evidence of incorporation of key aspects of best practices in programme planning and implementation. Perceptions of scholarship recipients, mentors, lecturers, headteachers, teachers, pupils, PED, DED, UNICEF	Programme Documents	x	x	x	Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED, DED and UNICEF GATE Programme Staff
		3.4.2 How effective is the programme?	Perceptions of scholarship recipients, mentors, lecturers, headteachers, teachers, pupils, PED, DED, UNICEF. Available data on female teacher presence in participating provinces between 2015 – 2019 Available data on girls attendance and participation in schooling in participating provinces between 2015 - 2019	Programme Documents, EMIS/MoE	x	x		Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED, DED, and UNICEF GATE Programme Staff

		3.4.3 Did the programme contribute to progress towards achievement of children's rights, empowerment and gender equality, especially girls?	Perceptions of scholarship recipients, mentors, lecturers, headteachers, teachers, pupils, PED, DED, UNICEF. Available data on girls access to education and participation in schooling between 2015 - 2019	Programme Documents	x	x	x	Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED, DED, and UNICEF GATE Programme Staff
		3.4.5 Did the intervention contribute to reduction of inequalities and exclusion of girls/females especially those marginalised in hard to reach areas?	Available data on female teacher presence in participating provinces between 2015 – 2019 Available data on girls attendance and participation in schooling in participating provinces between 2015 - 2019	Programme Documents including programme monitoring data	x	x	x	Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED, DED, and UNICEF GATE Programme Staff
		3.4.6 Have communities and community leaders increased their awareness of the importance of education and girls' education in particular?	Evidence of increased awareness of the importance of education and girls education. Perceptions of scholarship recipients, mentors, lecturers, headteachers,		x	x	x	Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED, DED, and UNICEF GATE

			teachers, pupils, SMS, PED, DED, UNICEF.					Programme staff, SMS
		3.4.7 Have communities and community leaders increased their awareness of the importance of the presence of female teachers in communities?	Evidence of increased awareness of the importance of the presence of female teachers in communities Perceptions of scholarship recipients, mentors, lecturers, headteachers, teachers, pupils, SMS, PED, DED, UNICEF.		x	x	x	Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED, DED, and UNICEF GATE Programme Staff
		3.4.8 How has the Government positioned itself to increase numbers of qualified and competent female teachers in the education sector?	Availability of relevant policy documents. Evidence of partnerships and collaboration between UNICEF, development partners and the government of Afghanistan. Evidence of both pre-service and in-service graduates' inclusion on government payroll.	Government Documents		x		PED, DED, and UNICEF GATE Programme Staff, Development Partners/LEG Members

			Evidence of employment of graduates into mainstream schools					
		3.4.9 Was UNICEF strategically advantaged to implement this programme?	Perceptions of PED, DED, UNICEF. Evidence of UNICEF having strong position and influence in education sector in Afghanistan. Evidence of UNICEF having institutional capacity to implement the programme	Programme Documents		x		PED, DED, and UNICEF GATE Programme Staff
		3.4.10 How are monitoring and reporting systems of the programme set up?	Availability of strong/robust programme monitoring documents and systems. Perceptions of PED, DED and UNICEF staff	Programme Documents		x		PED, DED, and UNICEF GATE Programme Staff
		3.4.11 How are the monitoring and reporting systems being used to gather credible evidence on the programme	Availability of strong/robust programme monitoring documents and system. Perceptions of PED, DED and UNICEF staff	Programme Documents		x		PED, DED, and UNICEF GATE Programme Staff

					x		
		performance and results?					
		3.4.12 To what extent has the gathered evidence been used to inform UNICEF on the programme performance, detect and resolve bottlenecks on time?	Strategic changes documented and implemented at some stage(s) during programme implementation. Evidence or availability of regular programme monitoring reports for all provinces including activity output tracking documents Perceptions of UNICEF programme staff	Programme Documents	x		UNICEF GATE Programme Staff
		3.4.13 Are the programme activities being implemented according to its timeline?	Evidence or availability of detailed work plans that include all activities Perceptions of UNICEF, PED and DED	Programme Documents	x		PED, DED, and UNICEF GATE Programme Staff
		3.4.14 How have the programme implementation strategies been used to efficiently overcome delays and deliver results?	Evidence or availability of regular programme monitoring reports for all provinces including activity output tracking documents	Programme Documents	x		PED, DED, and UNICEF GATE Programme Staff

			Perceptions of UNICEF, PED and DED					
		3.4.15 To what extent do UNICEF partnership strategies and collaboration with stakeholders at different levels support the delivery of the programme results? (Partnerships improving efficiency)	Perceptions of UNICEF, development partners, PED and DED	Programme Documents		x			PED, DED and UNICEF GATE Programme Staff, Development Partners/LEG Members
	3.5 Sustainability	3.5.1 How sustainable is the GATE programme in terms of acceptance by communities?	Perceptions of scholarship recipients, mentors, lecturers, headteachers, teachers, pupils, SMS, PED, DED, UNICEF.	Programme Documents	x	x	x	Students, graduates, mentors, pupils, teachers, headteachers, lecturers
		3.5.2 How sustainable is the GATE programme in terms of employment opportunities of the GATE graduates into government payroll or other private ventures?	Perceptions of scholarship recipients, PED, DED, UNICEF. Evidence of an enabling environment for graduates to be included on government payroll Graduates included on government payroll	Programme Documents, Government Documents	x	x	x	Students, graduates, PED, DED and UNICEF GATE Programme Staff

			Graduates employed in mainstream schools					
		3.5.3 What mechanisms and policies exist to sustain programme initiatives?	Evidence of an enabling environment for programme initiatives/components to be implemented	Programme Documents		x		UNICEF GATE Programme Staff
		3.5.4 Did the programme build national and local government institutional capacity?	Evidence of changes in practice implemented at PED and DED as a result of built capacity Perceptions of UNICEF, PED and DED	Programme Documents		x		UNICEF, PED and DED GATE Programme Staff
		3.5.5 Did the programme support government-led reforms?	Evidence of partnership and collaboration between UNICEF and PED/DED Strong link between programme components and government priorities. Perceptions of UNICEF, PED and DED	Programme Documents, Government Documents		x		UNICEF, PED and DED GATE Programme Staff
		3.5.6 Did the programme integrate security risk management into planning,	Evidence of inclusion and awareness of security risk management in	Programme Documents, Government Documents		x		UNICEF, PED and DED GATE Programme Staff

		implementation and monitoring for partners to better understand and reduce security risks?	planning and implementation					
		3.5.7 Was the programme environmentally sustainable in terms of reducing UNICEF's environmental footprint through greenhouse gas emissions reductions from its air travel, vehicle fleet and facilities, and achieving a net-zero climate footprint by 2020?	Evidence of consideration of environmental awareness and related best practices in programme planning and implementation	Programme Documents		x		UNICEF GATE Programme Staff
		3.5.8 What partnerships, mechanisms, and policies exist that will sustain the programme initiatives?	Evidence of strong exit strategy for the programme Perceptions of UNICEF, PED and DED	Programme Documents		x		UNICEF, PED and DED GATE Programme Staff

		3.5.9 To what extent will the programme interventions contribute to increasing the stakeholder capacity e.g. the Government partners, communities and teachers/educators to ensure the sustainability of the programme initiatives?	Evidence of strong or strengthened relevant institutional and individual capacity of stakeholders Perceptions of headteachers, teachers, mentors, lecturers, UNICEF, PED and DED	Programme Documents		x		UNICEF, PED and DED GATE Programme Staff, headteachers, teachers, mentors, lecturers
		3.5.10 What exit strategy does UNICEF have and how appropriate is it for ensuring the sustainability of this and similar programmes and adequate transition of the programme ownership to the Government partners?	Evidence of strong or strengthened relevant institutional and individual capacity of stakeholders Perceptions of UNICEF	Programme Documents		x		UNICEF GATE Programme Staff
		3.5.11 What other types of inputs are needed to facilitate an increase in numbers of female teachers and subsequently	Perceptions of scholarship recipients, mentors, lecturers, headteachers, teachers, pupils, PED, DED, UNICEF		x	x		Students, graduates, mentors, lecturers, headteachers, teachers, pupils, PED,

		numbers of girls accessing and participating in learning spaces?	Comparison of programme components with best practices					DED and UNICEF GATE Programme Staff
		3.5.12 Is the GATE scholarship programme a temporary stopgap measure or should it be a formal component in the Education system?	Perceptions of scholarship recipients, mentors, lecturers, headteachers, PED, DED, UNICEF			x		PED, DED and UNICEF GATE Programme Staff, students, graduates, mentors, lecturers, headteachers

Appendix 4: Data Collection Instruments

Survey Protocol for GATE Students and Graduates

TRACKING INFORMATION

1. **Surveyor Name:**

2. **Surveyor ID:**

3. **Surveyor Gender:**

4. **Province:**

5. **District:**

6. **Village:**

BACKGROUND INFORMATION (All Respondents)

Name of institution _____

1. **Status of respondent on GATE Scholarship Programme**

    ☐ Student   ☐ Graduate of Programme

2. **How old are you?**

    ☐ Below 20

    ☐ 21 - 25

    ☐ 26 - 30

    ☐ 31 - 35

    ☐ 36 - 40

    ☐ 41 - 45

    ☐ Over 46

    ☐ Do not want to answer

3. **Which province do you live in?**

☐ Paktya

☐ Khost

☐ Wardak

☐ Helmand

☐ Badghis

☐ Nangarhar

☐ Laghman

☐ Other

☐ Do not want to answer

4. **6 months before you got the scholarship, what did you do?**

☐ Teaching

☐ Studying in G12 **(>>>Skip to Q6 if respondent was not a teacher before getting a scholarship)**

☐ Studying in G10 **(>>>Skip to Q6 if respondent was not a teacher before getting a scholarship)**

☐ Actively looking for a job **(>>>Skip to Q6 if respondent was not a teacher before getting a scholarship)**

☐ Staying at home and not looking for a job **(>>>Skip to Q6 if respondent was not a teacher before getting a scholarship)**

☐ Other **(>>>Skip to Q6 if respondent was not a teacher before getting a scholarship)**

☐ Do not want to answer **(>>>Skip to Q6 if respondent was not a teacher before getting a scholarship)**

5. **If you were a teacher before the scholarship programme, how many years had you been a teacher?**

☐ Less than two years

☐ 3 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ More than 15 years

☐ Do not want to answer

6. **How did you hear about the scholarship programme?**
☐ Advertisement

☐ School

☐ Community

☐ Other (Explain)

☐ Do not want to answer

7. **What kind of grades do you/did you usually get while on the GATE scholarship programme?**

☐ Mostly Excellent

☐ Mostly Good

☐ Mostly Fair

☐ Mostly Poor/Failing

☐ Do not want to answer

PROGRAMME OUTPUTS (For Students Only)

8. **If respondent is a student, what stage are you on the GATE Scholarship Programme?**
☐ First Year

☐ Second Year

☐ Do not want to answer

9. **Do you expect to continue your education in the future e.g. After the GATE scholarship?**

☐ Yes

☐ No

☐ Don't know

☐ Do not want to answer

10. **Do you expect to teach in rural/hard to reach areas in the future e.g. After the GATE scholarship?**

☐ Yes

☐ No

☐ Don't know

☐ Do not want to answer

11. **During the past 3 months, how many days did you miss college without permission from your college?**

☐ Never

☐ One day or less in a month

☐ More than two days in a month or more

☐ Don't know

☐ Do not want to answer

12. **During the past 3 months, how many days did you have to miss college in order to work or to help out at home?**

☐ Never

☐ 15 days or less

☐ 16 to 30 days

☐ More than 30 days

☐ Don't know

☐ Do not want to answer

13. **How often do you meet with your mentor?**

☐ More than once a week

☐ Once a week

☐ Once every 2 weeks

☐ Once every 4 weeks

☐ Other

¨ Don't know

☐ Do not want to answer

PROGRAMME OUTPUTS (For Graduates Only)

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14. Are you a permanent teacher or are you a contract teacher?
☐ Permanent

☐ Contract

☐ Not Teaching

☐ Do not want to answer

15. If currently teaching, what type of school are you teaching at?
☐ Government School

☐ Community Based School

☐ Private School

☐ Don't know

☐ Do not want to answer

16. Have you been retained on the government payroll? (>> If no, Skip to Q.18)

☐ Yes

☐ No

☐ Don't know

☐ Do not want to answer

17. If yes, how long have you been on government payroll?
☐ Between 1 – 3 months

☐ Between 4 – 6 months

☐ Between 7 – 9 months

☐ Between 10 – 12 months

☐ More than 12 months

☐ Don't know

☐ Do not want to answer

18. If yes, how soon after graduating were you put on the payroll?

☐ Between 1 – 3 months after graduating

☐ Between 4 – 6 months after graduating

☐ Between 7 – 9 months after graduating

☐ Between 10 – 12 months after graduating

☐ Between 1 – 2 years after graduating

☐ Between 2 – 3 years after graduating

☐ Don't know

☐ Do not want to answer

19. How is your professional relationship with the headteacher at the school where you teach?
☐ Very Good

☐ Good

☐ Neutral/Average

☐ Not so bad

☐ Bad

☐ Don't know

☐ Do not want to answer

20. How is your professional relationship with the male teachers in the school where you teach?
☐ Very Good

☐ Good

☐ Neutral/Average

☐ Not so bad

☐ Bad

☐ Not Applicable (if no male teachers at the school)

☐ Don't know

☐ Do not want to answer

21. **How is the professional relationship with the other female teachers in the school where you teach?**

☐ Very Good

☐ Good

☐ Neutral/Average

☐ Not so bad

☐ Bad

☐ Not Applicable (No other female teachers at the school)

☐ Don't know

☐ Do not want to answer

22. **Has your mentor visited you since you graduated?**

☐ Yes

☐ No

☐ Do not want to answer

23. **Has your mentor ever been in your classroom when you are teaching?**

☐ Yes

☐ No

☐ Do not want to answer

24. **What type of support did/have you received as part of the GATE scholarship programme? (select all that apply)**

    ☐ Transport allowance

    ☐ Lecturers

    ☐ Female Mentors

    ☐ GATES student network

    ☐ Support from community

    ☐ Other (Explain)

25. **Of all the components of support provided to you within the scholarship programme, what is/was most useful for you in particular? Please rank using numbers 1 – 6 from most useful to least useful (with 1 being the most useful and 6 being the least useful)**

    ☐ Transport allowance

    ☐ Lecturers

    ☐ Female Mentors

    ☐ GATE student network

    ☐ Support from community

    ☐ Other (Explain)

Note for Surveyor: The following section is to be administered to all respondents. Tell the respondent that the next set of questions will have options and that she should select the option that most applies to the question, based on her own opinion
Surveyor has the option to hand the tablet to the participant so they can read and answer these by themselves.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	PROGRAMME OUTPUTS					
1	Females are encouraged to participate in college/schoolactivities outside the classroom e.g. Clubs, sports, etc					
2	Females are encouraged to participate actively in academic classes.					
3	This school/college has an active School Management Shura					
4	Students with disabilities participate equally in college/school activities.					
5	Females can access similar resources as males to succeed at this school/college					
6	Females are allowed to participate in college/school activities outside the classroom e.g. Clubs, sports, etc					
7	Tutors/teachers at this school help female students/pupils with issues concerning them both outside and in school/college					
8	The principal/headteacher at this school/college is supportive of females/girls					
9	There are now more females/girls in this school/college because of the GATE programme					
10	There are now more female teachers in this school/college because of the GATE programme					
11	I was planning to be a teacher before I got the GATE scholarship					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12	I would still have trained to be a teacher if I didn't get the GATE scholarship					
13	I will continue my education in the future					
14	I enjoy training as a teacher or being a teacher					
PROGRAMME STRATEGY						
	Relationship of School/College with Community					
15	Staff from this college/school go out into the community to encourage the enrolment of both male and female children					
16	Staff from this college/school go out into the community to encourage the enrolment of minority students, students living in poverty, children with disabilities/special needs, or others at risk for poor educational outcomes.					
17	Staff from this college/school make direct contact with families whose children drop out of school/college or are at risk of dropping out to encourage the child's continued enrolment.					
18	When students are absent from college/school for more than a few days, staff makes direct contact with their families to find out what the problem is and to facilitate the return to school as soon as possible.					
19	Adults in the community encourage me to take school seriously					
20	My community's attitude towards girls' education has changed since the GATE programme started					
21	The School Management Shura actively supports female students eg. They encourage female students to attend school/college regularly					
	School/College Environment					
22	Teaching/learning materials in this school/college are gender responsive i.e. they have materials that show both males and females, they have examples that have both males and females					
23	Tutors/teachers are very supportive of female students					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24	I have received all the support I need from my mentor					
25	I have/had a very good relationship with my mentor					
26	I meet/met with my mentor often enough					
	PED/DED Engagement					
27	The PED/DED regularly visit this school/college					
28	The PED/DED regularly conduct classroom visits to observe lessons					

Interview Schedule for GATE Students and Graduates (Currently Teaching)

1. **Name of College and Province:**

2. **Status of respondent on GATE Scholarship Programme**

    ☐ Student   ☐ Graduate

3. **How old are you?**

    ☐ Below 20

    ☐ 21 - 25

    ☐ 26 - 30

    ☐ 31 - 35

    ☐ 36 - 40

    ☐ 41 - 45

    ☐ Over 46

    ☐ Do not want to answer

4. **What are your career goals? Would you like to teach in a rural area/hard to reach area? Please provide details of why?**

5. **How has the GATE programme helped you so far?**

PROGRAMME OUTPUTS

6. **What do you think is the most valuable aspect of the GATE programme? And why?**

7. **What are some of the improvements you would suggest for the GATE Programme?**

8. **What other barriers do you think still exist for female teachers in schools in your community?**

9. What type of support do you/did you receive from your mentors?

10. Is there any other support that you think your mentor can give you?

11. Thinking back over the last few years, do you think community attitudes towards girls' education have changed in your community? Please explain

12. How else do you think the GATE programme can help increase the numbers of female teachers in schools?

13. How else do you think the GATE programme can help increase the numbers of girls in learning spaces?

14. Overall, are there specific aspects of the GATE scholarship programme that you think should continue? Can you elaborate?

Interview Schedule for GATE Graduates (Not Currently Teaching)

BACKGROUND INFORMATION

1. **Name of College and Province:**

2. **How old are you?**

   ☐ Below 20

   ☐ 21 - 25

   ☐ 26 - 30

   ☐ 31 - 35

   ☐ 36 - 40

   ☐ 41 - 45

   ☐ Over 46

   ☐ Do not want to answer

3. **When did you graduate from the TTC?**

4. **What are your career goals? Would you like to teach in a rural area/hard to reach area? Please provide details of why?**

5. **Are you a member of the GATE Student Network? (Please probe for details eg. How long have you been a member, how active is the network in your community, what exactly does the network do?)**

PROGRAMME OUTPUTS

6. **What do you think is the most valuable aspect of the GATE programme? And why?**

7. **What are some of the improvements you would suggest for the GATE Programme?**

8. **What other barriers do you think still exist for female teachers in schools in your community?**

9. **What are the reasons why you are not currently teaching?**

10. **Thinking back over the last few years, do you think community attitudes towards girls' education have changed in your community? Please explain**

11. **How else do you think the GATE programme can help increase the numbers of female teachers in schools?**

12. **How else do you think the GATE programme can help increase the numbers of girls in learning spaces?**

13. **What is your view on the continuation of the GATE Programme?**

14. **Overall, are there specific aspects of the GATE scholarship programme that you think should continue? Could you please elaborate?**

Interview Schedule for College Lecturers of GATE Scholarship Students

1. **Name of College and Province:**

2. **Gender**

   ☐ Male   ☐ Female

3. **Do you live in this community?**

   ☐ Yes

   ☐ No

☐ Do not want to answer

4. **How old are you?**

   ☐ Less than 25

   ☐ 26 - 30

   ☐ 31 to 35

   ☐ 36 to 40

   ☐ 41 - 45

   ☐ 45 - 50

   ☐ Do not want to answer

5. **What is the highest level of education that you have completed?**

6. **How many years have you worked as a lecturer since you qualified?**

7. **How many years have you worked as a lecturer in this college?**

8. **How long have you been a lecturer for GATE scholarship students?**

PROGRAMME OUTPUTS

9. **How would you describe your relationship with the students/graduates you lecture?**

10. On average, what kind of grades do the scholarship recipients usually get programme?

11. Based on your response to the above question, what do you think is the reason for this?

PROGRAMME STRATEGIES

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12. As a lecturer working with beneficiaries of the GATE scholarship programme, have you received any training or support as part of the GATE programme?
    ☐ Yes   ☐ No

13. If yes, what type of training/support did you receive?

14. After your training or support, what did you implement or change as a result of the training/support that you received?

15. What do you think are the main challenges that female students have at your college?

16. What type of support do you think female students need in your college?

17. What are the main challenges you have faced as a lecturer for GATE students?

PROGRAMME PERFORMANCE

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18. Besides teaching the GATE students, what other type of support do you give them?

19. What other type of support do you think you need as a GATE student lecturer?

20. What other type of support do you think the GATE students need? Please explain

21. Do you think the GATE programme should continue? And why?

Interview Schedule for Mentors of GATE Scholarship Graduates

BACKGROUND INFORMATION

1. **Name of College and Province:**

2. **Gender**

    ☐ Male ☐ Female

3. **Do you live in the community where the graduates you mentor are teaching?**

    ☐ Yes

    ☐ No

    ☐ Do not want to answer

4. **How old are you?**

    ☐ Less 25 years old

    ☐ 21 - 25

    ☐ 26 – 30

    ☐ 31 - 35

    ☐ 36 - 40

    ☐ 41 – 45

    ☐ 46 - 50

    ☐ Do not want to answer

5. **What is the highest level of education that you have completed?**
    ☐ Secondary School

    ☐ Two-Year University Degree

    ☐ Four-Year University Degree

    ☐ University Degree with Advanced Certification (e.g. An additional qualification to a degree like higher diploma, postgraduate diploma, etc.)

    ☐ Masters or Doctorate

☐ Do not want to answer

6. **How many years have you worked as a teacher since you qualified?**
   ☐ Less than two years

   ☐ 3 to 5 years

   ☐ 6 to 10 years

   ☐ 11 to 15 years

   ☐ More than 15 years

   ☐ Don't know

   ☐ Do not want to answer

PROGRAMME OUTPUTS

7. **How long have you been a mentor for GATE scholarship students?**
   ☐ 1 Year

   ☐ 2 Years

   ☐ More than 2 years

   ☐ Don't know

   ☐ Do not want to answer

8. **How did you become a mentor for students on the scholarship programme?**

9. **What's the reason you became a mentor?**

10. **How would you describe your role as a mentor?**

   - **What type of support do you give the students you mentor?**
   - **How often do you interact?**

   - **How long do you mentor your students for?**

11. **How many students do you mentor at the moment?**

12. How would you describe your relationship with the students/graduates you mentor?

PROGRAMME STRATEGIES

13. What do you think are the main challenges that GATE graduates face when they are studying in TTCs or when they are teaching in schools?

14. As a mentor working with beneficiaries of the GATE scholarship programme, what type of training or support have you received?

15. After your training or support, what did you implement or change as a result of the training/support that you received?

16. What are the main challenges you have faced as a mentor for GATE students/graduates? Please explain or provide examples.

17. As a mentor, how else do you think you can be supported better in the GATE Programme?

18. How long do you think the mentorship support should last for students and graduates who start teaching in schools?

19. Do you think the GATE student(s) or graduate(s) that you mentor need(s) more support?
- **Why do you think that?**
- **And what other type of support do you think they need?**

PROGRAMME PERFORMANCE

20. **What do you think are the main challenges that female students still have in TTCs and when they start teaching in schools?**

21. **What type of support do you think female teachers need in the school where you teach?**

22. The GATE Programme aims to increase the numbers of female teachers with the view that this would in turn increase the numbers of girls in schools in this community. What else do you think the programme can do to increase the number of girls in schools?

Interview Schedule for Teachers in Schools where GATE Scholarship Graduates are Teaching

BACKGROUND INFORMATION

*Provide a brief introduction of the GATE Programme

1. **Name of School and Province:**

2. **Gender**

   ☐ Male   ☐ Female

3. **Do you live in this community?**

   ☐ Yes

   ☐ No

   ☐ Do not want to answer

4. **How old are you?**

   ☐ Less than 20

   ☐ 21 - 25

   ☐ 26 - 30

   ☐ 31 - 35

   ☐ 36 - 40

   ☐ 41 - 45

   ☐ 46 - 50

   ☐ Do not want to answer

5. **What is the highest level of education that you have completed?**
   ☐ Secondary School

   ☐ Two-Year University Degree

   ☐ Four-Year University Degree

☐ University Degree with Advanced Certification (Additional qualifications e.g. Higher diploma, postgraduate diploma, etc.)

☐ Masters or Doctorate

☐ Don't know

☐ Do not want to answer

6. How many years have you worked as a teacher since you qualified?
☐ Less than two years

☐ 3 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ More than 15 years

☐ Don't know

☐ Do not want to answer

7. How many years have you worked as a teacher in this *school*?
☐ Less than two years

☐ 3 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ More than 15 years

☐ Don't know

☐ Do not want to answer

PROGRAMME OUTPUTS

8. What do you think are the key barriers to having more female teachers in your school?

9. **Do you think having more female teachers in your school would increase the numbers of girls in your school? Please explain**

10. **The GATE Programme aims to increase the numbers of female teachers with the view that this would in turn increase the numbers of girls in schools in this community. What else do you think the programme can do to increase the number of girls in schools?**

Interview Schedule for Teachers in Schools where GATE Scholarship Graduates are Teaching

BACKGROUND INFORMATION

*Provide a brief introduction of the GATE Programme

1. **Name of School and Province:**

2. **Gender**

   ☐ Male   ☐ Female

3. **Do you live in this community?**

   ☐ Yes

   ☐ No

   ☐ Do not want to answer

4. **How old are you?**

   ☐ Less than 20 years old

   ☐ 21 to 25 years old

   ☐ 26 to 30 years old

   ☐ 31 to 35 years old

   ☐ 36 - 40 years old

   ☐ 41 - 45 years old

   ☐ 45 - 50 years old

   ☐ Do not want to answer

5. **What is the highest level of education that you have completed?**
   ☐ Secondary School

   ☐ Two-Year University Degree

   ☐ Four-Year University Degree

☐ University Degree with Advanced Certification (Additional qualifications e.g. Higher diploma, postgraduate diploma, etc.)

☐ Masters or Doctorate

☐ Don't know

☐ Do not want to answer

6. How many years have you worked as a teacher since you qualified?
☐ Less than two years

☐ 3 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ More than 15 years

☐ Don't know

☐ Do not want to answer

7. How many years have you worked as a teacher in this *school*?
☐ Less than two years

☐ 3 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ More than 15 years

☐ Don't know

☐ Do not want to answer

PROGRAMME OUTPUTS

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8. What do you think are the key barriers to having more female teachers in your school?

9. **Do you think having more female teachers in your school would increase the numbers of girls in your school? Please explain**

10. **The GATE Programme aims to increase the numbers of female teachers with the view that this would in turn increase the numbers of girls in schools in this community. What else do you think the programme can do to increase the number of girls in schools?**

Interview Schedule for Headteachers in Schools where GATE Scholarship Graduates are Teaching

BACKGROUND INFORMATION

1. **Gender**

   ☐ Male   ☐ Female

2. **How many years have you worked, *in any position*, in this school?**
   ☐ Less than two years

   ☐ 3 to 5 years

   ☐ 6 to 10 years

   ☐ 11 to 15 years

   ☐ More than 15 years

   ☐ Don't know

   ☐ Do not want to answer

3. **How many years have you worked, *as the Head Teacher of this school*?**
   ☐ Less than two years

   ☐ 3 to 5 years

   ☐ 6 to 10 years

   ☐ 11 to 15 years

   ☐ More than 15 years

   ☐ Don't know

   ☐ Do not want to answer

4. **How many teachers do you have at this school?**
   Male _____

   Female _____

   ☐ Don't know

   ☐ Do not want to answer

5. **How many of your teachers had been beneficiaries of the GATE Scholarship Programme?**
   □ Less than 5

   □ 6 to 10

   □ 11 to 15

   □ 16 to 20

   □ 21 or more

   □ Don't know

   □ Do not want to answer

6. **How many children do you have at this school?**
Male _____

Female _____

   □ Don't know

   □ Do not want to answer

7. **What is the average age of teachers in this school?**

   □ Less than 20

   □ 21 - 25

   □ 26 - 30

   □ 31 - 35

   □ 36 - 40

   □ 41 - 50

   □ 46 - 50

   □ Don't know

   □ Do not want to answer

8. **Do most teachers in your school live near this school or in this community?**
   □ Yes

☐ No

☐ Don't know

☐ Do not want to answer

9. **Do you live near the school or in this community?**

☐ Yes

☐ No

☐ Do not want to answer

10. **Does your school have the required number of teachers?**

☐ Yes

☐ No

☐ I do not know

☐ I do not want to answer this question

11. **Is there any vacancies in your school?**

☐ Yes
☐ No
☐ I do not know
☐ I do not want to answer this question

PROGRAMME OUTPUTS

12. **In what year did you first receive teachers who are graduates (had been scholarship recipients/students) of the GATE programme?**

☐ 2015

☐ 2016

☐ 2017

☐ 2018

☐ 2019

☐ 2020

☐ Don't know

☐ Do not want to answer

13. How did you feel about your school having teachers who are graduates from the GATE scholarship programme?

14. Have you seen any changes in the school due to the presence of the GATE programme? Can you please elaborate?

15. The GATE Programme aims to increase the numbers of female teachers with the view that this would in turn increase the numbers of girls in schools in this community. What else do you think the programme can do to increase the number of girls in schools?

PROGRAMME STRATEGY

16. **How do you think having teachers who were recipients of the GATE programme affects the school?**

17. **What do you think are the barriers for female teachers in your school?**

18. **How else do you think the GATE Programme can contribute to increasing the number of female teachers in your school?**

19. **Did you have any challenges in recruiting female teachers before you got teachers who are graduates from the GATE scholarship programme?**
   o **What type of challenges?**
   o **Any examples?**
   o **Has the GATE programme addressed some of these challenges?**

20. **Have any teachers from your school who had been recipients of the GATE scholarship moved to other schools? If yes, what was/were their main reasons for moving?**

21. Do provincial inspectors visit the GATE Graduates who are teachers in your school?
☐ Yes

☐ No

☐ I do not know

☐ I do not want to answer

22. If yes, how often do they visit the school? (>>>Skip to Q23 if did not answer yes to Q21)

☐ At least once a month

☐ Once every 2 months

☐ Once every 3 months

☐ Once every 4 months

☐ Once every 6 months

☐ Once every 12 months

☐ Don't know

☐ Do not want to answer

23. Do GATES programme mentors visit the graduates teaching in your school?
☐ Yes

☐ No

☐ I do not know

☐ I do not want to answer

24. If yes, how often do they visit the school? (>>>Skip to Q26 if didn't answer Yes to Q23)

☐ At least once a month

☐ Once every 2 months

☐ Once every 3 months

☐ Once every 4 months

☐ Once every 6 months

☐ Once every 12 months

☐ Don't know

☐ Do not want to answer

25. If they do, what do the GATE programme mentors do when they visit the school?

26. **What do you think is the most valuable aspect of the GATE programme? (On a scale of 1 – 6 with 1 being the most important and 6 being the least important)**

☐ Transport allowance for students

☐ Female mentors provided for the students

☐ Training lecturers on gender responsive pedagogy and orientation

☐ Grants provided to TTCs

☐ Allowances for lecturers

☐ Other (Please provide details

Key Informant Interview Schedule for UNICEF Staff Members

BACKGROUND INFORMATION

1. **Type of Respondent**
   ☐ UNICEF Field Office Staff Member

   ☐ UNICEF Kabul Office Staff Member

2. **Gender**

   ☐ Male

   ☐ Female

3. What is your role specifically in the GATE programme?

4. How many years have you worked in this position?
   ☐ Less than two years

   ☐ 3 to 5 years

   ☐ Don't know

   ☐ Do not want to answer

5. How often do you monitor GATE programme components that are relevant to your role?

   ☐ At least once a month

   ☐ Once every 2 months

   ☐ Once every 3 months

   ☐ Once every 4 months

   ☐ Once every 6 months

   ☐ Never
   ☐ Don't know

   ☐ Do not want to answer

6. **Overall, what do you think of the GATE programme?**

7. **Based on the programme components, which strategies do you think are the most important? (On a scale of 1 – 6 with 1 being the most important and 6 being the least important)**

   ☐ Transport allowances for scholarship recipients

   ☐ Female mentors provided for the students

   ☐ Training lecturers and mentors on gender responsive pedagogy and orientation

   ☐ Grant provided to TTCs

   ☐ Allowances for Lecturers

   ☐ Other (Please provide details)

8. **Based on the programme components, are there any significant needs that you feel have not been covered so far?**

PROGRAMME COORDINATION

9. **What is UNICEF's advantage in implementing/coordinating this programme vis a vis other organizations**

10. **What do you think about the programme's overall co-ordination process/approach?**

11. **What do you think about the programme's engagement with the communities in which the programme is being implemented? Do you think the current strategies are working? Please explain your answer**

PROGRAMME ALIGNMENT WITH OTHER UNICEF FOCUS AREAS

12. **How do you think the programme aligns with the overall United Nations Girls Education Initiative (UNGEI)?**

13. **How do you think the programme aligns with the UNICEF Basic Education and Gender Equality (BEGE) Programme?**

14. **How do you think the programme aligns with the overall government education policy and plans? Eg. NESP III, Women Economic Empowerment Plan, or any other**

PROGRAMME IMPLEMENTATION

15. **Do you think programme support (eg. Scholarships, training, funding for programme monitoring, etc.) provided by UNICEF has been adequate? Please explain or provide details if possible**

16. **Can you please elaborate on your view of programme performance since it was implemented in 2015?**

17. **What do you think UNICEF has done best in the GATE programme?**

18. **What are some of the lessons learned from the implementation of the GATE programme?**

19. **Since the start of the programme, do you know of any delays in programme implementation (eg. Disbursement on funds, training schedules for mentors/lecturers, etc.)? Please explain or provide examples if possible**

20. **How active/responsive is your section in supporting implementation of the GATE programme components?**
    ☐ Very active

    ☐ Active

    ☐ Fairly active

    ☐ Not active

    ☐ Do not know

☐ Do not want to respond**Please explain or provide examples/details if possible**

21. **Do you think UNICEF has adequate staff members and resources to keep the programme going for another 4 years?**
    ☐ Yes
    ☐ No

☐ Don't Know

☐ Do not want to respond

22. If possible, please provide details based on your response to the above question

23. Which aspects of the GATE programme do you think should continue for the next 4 years?
☐ Transport allowance for scholarship recipients

☐ Female mentors provided for the students

☐ Training lecturers and mentors on gender responsive pedagogy and orientation

☐ Grant provided to TTCs

☐ Other (Please provide details)

24. Give reasons for your answer

Key Informant Interview Schedule for Key Personnel including representatives from the respective Provincial Education Directorates, MoE (Teacher Education Directorate) and other relevant District Education Directorates in the Provinces/Districts where GATE Scholarship Programme was implemented

BACKGROUND INFORMATION

1. **Type of Respondent**
   ☐ Directorate of Teacher Education

   ☐ Provincial Education Directorate

   ☐ District Education Officer

   ☐ Other (Please provide details)

2. **Gender**

   ☐ Male   ☐ Female

3. **How active is your department as a whole in supporting implementation of the GATE programme components?**

   ☐ Very active

   ☐ Active

   ☐ Fairly active

   ☐ Not active

   ☐ Does not support the programme

   ☐ Do not know

   ☐ Do not want to respond

4. **What is your role specifically in the GATE programme?**

5. **How many years have you worked in this position?**
   ☐ Less than two years

   ☐ 3 to 5 years

   ☐ 6 to 10 years

   ☐ 11 to 15 years

☐ More than 15 years

☐ Don't know

☐ Do not want to answer

6. **How often do you monitor GATE programme components?**
   ☐ At least once a month

   ☐ Once every 2 months

   ☐ Once every 3 months

   ☐ Once every 4 months

   ☐ Once every 6 months

   ☐ Never

   ☐ Do not want to respond

PROGRAMME OUTPUTS

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7. Have you as an individual received any training or support as part of your work/involvement on the GATE programme? Please explain or provide details (Skip to Q9, if the answer is No)

8. If you did, what did you implement or change as a result of the training/support that you received?

9. Has your department received any other support as part of the GATE Programme? Please explain or provide details

10. Do you think the TTCs have received adequate support for the GATE programme?
   - **Why do you think so?**
   - **Why yes/no?**

11. What other support do you think the TTCs need?

12. Overall, do you think the GATE programme addresses all the key barriers to increase the number of female teachers? Please explain

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PROGRAMME STRATEGIES

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13. **How do you think the programme aligns with the overall Government Education Policies and Plans such as the NESP III, etc.?**

14. **Based on the GATE programme components, which strategies do you think are the most important? (On a scale from 1 – 6 with 1 being the most important and 6 being the least important)**

    ☐ Transport allowance for scholarship recipients

    ☐ Female mentors provided for the students

    ☐ Training lecturers and mentors on gender responsive pedagogy and orientation

    ☐ Grant provided to TTCs

    ☐ Allowances for lecturers and mentors

    ☐ Other (Please provide details)

15. **What do you think has not been covered by the GATE programme so far?**

16. **What do you think about the recruitment process of students for the GATE scholarship programme?**
    - **Can it be improved?**
    - **What important aspects have been included in the recruitment process?**
    - **What other aspects can be included?**

17. **What do you think about the programme's engagement with the broader communities in which it is being implemented? Do you think there have been any changes in community attitudes towards education because of the GATE Programme?**

18. **What do you think about the programme's overall co-ordination process/approach?**
    - **How do you think the programme can improve?**
    - **Are there any areas where you think the programme can do things differently?**

PROGRAMME PERFORMANCE

19. **The GATE Programme aims to increase the numbers of female teachers with the view that this would in turn increase the numbers of girls in schools in this community. What else can the**

programme do to increase the number of teachers in your district/province/overall? (Request data if available)

20. **What else do you think the programme can do to increase the number of girls in schools in your district/province/overall? (Request data if available)**

21. **Since the GATE programme started implementation in 2015, do you think there have been any changes in community attitudes towards education? Why do you think so? Why yes or no?**

22. **Since the start of the programme, have there been any delays in programme implementation?**
    - **Do you think programme support is received by you/your department in a timely manner? Please explain or provide examples if possible.**

23. **Which aspects of the GATE programme do you think should continue in the next 4 years?**
    - ☐ Scholarships for female teacher training
    - ☐ Female mentors provided for the students
    - ☐ Training tutors on gender responsive pedagogy and orientation
    - ☐ Grant provided to TTCs
    - ☐ Other (Please provide details)

    Give reasons for your answer

Focus Group Discussion Guide for Scholarship Recipients Still in College

PROGRAMME OUTPUTS

1. What motivated you to train as a teacher?
2. What are the barriers to females training as teachers in your community? Do you think the GATE programme can address these barriers? Explain

3. Can you tell us, how is the GATE programme contributing to education in your community? Why do you think GATE is or is not contributing?

4. Do you think the GATE programme is actually contributing to an increase in the numbers of female teachers in your community? Why do you think so?

5. Do you think the GATE programme is actually contributing to an increase in the numbers of girls participating in learning spaces? Why do you think so?

6. Can you provide us some examples from your experience how GATE has impacted you or someone in your community?

PROGRAMME STRATEGIES

7. Can you tell us about the various components of the GATE scholarship programme? What do you think about them (Probe for their thoughts on the transport allowance, is it adequate, how are the classes conducted, what do they like or what do they not like about the classes and lecturers? What do they like or what do they not like about the mentorship, etc.)?

8. Do you think there are other things that the programme can do for you?

9. What has worked well for you on the programme? And in what ways? Can you provide an example?

10. What has not worked well for you in the programme? Can you share your experience about it?

PROGRAMME PERFORMANCE

11. Will you teach in your home community when you complete your training? If response is yes, probe for reasons and motivation. If response is no, probe for reasons.

12. How supportive has your family and community been to you training as a teacher? Why do you think this is so?
13. Do you think there has been enough community support/involvement in the programme? (Probe for explanations of responses)

     a. **What support did the community provide?**
     b. **How else would you recommend community involvement/ support for the programme?**

14. **What, if any, do you think are the negative consequences of participating in the GATE Programme?**

15. **If you were managing the scholarship programme, what would you do differently? Is there anything that you would change? And why?**

Focus Group Discussion Guide for Scholarship Graduates

1. What motivates you to teach in this community?

2. What else do you think the GATE programme can do to increase the numbers of female teachers in schools in your community? Why do you think so? What else can the programme do to contribute to increasing the numbers of female teachers?

3. How has the GATE Programme helped you to get employed as a teacher? Do you think the programme could have done anything differently? What else can the programme do for you?

4. Do you think the GATE programme is actually contributing to an increase in the numbers of girls participating in learning spaces? Why do you think so?

5. Can you provide us some examples from your experience how GATE has impacted you or someone in your community?

PROGRAMME STRATEGIES

6. Can you tell us about the various components of the GATE scholarship programme? What do you think about them (Probe for their thoughts on the classes, mentorship, transport allowances, lecturers, etc.)? Have you been involved in the GATE student/graduate network? Has the GATE student/graduate network helped you in any way? Please explain or provide examples if possible

7. Do you think there are other things that the programme can do for you?

8. What has worked well for you on the programme? And in what ways? Can you provide an example?

9. What has not worked well for you in the programme? Can you share your experience about it?

PROGRAMME PERFORMANCE

10. Do you think there has been enough community support/involvement in the programme? (Probe for explanations of responses)
    a. What support did the community provide?
    b. How else would you recommend community involvement/ support for the programme?

11. How supportive has your family and community been to you working as a teacher? Why do you think this is so?

12. How do you think the GATE programme can support GATE Graduates better?

13. What do you think are the negative consequences of participation in the GATE Programme?

Focus Group Discussion Guide for School Management Shuras

Please note number of participants in FGD by gender (Male: _____ Female: _____)

PROGRAMME OUTPUTS

1. What do you know about the GATE scholarship programme for female teachers in your community? When were you first aware of it? And how did you come to know about it?

2. What are the barriers for females to train as teachers or to work as teachers in your community?

3. Do you think the GATE programme can address these barriers? Please explain or provide examples if possible

4. What do you think is the ideal gender composition of teachers in a school? Please explain

PROGRAMME STRATEGIES

5. As a school management shura, how have you been involved in the GATE scholarship programme? Can you give some examples?
6. How satisfied are you with how much your community has been involved in the GATE programme? Please explain

7. What else do you think your School Management Shura can do to make the programme better?

8. Do you think your community can do more to encourage more females to train as teachers? If you were in charge of the programme, what would you do?

PROGRAMME PERFORMANCE

9. Do you think having more female teachers would increase the number of girls going to school in your community? Why do you think so?

10. As a School Management Shura, do you think you can do more to encourage more girls to attend school in your community? Please give examples of what you think can be done.

11. As a School Management Shura do you think you can do more to increase the number of female teachers in your community? Please give examples of what you think can be done

12. Do you know of other scholarship programmes for female teachers in your community? If you do, can you compare the GATE scholarship programme with the other ones? (Probe for explanations to responses)

13. Do you know of any other programmes that support female teachers in your community? If you do, please provide details or examples

Focus Group Discussion Guide for Children being taught by GATE Graduates (organised by gender and age group)

1. Are you familiar with the GATE programme? (If not familiar the research assistant can explain broadly)

2. What do you think of the GATE programme? Is it good or bad? Why do you think so?

3. Is it important for you to have female teachers in your school? Why?

PROGRAMME STRATEGIES

4. Do most of the children in your community attend school? Why or why not?

5. Do most of the girls in your community attend school? Why or why not?

6. Overall, do you think your community is supportive of girls to participate in learning spaces? Do adults in your community encourage girls and boys to attend school? Can you provide an example of how?

7. Overall, do you think your community is supportive of encouraging more female teachers to work in your community? Can you provide an example of how?

8. From what you have just learnt about the GATE Programme, do you think it can help to increase the number of female teachers in your school? Do you think it can help to increase the number of girls who attend your school?

Observation Guide for Interaction of College Lecturers and GATE Scholarship Students and consent form

Note to data collectors:

The field observation may involve audio recording and taking pictures of the activities being monitored. Always seek explicit written or verbal consent from someone who is responsible for the site before recording/taking pictures. Mention the following points when seeking their consent:

- All photos taken will not focus on faces of participants unless specific consent is obtained. For instance, in classrooms the pictures will be taken from the end of the class and the faces of participants will be blurred.
- If informed consent is not given, pictures will not be taken and audio recordings will not take place.

	YES	NO
CONSENT FOR TAKING AUDIO RECORDINGS AND PICTURES OBTAINED		

NAME AND ROLE OF THE PERSON WHO PROVIDED CONSENT (IF APPLICABLE): _____

	MALE	FEMALE
GENDER OF TUTOR/LECTURER		
TOTAL NUMBER OF STUDENTS IN COLLEGE		
TOTAL NUMBER OF SANITATION FACILITIES FOR STUDENTS IN COLLEGE		
GENDER OF TUTOR/LECTURER IN CLASS OBSERVED		
TOTAL NUMBER OF STUDENTS ENROLLED IN CLASS OBSERVED		
TOTAL NUMBER OF STUDENTS PRESENT IN CLASS OBSERVED		
NUMBER OF STUDENTS WITH DISABILITIES/SPECIAL NEEDS		

	Not At All True = 0 Somewhat True = 1 Very True = 2	Score
	PHYSICAL ENVIRONMENT	
1	There are adequate male and female sanitation facilities available	
2	Both male and female students each sit comfortable during lessons	
3	Both male and female students each have sufficient space to work.	
4	Teaching materials available in class room e.g. Text books	
Comments About Physical Environment:		
	PEDAGOGY	
5	The lecturer/tutor presents lessons in a well-prepared and organized manner.	
6	The lecturer/tutor maintains an engaging class, without pressuring the students.	
7	The lecturer/tutor communicates both verbally and nonverbally with female students in a positive and friendly manner.	
8	The lecturer/tutor interacts with the female students in a respectful manner.	
9	The lecturer adapts lessons for students with special learning needs. [*Ask teacher for examples if not observed.*]	
10	The female students participate in class activities. *[Note any observable patterns of non-participation in comments].*	

Not At All True = 0 Somewhat True = 1 Very True = 2	Score
Comments About Pedagogy	
INCLUSIVENESS/PARTICIPATION	
12 In general, male and female students receive equal time and attention from the tutor/lecturer.	
13 The lecturer/tutor has similar expectations for both males and females (e.g., asks questions of similar difficulty).	
14 Female students appeared relaxed and comfortable	
15 Both male and female students behave respectfully towards each other	
16 Female students are actively engaged in the classroom	
Comments About Inclusiveness/participation:	

Appendix 5: Evaluation Team

The Evaluation Team comprised colleagues from of Education and Development Solutions (EADS) in Ireland, and ATR-Consulting in Afghanistan. The core team included Dr Rosaria Kunda Marron (Team Leader) who provided overall management of the evaluation team including evaluation planning, design, data analysis and report writing. Dr Pauline Lyseight-jones supported the project lead together with the EADS Quality Assurance team, and Mr Fayaz Amiri (ATR Project Manager and Education Specialist) who managed the data collection, field work, data transcription and translation for analysis, and field level quality assurance aspects of the evaluation. Specific responsibilities of EADS as the lead organisation and ATR-Consulting as the local organisation are outlined below .
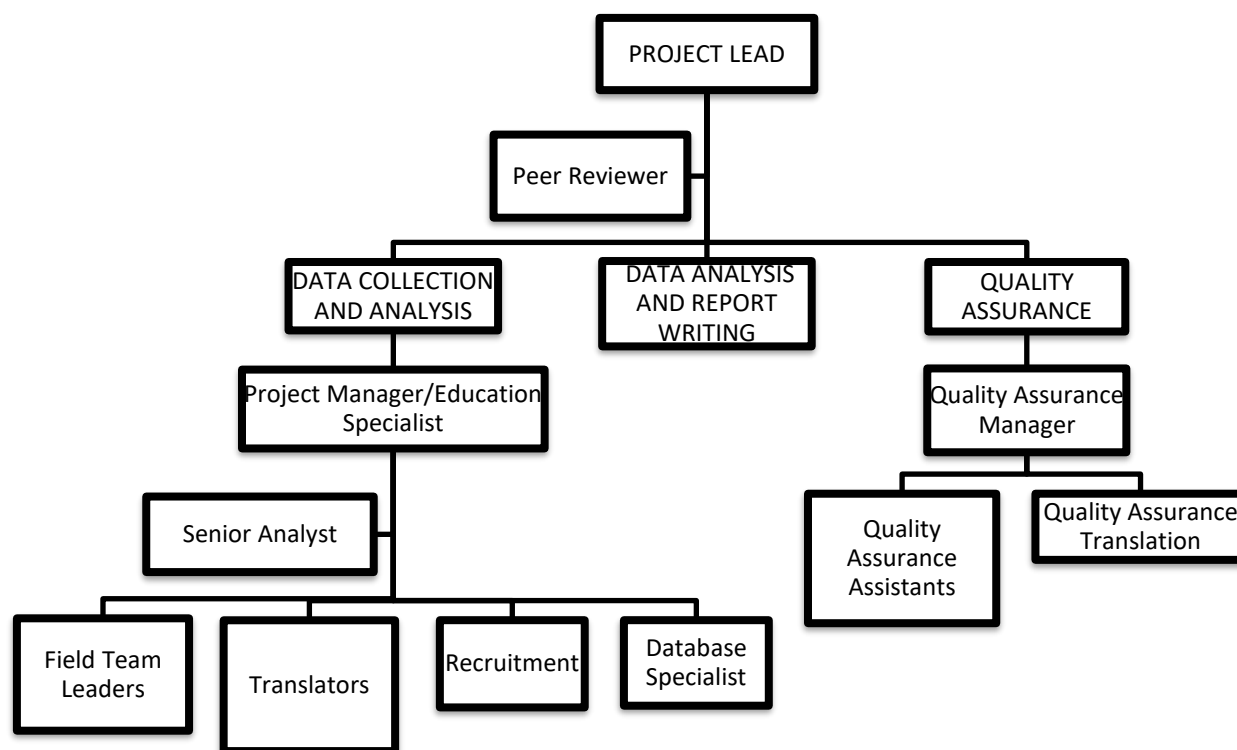
Education and Development Solutions (EADS)

For the effective execution of this assignment, the following were the responsibilities of EADS:

- Apply the set-out methodology so as to ensure the outputs are in line with the Evaluation Task Force expectations;
- Use the work plan to execute and control the assignment;
- Provide a team and resources to execute the assignment;
- Deliver the expected reports on time;
- Produce quality deliverables;
- Coordinate the execution of the assignment and manage the team; and
- Provide backstopping staff and replace staff where necessary so as not to delay the execution of the assignment.

ATR-Consulting

For the effective execution of this assignment, the following were the responsibilities of ATR-Consulting:

- Apply the set-out methodology so as to ensure the outputs are in line with the Evaluation Task Force expectations;
- Use the work plan to execute and control the assignment;
- Provide a team and resources to execute the assignment;
- Manage field work including the deployment of a data collection team
- Management and quality assurance of data in line with set out methodology

Appendix 6: Evaluation Mission Schedule

Province	District	Dates	Survey	Dates	KII	Dates	FGD
Khost	Nadir Shah Kot	24 - 27 March	20 current students	27 - 29 March	11 (5 female students in college, 2 mentors, 4 lecturers)	1 April	1 female students in colleges
	Matoon	24 - 25 March	15 graduate students	27 - 30 March	14 (5 female graduates currently teaching, 2 head teachers, 2 teachers, 1 mentor, 1 DED, 1 UNICEF, 1 PED)	3 - 5 April	3 (1 female graduates currently teaching, 1 pupils of female graduates teaching in schools, 1 SMS)
	Zazi Maidan	27 - 28 March	15 graduate students	31 March - 1 April	7 (5 female students not currently teaching, 2 mentors)	N/A	N/A
Badghis	Qalae Naw	24 - 25 March	21 (8 current students, 13 graduate students)	30 - 31 March	14 (2 female students in college, 4 female graduates currently teaching, 1 PED, 1 DED, 2 lecturers, 3 mentors)	1 - 3 April	2 (1 female students in colleges, 1 female graduates currently teaching)
	Qadis	27 - 29 March	29 (17 current students, 12 graduate students)	30 - 31 March	20 (3 female students in college, 3 female graduates currently teaching, 3 female graduates currently not teaching, 4 teachers, 2 head teacher, 3 lecturers, 2 mentors)	3 - 4 April	2 (1 pupils of female graduates teaching in schools, 1 SMS)
Wardak	Jalrez	24 - 25 March	15 (current students)	31 March - 1 April	14 (5 female students in college, 2 mentors, 2 teachers, 4 lecturers, 1 headteacher)	2 April	1 female students in colleges
	Hese Awal	24 - 28 March	17 graduate students	30 March - 1 April	9 (3 female graduates currently teaching, 2 female graduates currently not teaching, 1 teacher, 1 head teacher, 1 lecturer, 1 mentor)	3 - 4 April	2 (1 female graduates currently teaching, 1 pupils of female graduates teaching in schools)
	Markaz Behsud	29 - 30 March	18 graduate students	30 March - 1 April	12 (2 female graduates currently teaching, 3 female graduates not currently teaching, 1 teacher, 1 headteacher, 1 PED, 1 DED, 1 UNICEF, 2 mentors)	3 April	1 SMS

Laghman	Alingar	24 March	13 current students	30 March	8 (2 female students in college, 2 mentors, 4 lecturers)	6 April	1 female students in colleges
	Qarghae	25 - 28 March	24 current students	3 - 4 April	13 (3 female students in college, 4 female graduates currently teaching, 2 teachers, 1 headteacher, 2 mentors, 1 lecturer)	N/A	N/A
	Mehtharlam	29 March	12 graduate students	5 April	10 (3 female graduates currently teaching, 3 female graduates currently not teaching, 1 mentor, 1 UNICEF, 1 PED, 1 DED)	7 April	3 (1 female graduates currently teaching, 1 pupils of female graduates teaching in schools, 1 SMS)
Helmand	Grishk	24 - 27 March	18 current students	28 - 29 March	14 (5 female students in college, 5 female graduates currently teaching, 2 mentors, 2 lecturers)	5 April	1 female students in colleges
	Nade Ali	24 March	8 current students	N/A	N/A	N/A	N/A
	Nawa	27 March	9 current students	N/A	N/A	N/A	N/A
	Bost	25 - 27 March	15 graduate students	30 March - 1 April	8 (3 female graduates currently teaching, 2 female graduates currently not teaching, 1 head teacher, 2 teachers)	6 - 7 April	2 (1 female students in colleges, 1 female graduates currently teaching)
	LashKargah	N/A		2 - 4 April	9 (3 lecturers, 3 mentors, 1 DED, 1 PED, 1 UNICEF	8 April	1 SMS
Paktia	Zazi Aryoub	24 - 25 March	13 current students	28 March	9 (3 female students in college, 2 mentors, 2 lecturers, 1 headteacher, 1 teacher)	31 March	1 female students in colleges
	Ahmad Aba	24 - 25 March	12 current students	28 March	8 (2 female students in college, 2 mentors, 3 lecturers, 1 teacher)	N/A	N/A
	Gardez	25 - 27 March	25 graduate students	29 - 30 March	14 (5 female graduates currently teaching, 5 female graduates not currently teaching, 1 UNICEF, 1 PED, 1 DED, 1 mentor)	1 - 4 April	3 (1 female graduates currently teaching, 1 pupils of female graduates teaching in schools, 1 SMS)

Nangarhar	Ghani Khil	24 - 25 March	13 current students	28 March	10 (3 female students in college, 2 mentors, 3 lecturers, 1 teacher, 1 headteacher)	5 April	1 female students in colleges
	Chaparhar	24 - 25 March	12 current students	29 March	7 (2 female students in college, 1 mentor, 2 lecturers, 1 teacher, 1 headteacher)	N/A	N/A
	Haska Mina	25 - 27 March	13 graduate students	30 March - 4 April	7 (5 female graduates currently teaching, 2 mentors)	6 - 7 April	2 (1 female students in colleges, 1 female graduates currently teaching)
	Khogyani	25 - 27 March	13 graduate students	30 - 31 March	5 female graduates not currently teaching	N/A	N/A
	Jalalabad	N/A		4 April	3 (1 PED, 1 DED, 1 UNICEF)	8 April	1 SMS

Appendix 7: UNICEF Research Ethics Approval Certificate

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Research Ethics Approval

13 January 2021

Rosaria Kunda Marron
Education and Development Solutions (EADS),
Seven Oaks,
College Road
Mountbellew,
Co. Galway, Ireland

RE: Ethics Review Board findings for: *Formative Evaluation of Girls Access to Teacher Education*
        (GATE) Scholarship Programme Afghanistan: 2015 – 2020 (HML IRB Review #333AFGH21)

Dear Dr. Marron,

Protocols for the protection of human subjects in the above study were assessed through a research ethics
review by HML Institutional Review Board (IRB) on 04 – 13 January 2021. This study's human
subjects' protection protocols, as stated in the materials submitted, received ethics review approval.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations.
Those responsibilities include, but are not limited to:
- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks,
  consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any
  proposed changes have been reviewed and approved by the IRB, except when necessary to
  mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course
  of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of
Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Marco Valenza, Peter Simon Aturia, Khadija Bahram, Ivan Ssenkubuge, Minaa Rayan, Annika
Rigole, Thomas Wells Dreesen, Penelope Lantz, JD

HML IRB
1101 Connecticut Avenue, NW Suite 450
Washington, DC 20036 USA
+1.202.246.8504
unicef@hmlirb.com www.hmlirb.com

Appendix 8: Proposed Reconstructed Components for the GATE Programme ToC

Assumptions	Inputs	Outputs	Outcomes	Impact
Attendance and participation in teacher training are consistent	Provide scholarships to 1,887 females with grade 12 certificates (and female teachers who have not achieved grade 14 qualifications) to attend teacher training programmes in outreach TTCs	1,887 females receive scholarships and successfully complete TTC training programme	Increased number and proportion of qualified female teachers in target provinces	Improved access and retention for girls in 14 target provinces
Adequate advocacy undertaken to gain community support	Engagement with various community leaders to support females on scholarship programme			
Sufficient number of lecturers and mentors recruited	Provide support to scholarship recipients through trained lecturers and mentors	120 mentors receive allowance and training on formative assessment, coaching and mentorship		
Lecturers and mentors training is appropriate and sufficient		224 lecturers receive training on gender responsive pedagogy, formative assessment and language enhancement		
TTCs ability to provide training for GATE students	Provide capacity building support to 5 provincial TTCs	Lump sum grants provided to TTCs for		

outside main TTC programmes		infrastructure and teaching materials		
MoE teacher recruitment strategically target graduates	Strengthen advocacy and engagement with MoE to support graduates with employment opportunities	Advocacy, support and engagement with MoE to recruit GATE scholarship graduates	Scholarship graduates recruited by MoE	

Appendix 9: Key Informants - Meetings via Zoom

DATE	NAME	ORGANISATION/DESIGNATION
24 September, 2020	Mr Simon Peter Aturia	UNICEF Education Specialist
24 September, 2020	Ms Khadijah Bahrman	UNICEF Education Programme
24 September, 2020	Mr Ahmad Fawad Jamshid	UNICEF Education Programme
29 September, 2020	Ms Veronica Kamanga Njikho	UNICEF Gender Specialist
7 October, 2020	Mr Niaz Mohammad Puya	GIZ Programme Manager
7 October, 2020	Mr Samad Aasi	GIZ Girls Education
7 October, 2020	Ms Halima Azadmanish	GIZ Gender Specialist
7 October, 2020	Mr Tsuyoshi Fukao	World Bank Education Specialist
8 October, 2020	Dr Erinna Dia	UNICEF Chief of Education

Appendix 10: Documents Reviewed

Girls' Education Strategy (2020 – 2021), Ministry of Education, 2020

Afghanistan: Basic Education and Gender Equality Thematic Report, January – December 2017, UNICEF Afghanistan, March 2018, UNICEF

Afghanistan Country Programme Action Plan, 2015-2019, November 2014, UNICEF

Afghanistan Country Programme Document 2015-2019, September 2014, UNICEF

Afghanistan Quality Standards Framework, Standards Zero Draft, Schulze, 2020, UNICEF

Annual Progress Report, The Government of the Republic of Korea Improve Access to Quality Education for Girls in Afghanistan. Grant: SC170729, UNICEF Afghanistan, November 2018, UNICEF

Curriculum Framework for General Education, Islamic Republic of Afghanistan, Ministry of Education, 2018

Dimensions of Teacher Policy – quality, management and recruitment factors, Islamic Republic of Afghanistan, Ministry of Education, 2019

Draft Theory of Change, undated

Education Joint Sector Review 2018, Republic of Afghanistan, Ministry of Education, General Directorate of Planning and Evaluation, Strategic Monitoring and Evaluation Directorate, Research and Evaluation Unit, 2018

Education Thematic Report 2019, UNICEF Afghanistan, 2019, UNICEF

Field Study on Girls Access to Education: challenges, opportunities and Situation Analysis, 2019, Women and legal research foundation, Malala Fund

Final Report, Government of the Republic of Korea, Improve Access to Quality Education for Girls in Afghanistan. Grant: SC170729, UNICEF Afghanistan, February 2020, UNICEF

Girls Access through female Teacher Education (GATE), Funding Proposal to the Government of Korea, UNICEF Afghanistan, March 2014, UNICEF

Mid-Term Evaluation of the Increasing Access to Basic Education and Gender Equality Programme (Afghanistan) (2015-2019), The Konterra Group, 2019, The United States Agency for International Development (USAID)

National Education Strategic Plan 2017-2021, Islamic Republic of Afghanistan, 2016, Ministry of Education

Operational Assessment of Social Mobilisation and Behaviour Change Training, Magenta, 2020, UNICEF

OOSS Targets 2020 indicative, UNICEF, 2020

Out of School Children Policy, Final 2nd draft of OOSC policy for review, Islamic Republic of Afghanistan, Ministry of Education, Deputy Ministry of General Education, General Education Directorate, 2020

Together in partnership to improve access to quality education for girls in Afghanistan, Proposal submitted to: The Government of the Republic of Korea, UNICEF Afghanistan, November 2017, UNICEF

Appendix 11: Consent/Assent Forms
FGD Consent Form: Students and School Management Shuras

Data Collector	
Date of the FGD	
Start Time	
End Time	

Respondent's Information

Name	
Gender	
Position	
Contact Info	

Hello, my name is _____ from ATR. We are conducting focus group discussions with people in your district who have participated in a programme called the GATE Scholarship Programme. We are conducting focus group discussions (FGD) as part of an evaluation of this programme. We would like to ask you some questions about your experiences with this programme and any changes you have observed in your community as a result of the programme. Although there are no direct benefits to you for participating in this research study, your knowledge and experience will contribute to information that may improve and enhance the programme

There are no right or wrong answers to our questions. We are just interested in understanding your perspectives and experiences so that we can learn how the project is progressing and provide recommendations to UNICEF about any changes or improvements that can be made. Please note that the FGD will take around one hour and a half.

- Your participation is voluntary and you are free to stop your participation at any time.
- Feel free to skip a question or topic if you feel uncomfortable or don't wish to answer.
- Anything you say during the FGD is confidential. We will not record any names of any participants during the discussion so your identity will not be connected with anything you say.
- We will not use names of individuals from the focus group discussion when we write up the results of the study

Given that the discussion will take place with a group of people, we would like to ask you to respect the privacy of others in the group and not discuss what we speak about outside of the focus group.We would like to audio record the discussion so that we capture everything you say, but if you would prefer that we didn't then I can take notes while we speak. The audio recordings will be shared only within the research team and will not be played in front of anyone. After we analyse the data, the recordings and the transcripts will be destroyed.Is it okay for us to record the FGD? Is it okay for us to take some photos? Do you have any questions?

For additional information please contact Mr Fayaz Amiri (fayaz.amiri@atr-consulting.com or +93 78 005 6520)

KII Consent Form: Headteachers, Teachers, PED, DED and UNICEF

Data Collector	
Date of the interview	
Start Time	
End Time	

Respondent's Information

Name	
Gender	
Position	
Contact Info	

Hello, my name is _____ from ATR. We are conducting interviews with people in your district who have participated in a programme called the "GATE Scholarship Programme". We are conducting these interviews as part of an evaluation of this programme. We would like to ask you some questions about your experiences with this programme and any changes you have observed in your community as a result of the programme. Although there are no direct benefits to you for participating in this research study, your knowledge and experience will contribute to information that may improve and enhance the programme

There are no right or wrong answers to our questions. We are just interested in understanding your perspectives and experiences so that we can learn how the project is progressing and provide recommendations to UNICEF about any changes or improvements that can be made. Please note that the interview will take around one hour.

- Your participation is voluntary and you are free to stop your participation at any time.
- Feel free to skip a question or topic if you feel uncomfortable or don't wish to answer.
- Anything you say during the interview is confidential. We will not record your name during the interview so your identity will not be connected with anything you say.
- We will not use names of individuals when we write up the results of the study

I would like to audio record the interview so that I capture everything you say, but if you would prefer that I didn't then I can take notes while we speak. The audio recordings will be shared only within the research team and will not be played in front of anyone. After we analyse the data, the recordings and the transcripts will be destroyed. Is it okay for us to record the KII? Is it okay for us to take some photos? Do you have any questions?

For additional information please contact Mr Fayaz Amiri (fayaz.amiri@atr-consulting.com or +93 78 005 6520)

Survey/KII Consent Form: Scholarship Recipients

Data Collector	
Date of the interview	
Start Time	
End Time	

Respondent's Information

Name	
Gender	
Position	
Contact Info	

Hello, my name is _____ from ATR. As part of an evaluation of the GATE Scholarship Programme, we are conducting a survey/interviews with scholarship recipients to get an understanding of their experience of being on the programme. We would like to ask you some questions about your experiences and any changes you have observed as a result of the programme. Although there are no direct benefits to you for participating in this research study, your knowledge and experience will contribute to information that may improve and enhance the programme.

I will be asking some questions but this is basically a discussion and I would like to hear your opinions and ideas. Your identity will remain anonymous and we will not publish your name and position without your consent. We would also like to record this discussion so that we do not miss any information. This recording will remain with ATR and will only and solely be used for the purpose of this research.

There are no right or wrong answers to our questions. We are just interested in understanding your perspectives and experiences so that we can learn how the project is progressing and provide recommendations to UNICEF about any changes or improvements that can be made. Please note that the interview will take around one hour.

- Your participation is voluntary and you are free to stop your participation at any time.
- Feel free to skip a question or topic if you feel uncomfortable or don't wish to answer.
- Anything you say during the interview is confidential. We will not record your name during the interview so your identity will not be connected with anything you say.
- We will not use names of individuals when we write up the results of the study

I would like to audio record the interview so that I capture everything you say, but if you would prefer that I didn't then I can take notes while we speak. The audio recordings will be shared only within the research team and will not be played in front of anyone. After we analyse the data, the recordings and the transcripts will be destroyed.Is it okay for us to record the interview? Is it okay for us to take some photos? Do you have any questions?

For additional information please contact Mr Fayaz Amiri (fayaz.amiri@atr-consulting.com or +93 78 005 6520)

FGD Consent Form: Pupils of GATE Graduates (addressed to their parents/guardian/school)

Data Collector	
Date of the FGD	
Start Time	
End Time	

Schools/Parents/Guardian/Respondent's Information

Name	
Gender	
Position	
Contact Info	

Hello, my name is _____ from a survey firm called ATR. We are having discussions with students taught by female teachers who have received training as part of the GATE programme. We want to know how well the programme is working, and so, we would like to ask your child/pupils some questions about their experiences in your school and community, and any changes they may have observed as a result of the programme. Although there are no direct benefits to you or your child/pupils for participating in this research study, their insights and experience will contribute to information that may improve and enhance the programme.

There are no right or wrong answers to our questions. Please note that the discussions with the child/pupils will take place in groups and take around one hour.

- Participation is voluntary and children are free to stop their participation at any time.
- Children are free to skip a question or topic if they feel uncomfortable or don't wish to answer.
- Anything they say during the FGD is confidential. We will not record any names of any participants during the discussion so their identity will not be connected with anything they say.
- We will not use yours or any children's names when we write up the results of the study that come from this discussion.

The information that your child/pupils share in this group will not be shared with others outside of the discussion room – this is a safe space for all. Children will be instructed to respect the privacy of others in the group and not discuss what we speak about. All these points will also be clearly explained to children by a trained facilitator before starting the discussions.

We would also like to audio record the discussions so that we capture everything that is said, but if you would prefer that we didn't then the facilitator can simply take notes as the discussions take place. The audio recordings will be shared only within the research team and will not be played in front of anyone. After we finish our work, we will destroy the recordings.

Do you consent that your child/pupils participate in the group discussions for the study? Is it okay for us to record the FGD? Is it okay for us to take some photos during the FGD? Do you have any questions?

For additional information please contact Mr Fayaz Amiri (fayaz.amiri@atr-consulting.com or +93 78 005 6520)

FGD Assent Form: Pupils of GATE Graduates

Data Collector	
Date of the FGD	
Start Time	
End Time	

Respondent's Information

Name	
Gender	
Position	
Contact Info	

Hello, my name is _____ from a survey company called ATR. We are discussing with students like you who are taught by female teachers who have been part of the GATE programme. We want to know how well the programme is working, and so, we would like to ask you some questions about your experiences in your school and community, and any changes you may have observed as a result of the programme. There are no direct benefits to you for participating in this research study, but your opinions are very important to us because it can help improving the programme.

There are no right or wrong answers to our questions, and we would like to hear from all of you. Please note that the group discussions will take around one hour.

- Your participation is voluntary and you are free to stop your participation at any time.
- Feel free to skip a question or topic if you feel uncomfortable or don't wish to answer.
- Anything you say during the group discussions is confidential. This means we will not record any names of any participants during the discussion so your identity will not be connected with anything you say.
- We will not use your names when we write up the results of the study that come from this discussion.

The information that you share in this group will not be shared with others outside of this room – this is a safe space for all of us. We would like to ask you to respect the privacy of others in the group and not discuss what we talk about today with others.

We would also like to audio record the discussion so that we capture everything you say, but if you would prefer that we didn't then I can take notes while we speak. The audio recordings will be shared only within the research team and will not be played in front of anyone. After we finish our work, we will destroy the recordings.

[Ask participants to repeat what they understand the exercise is for and clarify any potential doubts]

Is it okay for us to record the FGD? Is it okay for us to take some photos during the FGD? Do you have any questions?

For additional information please contact Mr Fayaz Amiri (fayaz.amiri@atr-consulting.com or +93 78 005 6520)

Stories of Transformation Consent Form: Students

Data Collector	
Date of the interview	
Start Time	
End Time	

Respondent's Information

Name	
Gender	
Position	
Contact Info	

Hello, my name is _____ from ATR. We are conducting further interviews with scholarship beneficiaries who appear to have experienced significant changes as a result of the their participation in the GATE Programme. We would like to ask you some questions about your individual experiences with this programme and any changes you have experienced as an individual. Although there are no direct benefits to you for participating in this research study, your knowledge and experience will contribute to information that may improve and enhance the programme

There are no right or wrong answers to our questions. We are just interested in understanding your individual experiences a bit more so that we can learn how the project has directly affected some of the direct programme beneficiaries. Please note that this interview/discussion will take around one hour.

- Your participation is voluntary and you are free to stop your participation at any time.
- Feel free to skip a question or topic if you feel uncomfortable or don't wish to answer.
- Anything you say during this interview/discussion is confidential and we will not record it anywhere during the interview/discussion. Your identity will not be connected with anything you say.
- We will not use your name when we write up the results of the study

We would like to audio record the interview/discussion so that we capture everything you say, but if you would prefer that we didn't then I can take notes while we speak. The audio recording will be shared only within the research team and will not be played in front of anyone. After we analyse the data, the recordings and the transcripts will be destroyed.Is it okay for us to record this interview/discussion? Is it okay for us to take some photos? Do you have any questions?

For additional information please contact Mr Fayaz Amiri (fayaz.amiri@atr-consulting.com or +93 78 005 6

Appendix 12: Snap Survey Data

Between 2015 to 2019—the period under evaluation—the GATE Programme reached 1,272 direct beneficiaries in the seven participating provinces. The breakdown is given below:

	Provinces	Direct Beneficiaries			
		Students	Lecturers	Mentors	Total
1	Badghis	276	35	23	334
2	Helmand	110	24	12	146
3	Khost	105	21	10	136
4	Laghman	70	24	12	106
5	Nangarhar	100	20	10	130
6	Paktia	294	21	13	328
7	Wardak	73	12	7	92
	Total	1028	157	87	1272

Table 10: Direct beneficiaries of the GATE Programme in seven provinces

Scholarship Recipients

As the main target group of the GATE Programme, this evaluation looked at the characteristics of the scholarship recipients as a distinct group by collecting contextual data through a snap survey of the scholarship recipients—including current students and graduate students—to get a broad understanding of who they are as the primary target of the GATE Programme.

Age distribution

In the participating provinces, 88% of the survey respondents were aged below 25 years, with 45% below the age of 20 years. This suggests that most of the GATE scholarship recipients are either early career teachers or just starting their careers in teaching.
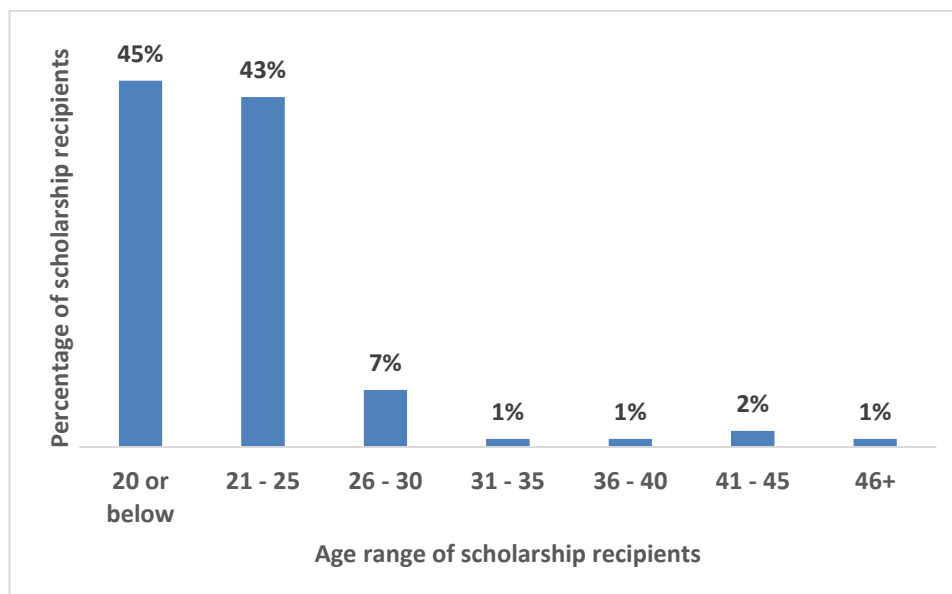
Graph 15: Percentage of scholarship recipients in different age ranges

This pattern is further mirrored in a cross tabulation of the age distribution between current students and graduate students. A breakdown of the age distribution by province indicates that the age distribution is similar in all the provinces except in Badghis and and Wardak.
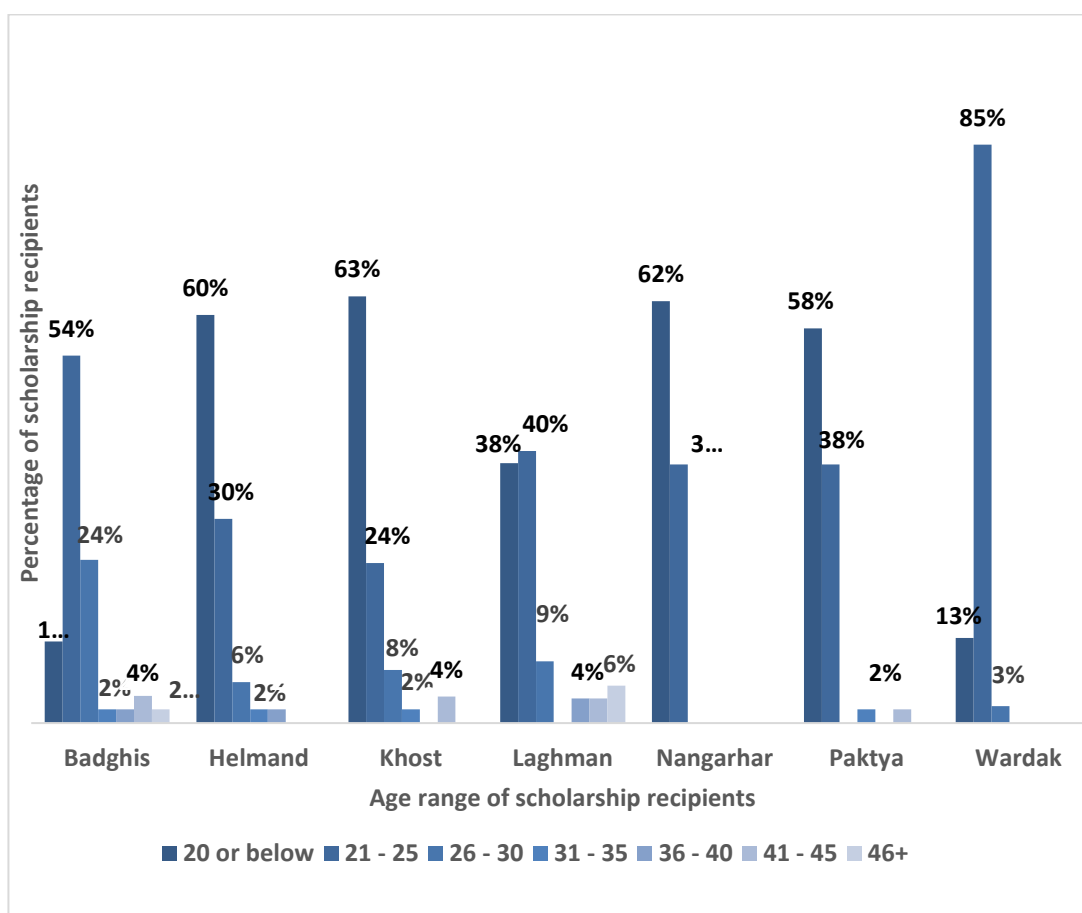
Graph 16: Percentage of age distribution of scholarship recipients in seven provinces

Teaching experience before GATE Programme

Similarly, a high percentage of scholarship recipients indicated that they had less than 2 years teaching experience before they were awarded the scholarship. This further confirms the finding that scholarship recipients were in an early phase of their respective teaching careers. A breakdown of the data on teaching experience by province indicates that the majority of scholarship recipients in Helmand, Nangahar, Paktia and Wardak had less than 2 years teaching experience, with all recipients in Helmand and Nangahar having less than two years' experience before being awarded the scholarship. Badghis had the highest proportion of students with more than 5 years teaching experience at 35%—a correlation with the age profile of scholarship recipients in Badghis.
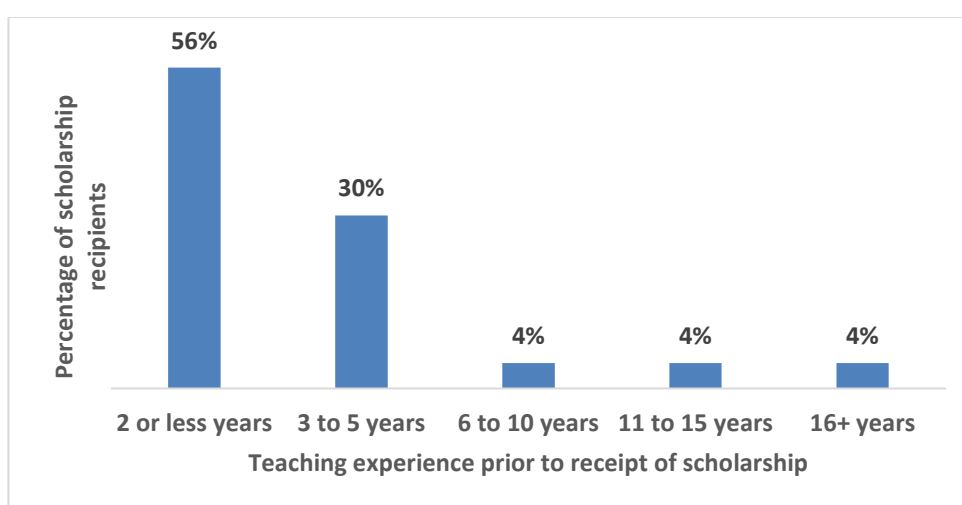
Graph 17: Teaching experience of scholarship recipients prior to being awarded the GATE scholarship

GATE Programme Components, Processes and Activities

The GATE Programme components broadly included capacity building of TTCs and lecturers who would teach the scholarship recipients, the provision of mentors for the scholarship recipients, allowances for the lecturers and mentors on the programme, transport allowances for the scholarship recipients and a graduate network. UNICEF provided the funds for allowances for the scholarship recipients, lecturers and mentors, and the money was paid directly to the recipients on a monthly basis. UNICEF also provided the funds to the TED and PED to facilitate and supported programme monitoring.

In exploring the programme components, this evaluation included community support as it has been implicitly included as an important component in the documents reviewed as part of this evaluation. Most of the scholarship recipients ranked the transport allowance and the lecturer support as the most important or useful components for them (Refer to Graph 19 below). UNICEF staff ranked the provision of female mentors as the most important component of the programme, while respondents from the PED and DED ranked the transport allowance as the most important programme component.

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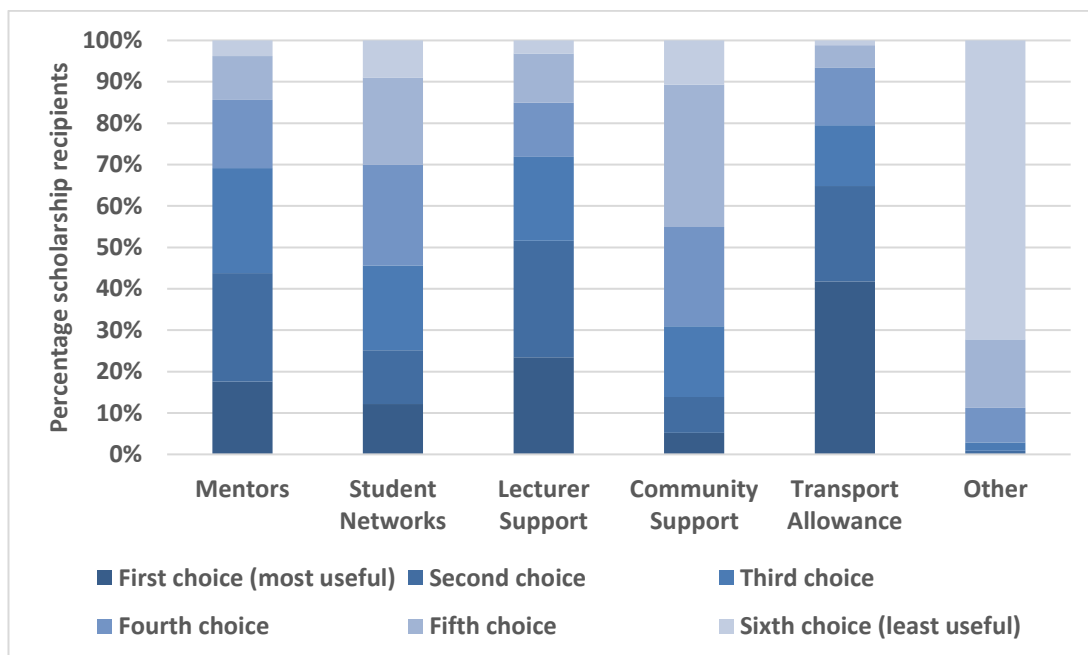
Graph 18: Scholarship recipients ranking of six scholarship support components

Transport Allowance as an important component of the GATE programme

The financial support provided to scholarship recipients has been highlighted by almost all respondent groups and appears to be a very important component of the GATE Programme because of the distances that students need to travel to access the TTCs. In their FGDs, pupils being taught by programme graduates identified the transport allowance and salaries as very important in the GATE Programme. UNICEF staff and GATE Scholarship Recipients (both graduates and current students) in the KIIs and FGDs also identified the transport allowance as the most important aspect of the programme components.

In some cases, students and graduates in the FGDs indicated that the transport allowance was inadequate, with scholarship recipients in Helmand suggesting that the programme could include accommodation for students closer to the TTCs because of the transport issue. The need for the amount to be increased was further echoed by UNICEF staff who suggested it did not meet the needs and requirements of the students.

Lecturers recruited in the GATE programme

Because the programme is designed to have the scholarship recipients taught as a distinct cohort outside the regular TTC timetables, the programme had aimed to recruit 120 lecturers in 5 provinces (UNICEF Afghanistan, 2014) to teach the students. As the programme was rolled out to another 9 provinces, this figure was revised to 224 lecturers (UNICEF Afghanistan, 2020). These lecturers were to undergo training in gender responsive pedagogy and then teach the scholarship recipients in their respective communities.

For the period under evaluation, a total of 232 lecturers had been recruited with 157 (8 female and 149 male) in the 7 participating provinces. Data for when the lecturers had been recruited onto the programme was not available for all 7 provinces, but the available data suggested that Badghis was among the provinces that recruited lecturers at the start of the programme (Graph 20).
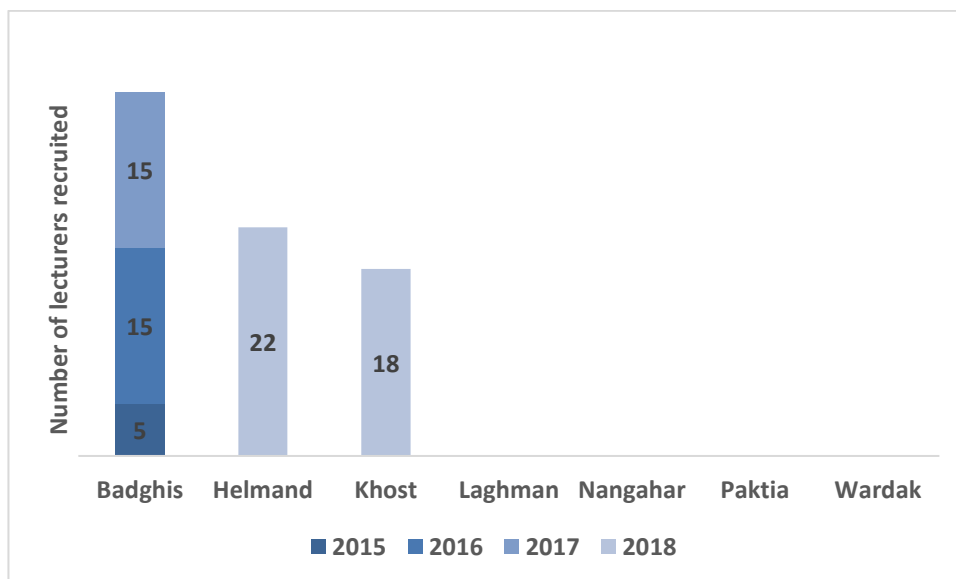
Graph 19: Number of recruited lecturers each year from 2015 – 2019

Among the 7 provinces, Badghis had the highest percentage of female lecturers—about 11%—while Khost, Nangahar and Wardak had no female lecturers at all (Graph 21).
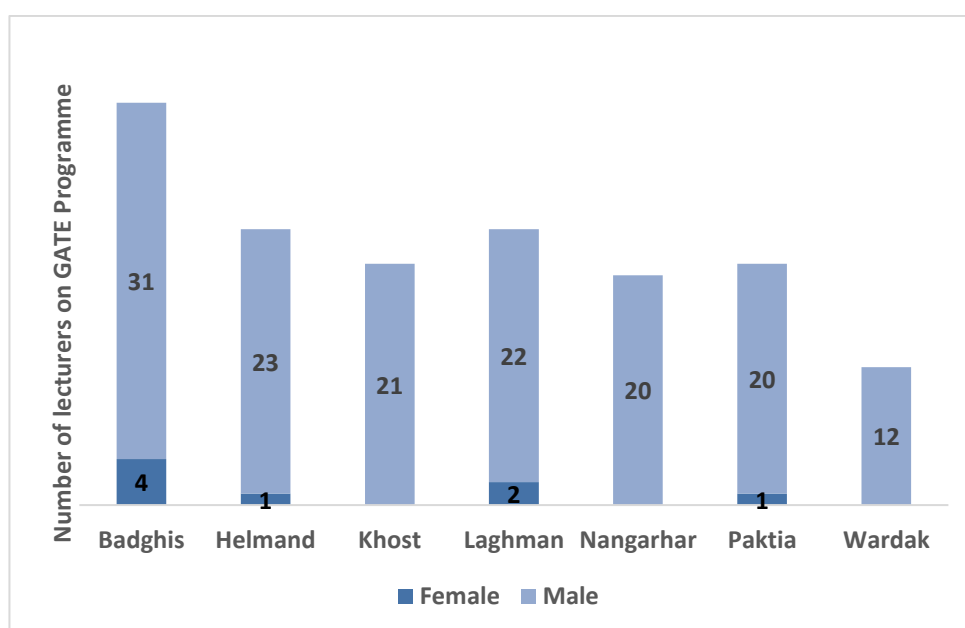
Graph 20: Number of male and female lecturers in seven provinces

Where data was available, the analysis showed that almost 86% of the lecturers had Bachelors Degrees as their highest level of qualification, with Badghis having the highest proportion—including 4 females (Graph 22).
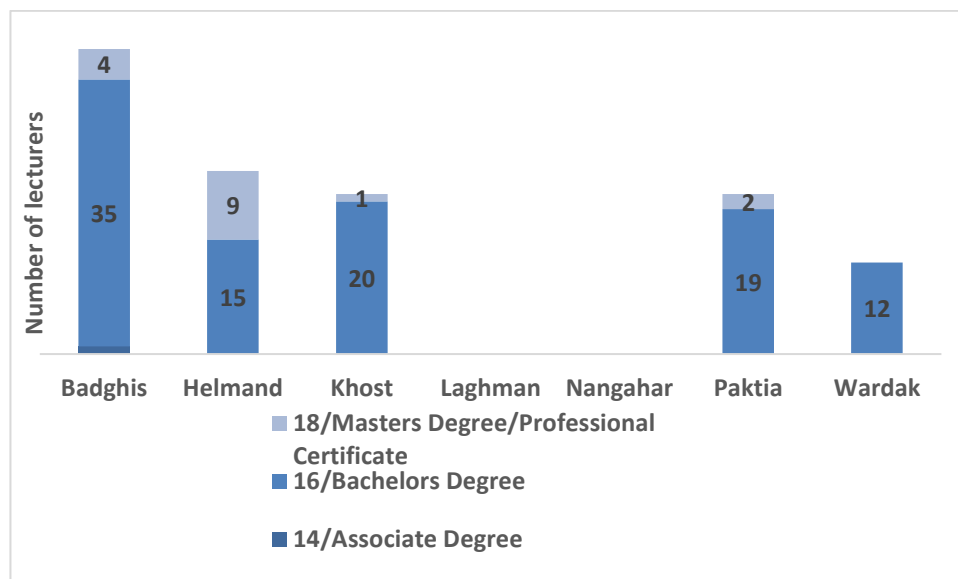
Graph 21: Highest qualifications of lecturers (in numbers) in seven provinces

77% of the lecturers who were interviewed were aged between 26 – 35 years old. A breakdown by province showed that in Helmand and Laghman 20% of the lecturers reported that they were aged between 41 – 45 years old and in Badghis 20% reported being 46 – 50.

The support provided by lecturers was ranked as being very important by scholarship recipients, with positive perceptions of their relationships with them and the teaching materials used in the classes (Graph 23).
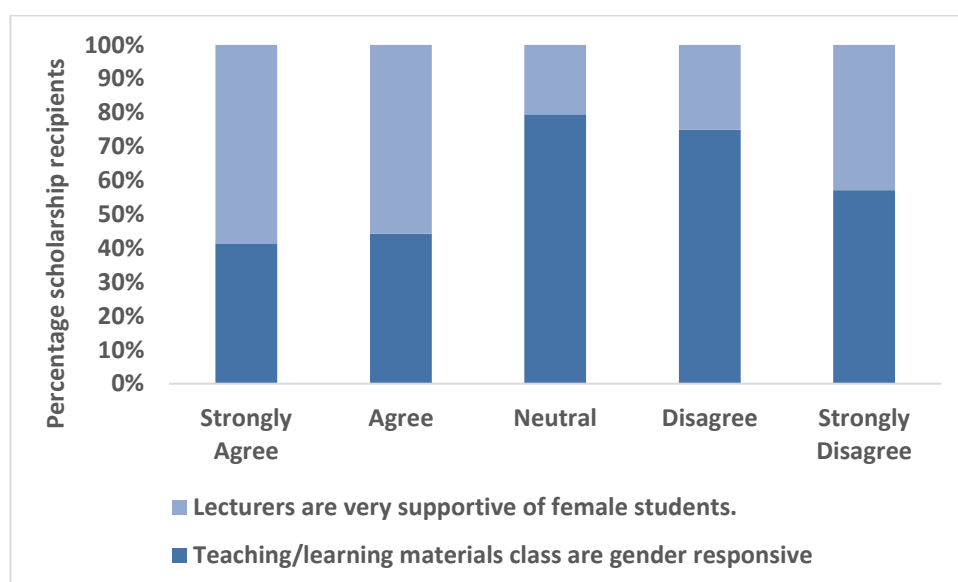
Graph 22: Scholarship recipients perceptions of lecturer support

They also pointed out that they valued their lecturers support. They expressed that they felt empowered with the knowledge and skills gained during the training, and that their lecturers helped female students with issues concerning them both in and out of school as represented in Figure 7.

Lecturers at our TTC help female students with issues concerning them both in and outside the classroom

■ Strongly Agree ■ Agree ■ Neutral ■ Disaggree ■ Strongly Disagree
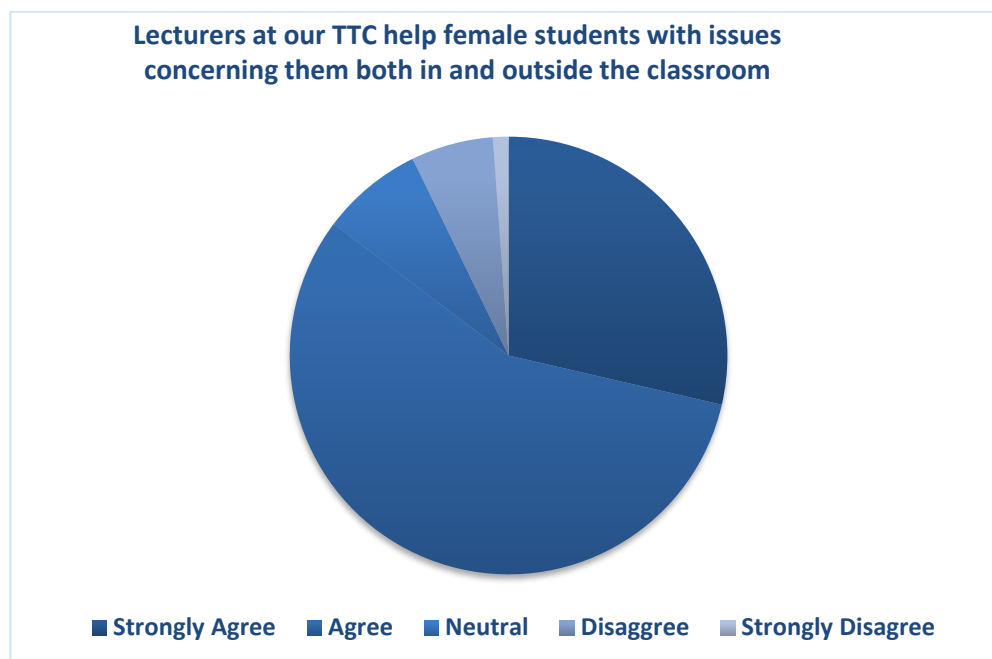
Figure 7: Scholarship recipients' perceptions (in numbers) of lecturer support

A scoping exercise on classroom interactions between lecturers and students and delivery of lessons was carried through the perceptions of scholarship recipients in a snap survey and an observation of lessons underway. The classroom observation assessed the teaching and learning materials and methods used by the lecturers and included an observation of how the lesson was presented, how the lecturers related with the students during the lesson, communication and interaction between the lecturer and the students, and student participation. From the snap survey, 70% of the scholarship recipients felt that the teaching/learning materials adopted by their lecturers in their respective classes were gender responsive. A breakdown of this data by province found that most of the positive perceptions were from the recipients from Badghis, Helmand, Paktia, and Wardak provinces (Graph 24).
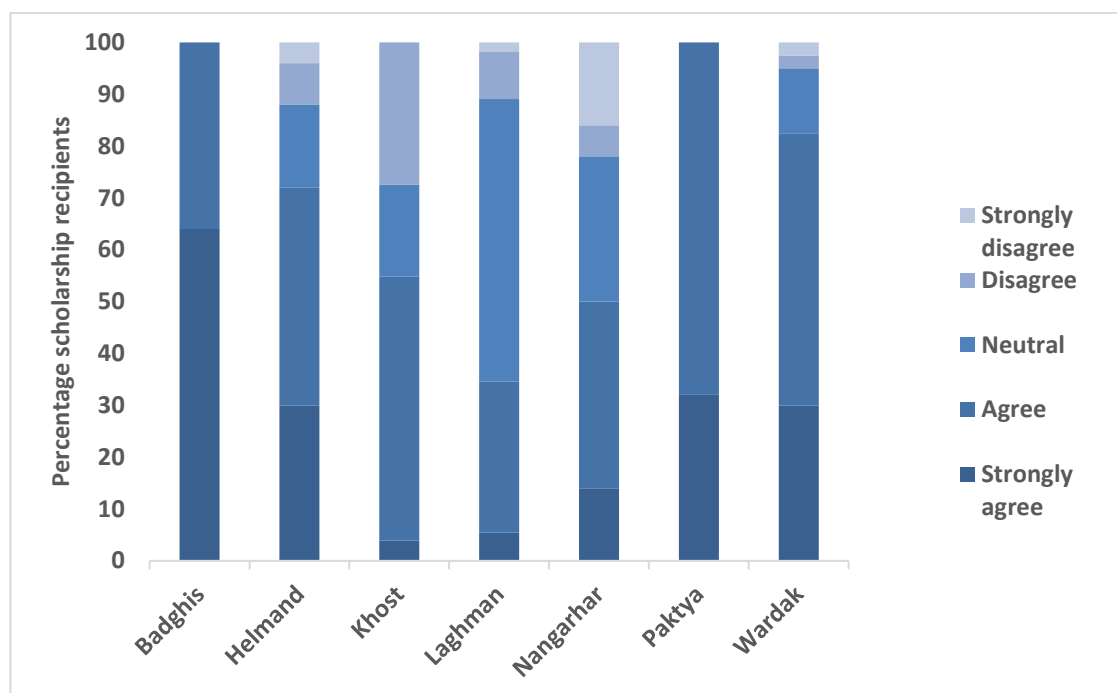
Graph 8: Perceptions of gender responsiveness (in numbers) of teaching and learning materials by province

Similarly, the classroom observations rated the classroom interactions and lesson delivery well overall, with the exception of the class in Laghman which had slightly lower scores (Graph 25). Students participated actively during the lessons that were observed, and their lecturers encouraged them to take part in the lectures and share their opinions.
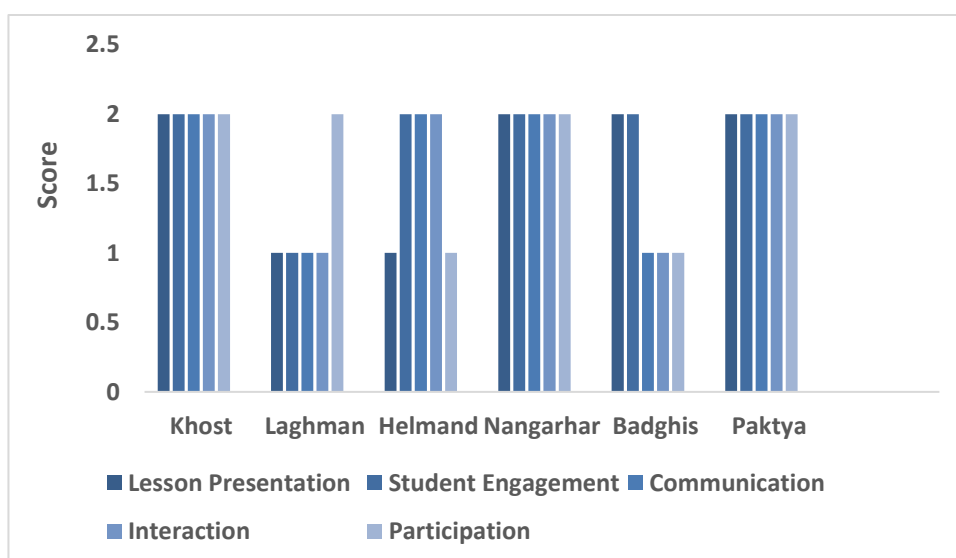
Graph 24: Satisfaction with five aspects of pedagogy
(2 = Very True, 1 = Somewhat True, 0 = Not at all True)

The inclusiveness aspect for students was rated well in all 6 TTCs observed (Graph 26), with Laghman being rated the lowest overall with minimal student engagement observed during the

lesson. The observations noted mutual respect among students and lecturers, and active enagement of students .
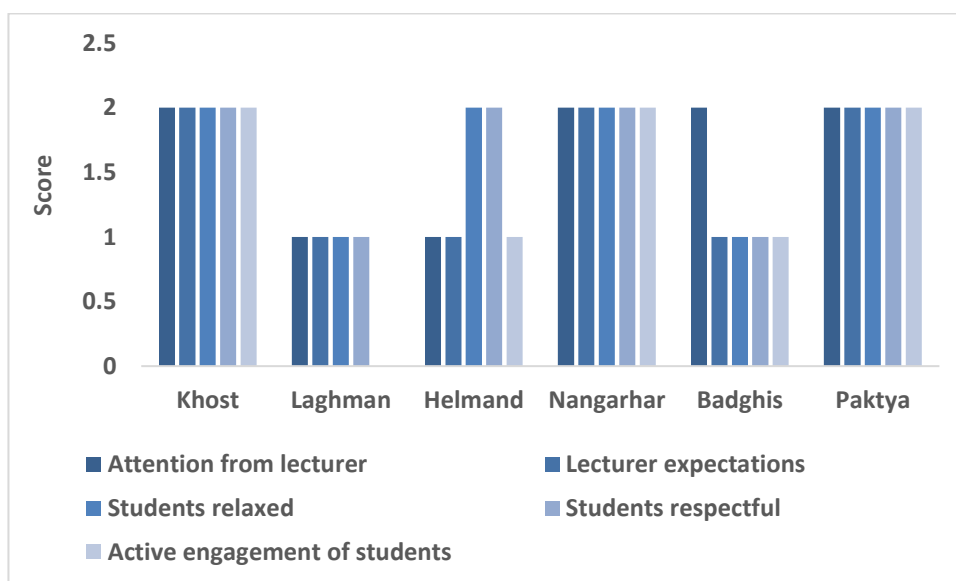
Graph 25: Satisfaction with five aspects of inclusiveness/participation
(2 = Very True, 1 = Somewhat True, 0 = Not at all True)

When analysed together, the data in Graphs 24, 25 and 26 suggests that the classroom interactions and lesson delivery in Laghman is lagging when compared with the TTCs in the other 5 provinces which were observed.

Recruitment of mentors

The programme also makes use of experienced and qualified mentors to support the students for the duration of their training. During the period under evaluation, a total of 167 mentors had been recruited on to the programme, with 87 (50 male and 37 female) in the seven provinces covered by the evaluation. The evaluation found that most of the mentors are male—almost 57% overall —and from the documents reviewed and interviews with key informants this can be attributed to a lack of qualified females who meet the requirements of being recruited as mentors for the programme in the participating provinces.
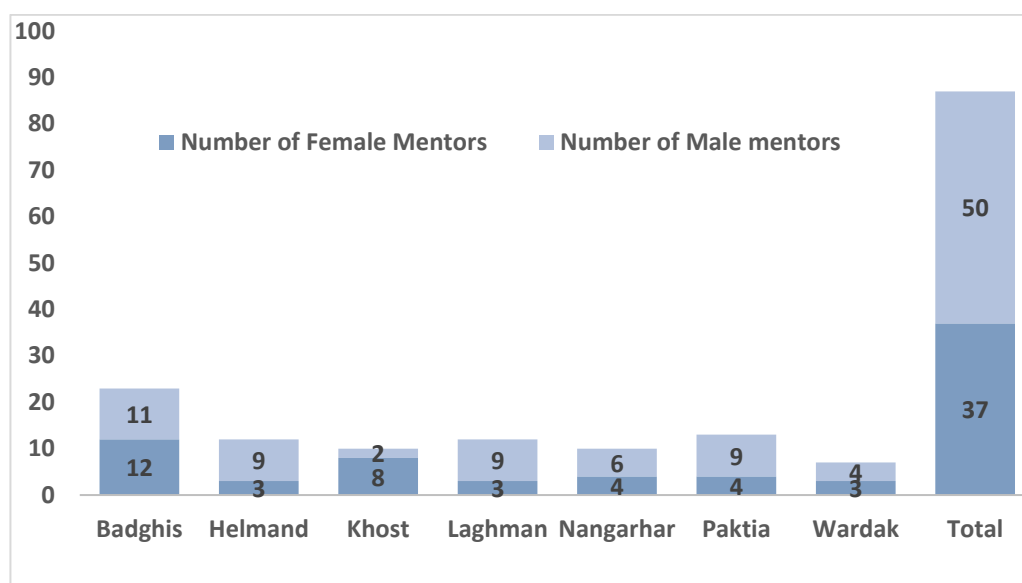
Graph 26: Number of male and female mentors in each of the seven provinces

Khost Province had the highest percentage of female mentors (80%) and Laghman Province had the lowest percentage of female mentors (25%). The available information in the programme documents does not specify any preference regarding the gender of the mentors recruited on to the programme, but the evaluation noted that UNICEF staff, PED and DED personnel, and scholarship recipients indicated that having female mentors was an important aspect of the programme. For example, one of the PED Respondent said:

'It is vital to have female mentors for women empowerment purposes'. PED Respondent, Paktia

However, there does not appear to be any deliberate strategies in place to recruit female mentors, who would be significant drivers of change for the programme.

Where available, information on how long the mentors in the seven provinces participating in the evaluation had been on the programme indicated that Badghis had mentors from early on in the programme.

The programme had initially planned to recruit 1,000 experienced teachers as mentors in the 5 participating provinces, with each mentor supporting 4 – 5 students (UNICEF, 2014). This figure was revised to 120 and the programme was rolled out to cover 14 provinces (UNICEF Afghanistan, 2020). Available information suggests that it was not feasible to have the required numbers and planned mentor student ratios because of the low numbers of qualified teachers available in rural areas—only 32% of teachers in the education system in Afghanistan meet the minimum requirement (Grade 14) for a fully qualified teacher with the situation worse in rural provinces with some of them having less than 5% female teachers and 50% of the districts having no female teachers at all (UNICEF, 2014, p. 8).[15] The programme later revised figures and aimed to have each mentor assigned to 10 students (UNICEF Afghanistan, 2020). The evaluation found

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[15] A report from the GATE Programme Review Workshop, 23 – 25 December 2018 (Kabul Teacher House) stated that only 52 % of the teachers in the education system in Afghanistan meet the minimum requirement (G 14) for a fully qualified teacher.

that the average student mentor ratio in the seven provinces was approximately 12:1, with Laghman having the lowest ratio of around 6:1, and Badghis and Paktia having the highest ratios of almost 23:1 (Graph 28).
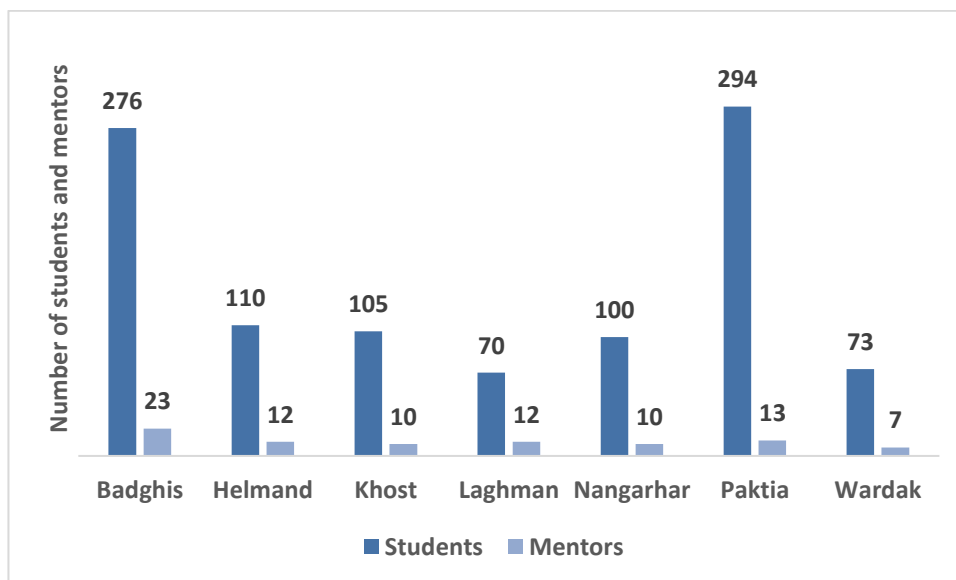
Graph 97: Number of students and mentors in each of the seven provinces

The mentors who were interviewed reported that they lived in the communities where the students and graduates they were mentoring studied and taught. They also stated that they were aged between 45 – 50 years old, with Badghis and Paktia having the highest percentage of mentors aged between 45 – 50 years old, and all the mentors in Wardak aged 35 years and below (Figure 5).
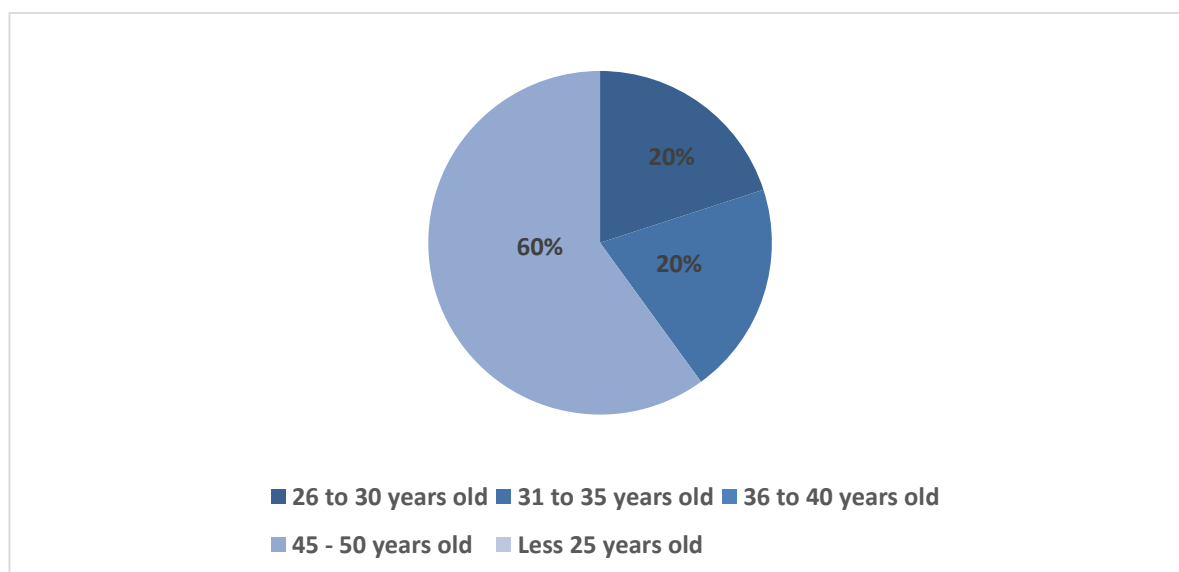
Figure 8: Age range of mentors

Though data on the highest levels of qualification for mentors in Helmand, Laghman and Nangahar was not available, 70% of the mentors had associate degrees (Grade 14). Similarly, most of the mentors interviewed reported their highest qualification as a two-year associate degrees and four-year university degrees.
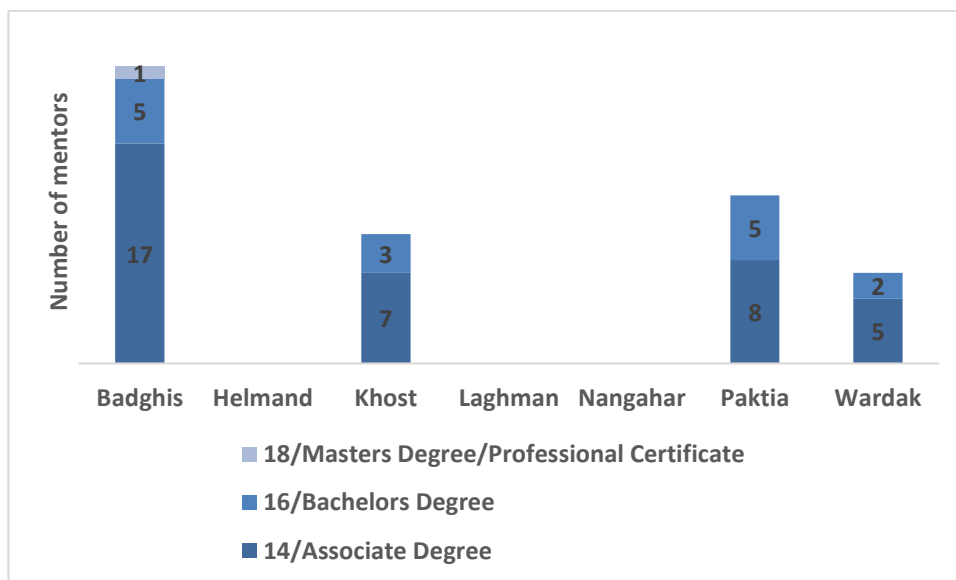
Graph 28: Highest qualifications of mentors by province

A gender analysis of available data of the mentors by qualification indicated that Badghis had the highest number of females than males with Grade 14 qualifications, and all female mentors in Khost had Grade 14 as their highest qualification.

The mentors appeared to understand the importance of their role in the career paths of their students, with some also indicating that they had previously alerted students to employment opportunities. They also stated that their sessions with the students included counselling, providing encouragement and assistance in areas where they were lagging behind in their lessons. The scholarship recipients indicated that the mentorship support was useful and provided motivation and support to them during their training.

"For example, one of our friends wasn't allowed to attend the teacher training centre, then the mentor teacher talked with her family to let her attend the teacher training centre." Student KII, Badghis Province

Key words used in the FGDs and KIIs to describe the relationships between the students and mentors were 'friendly, beneficial and mutual respect'. Although scholarship recipients ranked mentorship support as the third most important among the different programme components, 88% of them indicated that they had positive relationships with their mentors. The evaluation looked at 3 aspects of mentor student interaction and findings are reported in Graph 30 below.
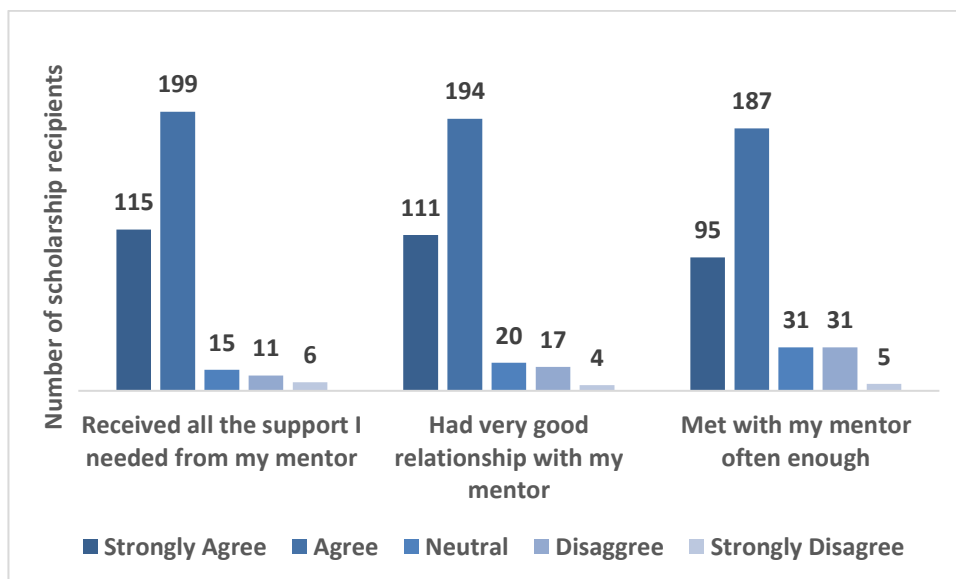
Graph 10: Perceptions of mentorship support on three aspects

The evaluation noted that 91% of the scholarship recipients indicated that they had received all the support they needed from their mentors, and 81% felt that they met with their mentors often enough. However, the students also stated that they would like to receive additional support from the mentors including guidance on personal and academic challenges.

Almost half of the students and graduates reported that they met with their mentors frequently.
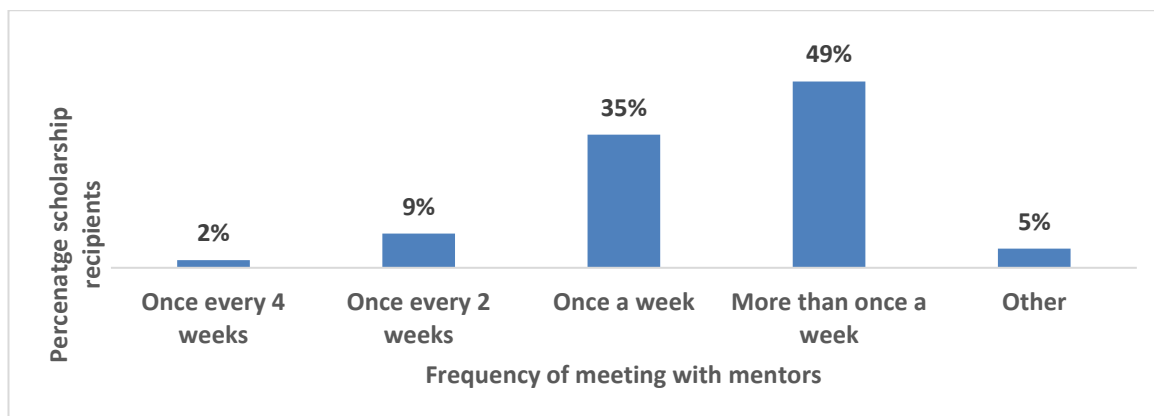
Graph 30: Percentage of scholarship recipients and frequency of meeting with their mentors

A breakdown of this data by province indicated that all respondents in Badghis reported meeting their mentors often enough.

60% of the graduate students indicated that they had been visited by their mentors after graduation and 40% reported that they had not been visited. A further analysis by province indicated that most of the students in Khost were not visited by their mentors after graduation.
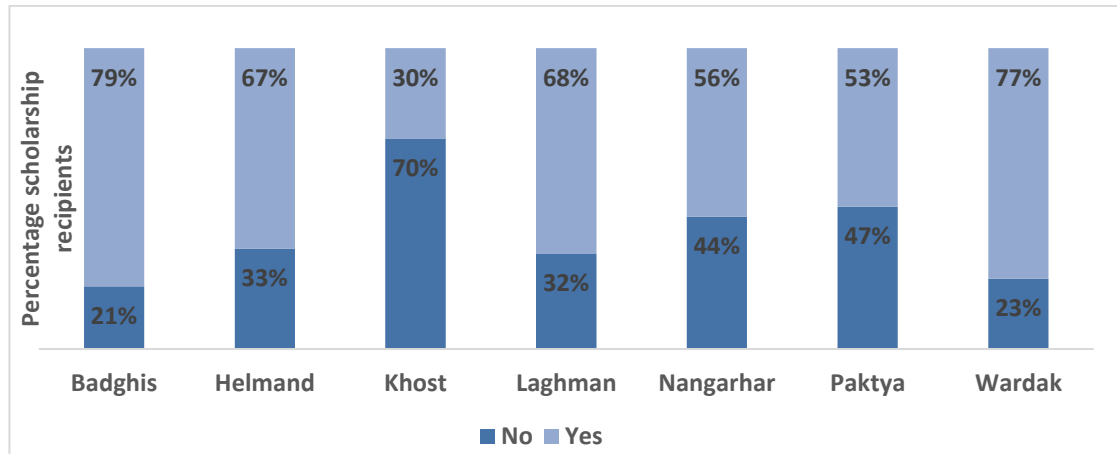
Graph 31: Percentage of scholarship recipients visited by mentors after graduation

Most of the headteachers who were interviewed felt that mentorship support was the most important component of the GATE Programme. More than half of the headteachers who were interviewed indicated that the programme mentors did not visit the graduate teachers in their schools. Those headteachers who indicated that the mentors did visit the graduates said they mostly visited the graduate teachers once a month, with only one headteacher saying the mentor came once in 3 months. Where the mentors visited the graduate teachers, the headteachers stated that the mentors conducted classroom observations and completed assessment and performance reports, and they mostly provided assistance with teaching methods.

Graduate Network

As discussed in section 1.2.2, the GATE Programme also aimed to set up networks for graduates at class level to support the students and advocate for employment opportunities after graduation. This is mentioned in programme documents, and both the current students and graduates (both those employed and unemployed) stated that they are or had been members of the network. According to the scholarship recipients, the networks are active in all the seven provinces. However, in Nangahar, none of the unemployed graduates appeared to know about the network.

The evaluation found that most of the scholarship recipients did not appear to fully understand the purpose of the network. For instance, data from the KIIs and FGDs with scholarship recipients in 6 of the provinces suggested that the network was perceived to be the same as being on the scholarship programme. For instance, most graduates interviewed stated that the network *'provided money (for stationery and transport), provided a mentor, motivated the community to send their daughters to the schools and TTCs, talked about women's rights with the families, held workshops and met with students in homes, schools and universities.'* However, in Helmand, the network appeared to be relatively strong. Graduate students in Helmand (unemployed) understood the role of the network as assisting *'to provide job opportunities to teach in schools'* or *'to pave the way for girls to get educated and find jobs, and earn money.'*

Capacity Building of TTCs, Mentors and Lecturers

The evaluation noted that though the capacity building component of programme is important, its potential has not been fully exploited. The lecturers were trained in gender responsive pedagogy as part of the programme's capacity development aspect. Available information indicated that two training workshops were conducted in 2016 and were facilitated by UNICEF. From the available data, the evaluation could not explore how many of the lecturers who are on the programme were actually trained. However, the findings in this evaluation indicate that (besides Laghman where scholarship recipients indicated negative perceptions of gender responsive pedagogy being used in their classes) the lecturer capacity in the participating provinces appears to be adequate.

Most of the lecturers who were interviewed stated that they had received training as part of the GATE Programme.
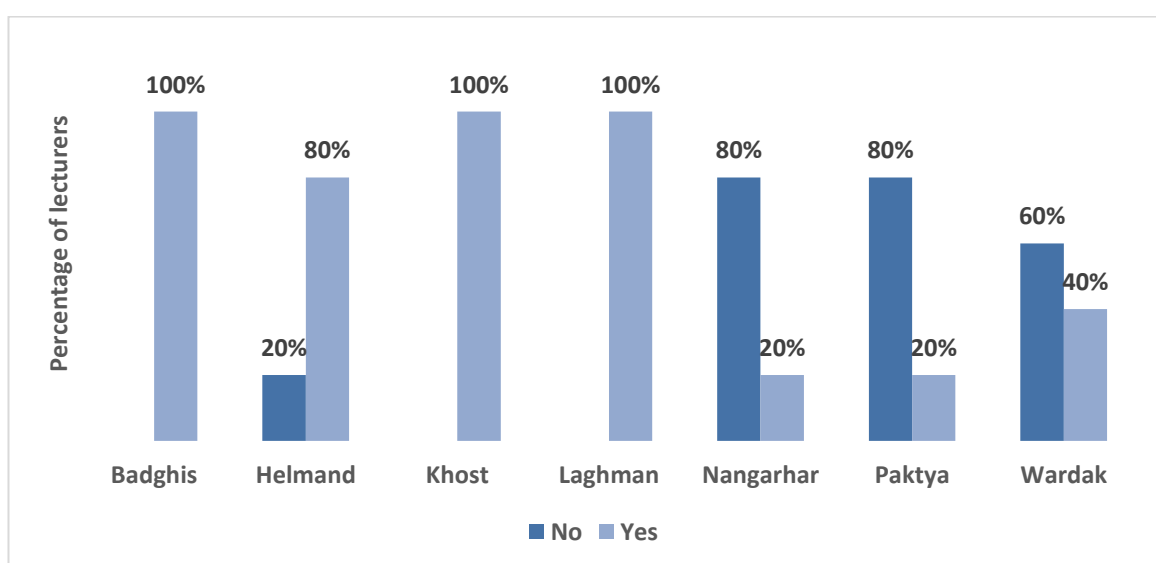
Graph 32: Percentage of lecturers who reported that they have/have not received training as part of the GATE Programme

The scholarship recipients reported that the lecturers used gender responsive approaches and materials in their classes, and they ranked the support provided by them as being very important, and reported positive perceptions of their professional relationships with them (Refer to Graph 22).

The evaluation did not find any records or information for training of any of the mentors despite the intent being made in the proposal documents and the ToC (UNICEF Afghanistan, 2014, p. 17; UNICEF Afghanistan, 2020), and UNICEF staff who were interviewed confirmed that none of the mentors had received any training as part of the programme.

From the programme documents, the focal points from the participating TTCs and their respective PED appear to have taken part in the training to enhance their capacity to conduct support supervision and monitoring visits to the GATE Programme though the details on actual training content were not available. Also, none of the PED and DED respondents who were interviewed during this evaluation stated that they have received any individual training or support as part of their role and involvement in the GATE Programme, though one PED respondent in Helmand stated that he had participated in a seminar and an implementation planning activity for the GATE Programme, and one PED respondent highlighted that he had

attended a GATE Programme review workshop which covered *'the establishment of a class to understand the role and responsibilities of all stakeholders, including teachers, students, managers, and MoE'*.

As part of the capacity building support at institutional level, 5 Satellite TTCs—Paktia, Paktika, Badghis, Ghor and Urozgan—received computers, projectors and printers from UNICEF to assist with producing and securing teaching materials and for communication. However, less than half of the PED and DED respondents who were interviewed stated that their departments had received some form of support—such as stationery and educational materials—as part of the GATE Programme. They emphasised the need for additional support for the TTCs such as the provision of ICT materials and laboratories. They also highlighted the need for adequate classroom equipment, educational material, and further assistance in expanding TTCs to other inaccessible remote areas. The evaluation noted that at PED level, less than half of the respondents mentioned the need for capacity building in the form of teacher methodology training and seminars, and this issue did not emerge at DED level.

Learning Environment

As discussed in section 1.2, the scholarship recipients were taught as a distinct cohort of students in classes which were based in TTCs or schools. A scoping exercise was carried out to gain insight into the learning environment of the GATE Programme students. This exercise was undertaken through the direct observation of lessons in 6 classes in 6 of the provinces—focusing on 3 broad areas including the physical environment, pedagogy and inclusiveness/participation—and through perceptions of the scholarship recipients in a snap survey.

Within the physical environment, the evaluation team looked at availability of sanitation facilities, classroom seating, classroom workspace and availability of teaching materials. On average, each of the classes observed had 22 students. Actual figures are shown in the Graph 34.
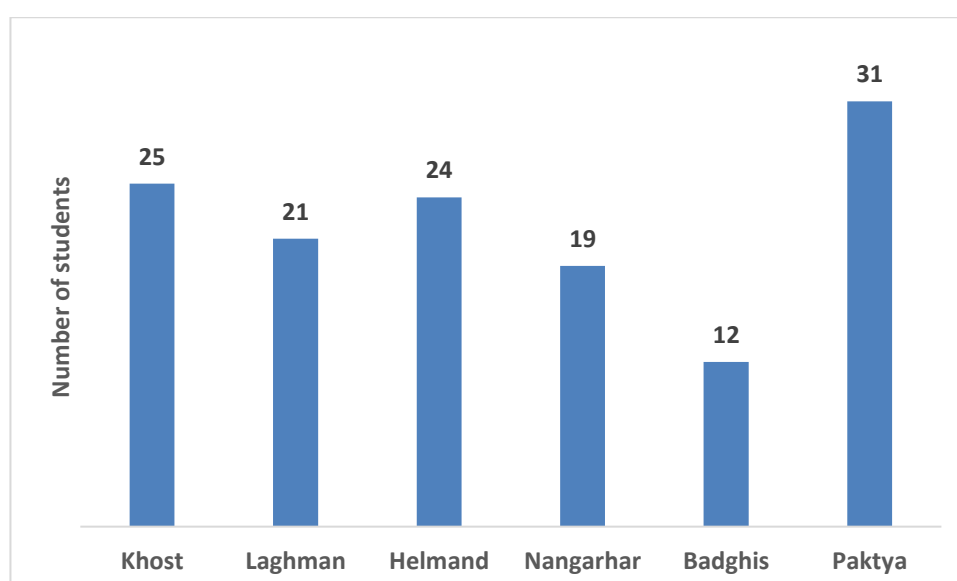

Graph 33: Number of students in GATE Programme classes observed

Overall, each of the TTC physical environments were rated well, with seating and availability of teaching materials found to be adequate in all the classrooms observed.
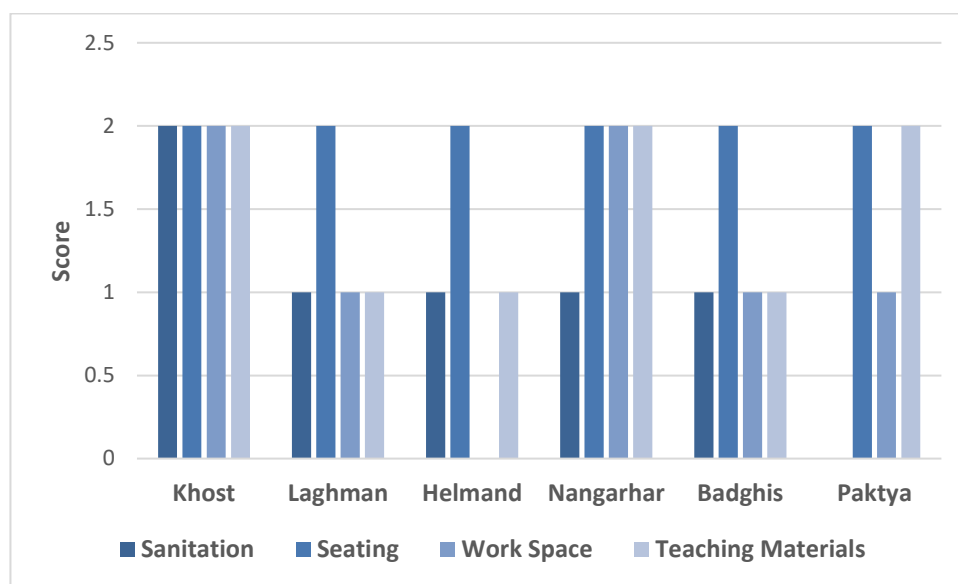
Graph 34: Adequate physical environment in classes observed
(2 = Very True, 1 = Somewhat True, 0 = Not at all True)

A key observation was the disparity in the student to toilet ratio among the 6 TTCs visited in each of 6 provinces, with Laghman and Helmand having the highest ratios of 21:1 and 24:1 respectively. However, the evaluation noted that this is a positive finding as the ratio is still below the recommendation in the WASH Cluster Guidelines' (Afghanistan National WASH Cluster, 2018, p. 17) Standard 10: WASH in Schools, which recommends a ratio of 25:1 for females.
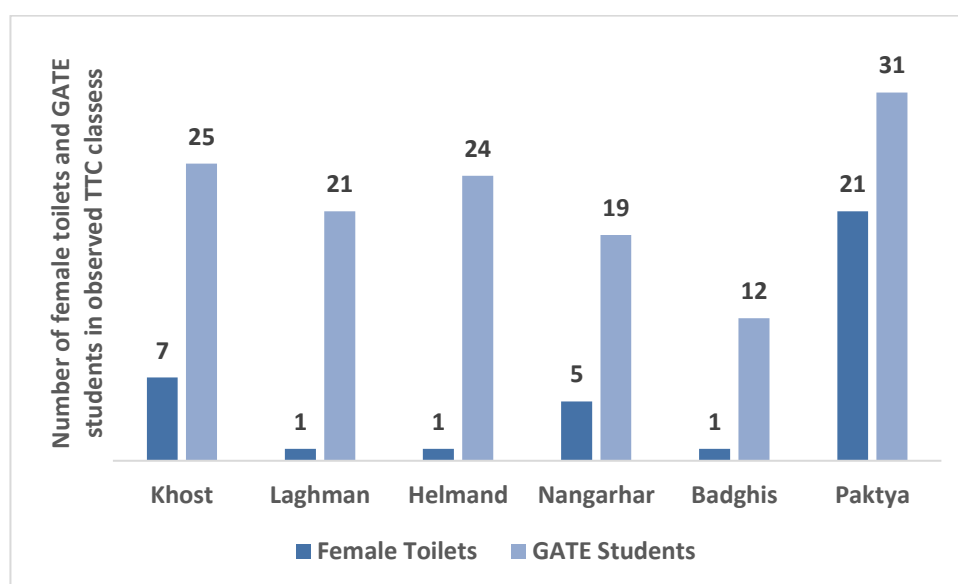
Graph 35: Female students and number of female toilets in each TTC observed

The evaluation noted that some scholarship recipients stated that the distances to the learning centres and the associated safety concerns are not fully addressed by the programme. Of particular note was that in Laghman, Nangahar and Wardak Provinces, the students stated that moving the GATE Programme classes to the city would make the access to classes easier because of security concerns, classroom infrastructure and the transportation challenges in hard-to-reach areas.

The evaluation also noted that in some FGDs with scholarship recipients, the discussants expressed the need for internet facilities and laboratory facilities to be made available if possible for their science practical lessons to improve. This sentiment was shared by the PED and DED respondents in the KIIs as well.

The existence of an enabling environment for GATE graduate teachers
The evaluation explored the environment in which female teachers are working by getting feedback and experiences of the programme graduates who are employed as teachers, the teachers working with GATE Programme graduates and the headteachers in schools where programme graduates are teaching. The headteachers interviewed in the 7 provinces were all male and most reported that they live in the communities in which their schools are based—with few exceptions in Khost and Wardak where not all headteachers live in the same communities where their schools are based. They all expressed satisfaction with the high levels of enthusiasm, professionalism, self-reliance and effective teaching methodologies of the programme graduates teaching in their schools. Most of the headteachers indicated that the GATE graduates have a positive impact on their classes and that they had noticed improvement in education standards in their schools. They reported that they had seen improvements and changes to the students' performance which showed them that the education standards and levels in their schools have changed. Some reported that the graduates used improved teaching methodologies, and had a better knowledge and understanding of pure science subjects and Pashto in particular, which had been challenging for the teachers with Grade 12 qualifications. Generally, the headteachers were satisfied with and supportive of female GATE programme graduate teachers working in their schools.

Similarly, the evaluation noted that most of the GATE Programme graduates who are teaching (38% strongly agreed and 58% agreed) had positive perceptions of their headteachers.

The principal/headteacher at this school is supportive of female teachers.

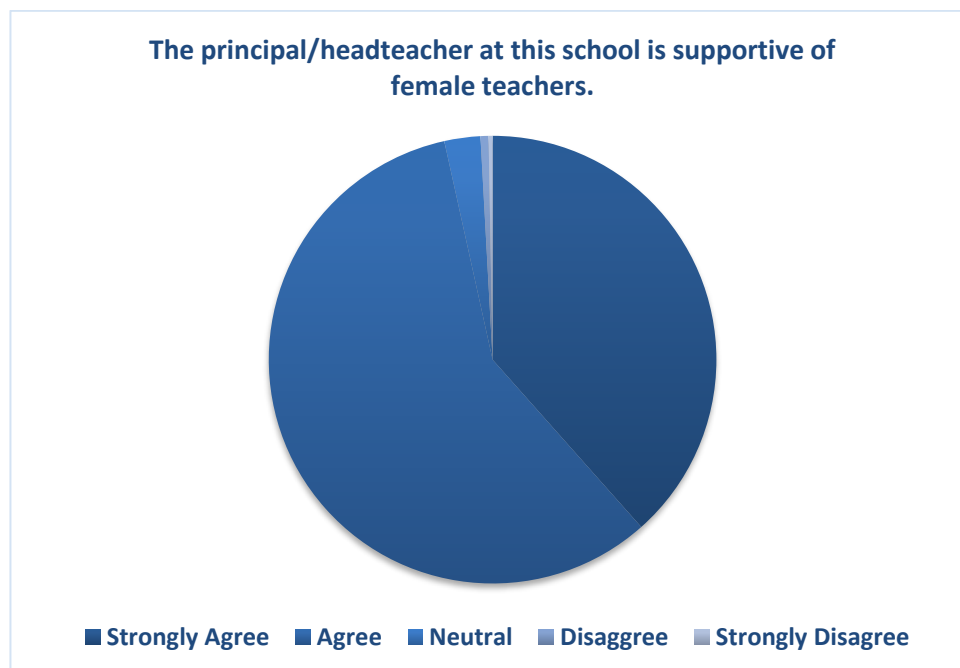■ Strongly Agree   ■ Agree   ■ Neutral   ■ Disaggree   ■ Strongly Disagree

Figure 9: Graduate teacher perceptions of how supportive the headteachers are in their schools

The scholarship recipients also pointed out that in some cases, the headteachers were very supportive and had recommended that some of the students be recruited onto the GATE Programme. Such support can increase the chances for the applicant to get a scholarship. For example, one of the respondents explained:

"When information comes from a trusted source like the headteacher the people would answer quickly and give the scholarship." Graduate FGD Discussant, Wardak

In addition, the GATE Programme graduates appear to have good working relationships with the other teachers in the schools where they taught. As can be seen in Figure 9, over 95% of graduate teachers reported having good or very good professional relationships with both male and female teachers in their schools. The quality of their relationship was registered to be slightly better with female teachers—65% percent reported having a very good relationship with female teachers and 56% reported the same about their relationships with male teachers.

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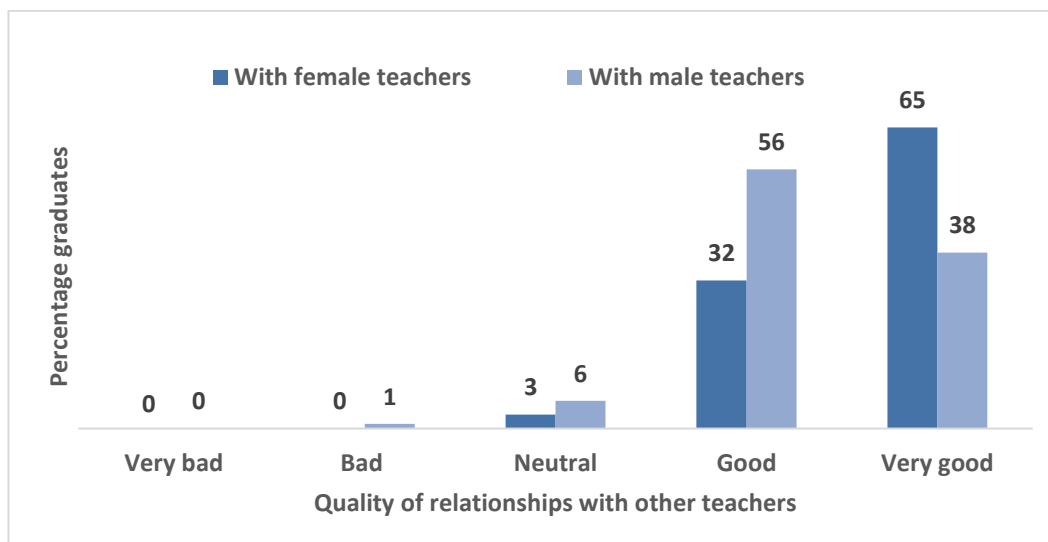
Graph 3611: Graduate teacher perceptions about the quality of their relationships with other teachers in their schools

The evaluation concluded that the graduates who are teaching are working in enabling and supportive environments, and have no significant bottlenecks affecting their work as teachers. Both the headteachers and teachers with whom they are working appear to work well with them.

Appendix 13: Stories of Transformation
NB: All names have been changed to protect identity of the individuals

Nangahar Student: The transport allowance is a game changer

Before Najia was enrolled on to the GATE Scholarship Programme, she lived with her family in a village in Nangahar Province. She had always wanted to be a teacher and when she graduated from the 12th grade, she enrolled at the nearest TTC to her village which is quite a distance away. There is a river between her village and the village where the TTC is based, and there is no bridge to cross to the other side. Whenever it rains or when the river is full, it is impossible to cross the river and so she is unable to attend her classes.

"People cannot cross it because of lots of water in some of the seasons and there is no bridge on it either. I didn't go to the class for few days because of too much water in the river and I thought till what time we would not go to the class. It was also possible that water flow will increase further," she said.

After a few months, she was informed by her lecturer that there was a scholarship programme available for females and she immediately applied and was selected. Soon after, the GATE Programme conducted a seminar in the provincial office to introduce the GATE employees to the students. People from 3 districts were invited there and afterwards, everyone was given money for transport and expenses. The monthly allowances for the students had also been approved on the same day and all students were told to collect them from Azizi Bank.

"When the meeting finished, they paid all the expenses of transportation, I didn't count the money and put them in the bag when I got it….it was around 7 pm that we arrived home. I saw 12000 AFs in my bag when I checked it, I couldn't believe it, I can't tell in words that how happy I was".

After getting the money, Najia and a group of friends have been able to rent a car to get to the TTC. She is very happy and comfortable because she does not have to worry about whether or not she will be able to attend her classes regularly any more.

Paktia Student: Motivation to teach against the odds

Nahita had always wanted to be a teacher. When she completed her education in a girls' school in Helmand Province, she graduated with a first rank. Not long after her graduation, she got married and moved to Paktia Province with her husband.

Nahita was worried that she would never be able to achieve her aim of becoming a teacher, especially because there was no school in or near the village where she now lived with her husband. Because of her ambition for education and teaching, she set up the first school in Belawot District in Paktia Province with support from her aunt and her husband, who also became the school principal.

"Then in 1370, when I was 19 or probably 20 years old, I married. Since the situation was so dire, no school could be found. I had no idea how to live my life here because the women were illiterate. Finally, after 8 or 9 years, I began teaching first-grade students."

Initially it was just one class of first grade, then the school slowly expanded to include more classes until eventually it was a secondary school.

"Under the tent and the trees, we learnt. I began with the first grade, then the second, and then the third…. We made it all the way to ninth grade. Then we took the 9th-grade girls and turned them into teachers. After a few years, the 10th grade emerged".

Her husband heard about the GATE Programme and knowing that she was very passionate about teaching, he informed her about it. He encouraged and supported her to apply and she was selected. She is now in 13th grade and will graduate next year. After her training, she will not only be qualified but she will bring good teaching skills to her school to make it even better.

Badghis Graduate: A story of resilience and family support

When Sakina graduated from school, she got married and she went to live with her husband and his family in another village. Her husband's family was very poor. He was a soldier and then became addicted to drugs. Life became even harder for her and her 2 children. Her husband's aunt told her about the GATE Programme and she enrolled and started training to become a teacher. However, the centre was quite far from her village. Her transport allowance was spent on household needs. She could not afford to buy her babies the milk that they needed in order for her to continue her education. After trying for more than a year, Sakina dropped out of the training programme.

'I studied for 1.5 years but I did not have money to buy my chapters. I was living away from the teacher training centre so I could not afford to pay the transportation fare. I had two babies. I could not afford to buy them a can of milk and continue my education. I studied for 1.5 years but I could not take care of the household works.

When Sakina's father heard about her poor living condition, he took her back to live with him and her family. There were pre-school training programmes that had been set up by UNICEF and Sakina worked as a teacher there for 6 or 7 months. After about an year, her financial status improved and her father enrolled her in the teacher training centre under the GATE programme. The TTC was only 15 – 20 minutes away from her home so she could attend classes easily and regularly. The GATE programme included financial assistance that met her requirements, and her mother took care of her babies at home while she attended her lessons. She used the money that she was receiving from the GATE Programme to support her family and complete her education.

'My personal goal was to complete my studies because I was a school graduate and I could not find a job with school certification. I neither had money to pay a bribe and get a job nor know anyone to get a job by power. My goal was to study and graduate from 14 grade and get a job to help my family financially. I am grateful for the GATE programme that helped me to complete my studies. I graduated from the teacher training program in 1396. I worked as a contractor teacher for one year in 1398... Now, I am working as a teacher in the accelerated training programme'.

Laghman Graduate: Improving teaching skills for pre-service students

When Mariam graduated from school, her ambition was to continue her education up to a bachelor's degree, or at least an associate degree. But due to the poor economic conditions her

father was not able to support her financially to continue her higher education. However, she was determined to be a teacher and got a job in a nearby school.

"At the time, I was very upset and disappointed. Suddenly I found a chance to be a teacher in the school. So, I became a teacher and I started teaching. I improved my economic situation a little bit. But still, I was facing some problems in the teaching process because I obtained only a baccalaureate degree, and I was not familiar with the teaching either. So, I was very upset and disappointed."

Mariam was then informed about the GATE Programme, and that it was setting up a TTC class at her school. She enrolled onto the programme and her economic situation improved because of the allowance she was getting. As an in-service GATE student, she learned improved skills to assist her in the classes she was teaching. She believes the GATE Programme gave her the opportunity to improve her skills and make her an even better teacher.

Khost Lecturer (Male): Unexpected skills gained from teaching on the GATE Programme

Khalid has been working at the TTC for 12 years. He has a Bachelor's Degree in Literature, and a Master's Degree in Education from the American University of Afghanistan. He was the head of the TTC for 2 years, and now he is the teaching deputy at a school. He does not teach students on the GATE Programme at the moment, but had taught a cohort of students who have now graduated. At the moment, he supports the programme by monitoring implementation and supporting the local teachers.

When he became a lecturer on the GATE Programme, he had a class full of girls and no boys for the first time. He believes that the GATE Programme has been very important because it provides opportunities for females who may not be able to train as teachers otherwise. Looking back at the GATE students that he taught, he recalls having really good students who got good marks and had good attendance percentages. He points out that the financial support to the girls opened up opportunities for them. He has very fond memories of his time on the programme, and he built his skills too.

"We learned that if we provide girls financial opportunities, it will have positive results…it affected me positively and brought positive changes in me. One of my apparent experiences was that we had a mentor teacher, who was our partner. We used him as a teacher, and from that, I learned how to use a partner teacher and cooperate with each other".

Khalid feels like a small hero in his community.

"Parents ask for my phone number and used to call me and visit me in school, and they would drink tea with me; so maybe it had affected them, and I seemed like a small hero to them. It was my job as the head of the TTC".