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Evaluation of the Teacher Effectiveness and Equitable Access for Children (TEACH) Programme in Zimbabwe

Volume II -
ANNEXES TO THE EVALUATION REPORT

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Annex 1: Background information and details of evaluation

5.1 Zimbabwe's education context

5.1.1 Access to education in Zimbabwe

Early Childhood Level

Early Childhood Development (ECD) has been widely introduced, with a reported 99.64 percent of primary schools offering ECD by 2019. In 2015, the number of projected school-age population from ages 3-7 was 1,803,308. Additionally, the number of children enrolled in ECD A was 211,307, and the number of children enrolled in B was 306,643 (EMIS 2015). Boys were more likely to be overage at both ECD A and ECD B levels, due in part to constrained school capacity and long travel distances in rural areas (EMIS 2019). Between 2016 and 2020, ECD enrolment grew steadily, from 580,365 in 2016 to 653,130 in 2020, comprising 327,492 boys and 325,638 girls, reflecting sustained efforts to strengthen foundational learning. In 2020, the number of children enrolled in ECD A was 299,998 (majority – 5 years old), and the number of children enrolled in ECD B was 353,132 (majority – 6 years old). The total enrolment is 653,130 (EMIS 2020). The annual growth in ECD enrolment was positive, though it slowed by 2020.

Primary and Secondary Levels

Primary education access also expanded steadily, with 2,869,735 learners enrolled in 2020, of which 49.96 percent were female (EMIS 2020). Primary school Net Enrolment Rates (NER) rose between 2018 and 2019, but it declined to 85.57 percent in 2020. The Gross Enrolment Rate (GER) remained relatively high, though declines were observed in the same year. Access was markedly lower at secondary levels, and in 2020, the secondary school GER stood at 52.09 percent, with slightly higher enrolment for girls than boys. The NER was only 49.14 percent, down from 54.25 percent in 2019. Girls had surpassed boys in lower secondary enrolment in recent years, reversing prior gender gaps, though upper secondary enrolment still had more male enrolment (EMIS 2020).

Dropout rates highlighted the challenges in retaining learners, particularly at the secondary school level. In 2019, 34,808 secondary school learners dropped out, compared to 18,459 at the primary level. Gendered causes were also evident; while boys were more likely to drop out due to absconding, financial hardship, or labour, girls were disproportionately affected by early marriage and pregnancy. In 2020, female learners constituted the majority of secondary school dropouts (EMIS 2020).

The completion rate for upper secondary schooling ranged from just 8.35 percent in Matabeleland North to 22.75 percent in Bulawayo, with gender parity achieved only in Mashonaland East (EMIS 2019). Challenges such as resource constraints, socio-economic vulnerability, and inadequate school capacity continue to undermine both access as well as quality of education.

Data indicated that children with impairment or learning difficulties remained underrepresented and often lacked access to suitable, supportive learning environments and Special Education

Needs (SEN) friendly assessments. According to the EMIS 2019 report, in the primary and secondary school levels there are 85,560 learners with impairments. The number of impaired learners was 62,659 at the primary, and 15,506 at the secondary level. At the primary school level, 4.84 percent of learners who dropped out had special needs. At the secondary level, more boys than girls dropped out due to special needs (EMIS 2019).

5.1.2 Enablers and barriers in the education sector

Teaching capacity: In response to these challenges, the Government of Zimbabwe has taken steps to reduce sectoral inequalities across regions and population groups, with particular attention to leveraging the trained and experienced teaching workforce. Over 97 percent of primary school teachers and 87-89 percent of secondary school teachers were qualified, and most had over ten years of experience, indicating broad professional coverage across the sector (EMIS 2019; EMIS 2020).

This professional base provides critical instructional stability, although rural and low-resource areas continue to face higher Learner-to-Trained-Teacher ratios; most notably at the ECD level, where the national LTTR stands at 59 against the recommended 20. While primary and secondary school LTTRs (39 and 27, respectively) fall within acceptable thresholds, disparities persist between rural and urban deployments (EMIS 2020).

Curriculum development and quality: With respect to quality of education, notable progress has been achieved in terms of curriculum content. Revisions in the curriculum included the introduction of a Heritage-Based Curriculum to promote local knowledge, values, and identity within the formal education system, which was also supported by the National ICT Policy in Education. However, implementation challenges were significant, especially in rural areas where infrastructural gaps, digital divides, and shortages of teaching materials and devices constrained effective delivery.

Education financing and budget allocation: Despite the comprehensive policy framework, public financing for education in Zimbabwe remains constrained; in 2023, MoPSE received 14.9 percent of the national budget, equivalent to 2.9 percent of Gross Domestic Product (GDP), with the 2024 allocation declining to 13.7 percent (TEACH Annual Review, 2023-2024). These figures remain below the internationally recommended benchmark of four to six percent of GDP as set by the Education for All (EFA) goals.

A large proportion of the education budget is spent on salaries and recurrent costs, leaving limited resources for critical investments in infrastructure, learning materials, and inclusive education services. There was a marked departure in 2020, however, with employment spending halved to 44 percent while raising operational and capital allocations to 37 percent and 20 percent respectively – however, it remained unclear how the budget shift could reconcile with maintaining the existing teaching workforce (Zimbabwe Education Sector Analysis, 2020). The demand for quality education continues to exceed available resources. To ensure equitable outcomes, there was also growing recognition of the need for gender-sensitive budgeting practices to specifically address barriers to girls' education and supporting inclusive learning environments.

Financial support programmes – Basic Education Assistance Module (BEAM): While government monetary aid has helped reduce some financial barriers, their coverage remains limited and uneven across provinces. The Basic Education Assistance Module (BEAM) stands

as an indispensable intervention, strategically dismantling financial barriers to education for Zimbabwe's most vulnerable learners. In 2020, BEAM extended support to over 585,000 students across ECD, primary, and secondary levels, encompassing 412,696 primary and 139,612 secondary school learners. In 2019, around 12.37 percent of all primary learners were supported through BEAM, with about 62.58 percent of primary school orphans and vulnerable children (OVC) covered (EMIS 2019).

However, BEAM has not been functional for over two years, and even during its earlier implementation, provincial gaps persisted, with Mashonaland Central achieving the highest OVC coverage while Bulawayo and Harare registered the lowest. There were implementation challenges as well, leaving tens of thousands of claims (particularly at the secondary level) unpaid, thereby exposing systemic bottlenecks that compromise equitable and timely disbursement.

Equity and inclusion barriers: Access challenges remain, especially in remote areas where school capacity and long travel distances constrained attendance. Satellite schools remain severely under-resourced, with poor infrastructure, inadequate sanitation, limited teaching materials, and staffing shortages, making it difficult to meet basic educational standards in marginalised areas.

Beyond financial constraints, children with disabilities also encountered substantial access barriers, constituting a significant driver of educational attrition. At the primary level, 4.51 percent of girls and 4.7 percent of boys withdrew from school due to special needs, while at the secondary level, 0.79 percent of girls and 1.65 percent of boys discontinued their education for similar reasons. These statistics likely encompass both genuine exclusion and systemic under-identification of learners with disabilities. Further, there is a general shortage of special needs teachers and suitable learning materials tailored to disabled learners (EMIS 2019). With respect to gendered obstacles, at the primary level in 2020, girls accounted for 93.75 percent of pregnancy-related dropouts and 95.52 percent of marriage-related dropouts. Similar trends were recorded at the secondary level (EMIS 2020).

Impact of external shocks: The vulnerabilities in the sector were heightened by external shocks such as *Cyclone Idai* (damaging 139 schools and affecting over 60,000 children), the COVID-19 pandemic, and then the *El Niño*-induced droughts (which worsened food insecurity and reduced rural school attendance to 59.5 percent by December 2024) (TPD MERL Framework, 2024).

COVID-19 pandemic: Nationwide closures during the pandemic in 2020 led to a decline in enrolment momentum and academic performance. The Grade 7 pass rates declined for both boys and girls, so did the transition rates from Form 4 to Lower 6. The secondary school dropout rate rose slightly from 3.09 percent in 2019 to 3.28 percent in 2020, with girls making up the majority of those who left. Despite attempts to broadcast educational content via radio and online platforms, large sections of the population, especially rural learners, were unable to access remote learning due to poor internet penetration and electricity shortages.

To counter this, the MoPSE implemented a multi-pronged education sector response plan focussed on teacher capacitation, safe re-entry protocols, remedial learning, and the provision of hygiene supplies. In partnership with donors such as the GPE, which provided USD 7 million in emergency funds, efforts were scaled up to ensure learning continuity and protect the most

vulnerable learners (MoPSE Education Sector Strategic Plan, 2021-2025). This included the rollout of compressed syllabi, modified assessments incorporating continuous evaluation, and catch-up programmes using diagnostic tools to address learning loss. Efforts were aligned with the Humanitarian Response Plan and integrated psychosocial support, WASH services, and safe school reopening measures.

Learning outcomes (including GEDSI)

In 2019, at the primary level, the Grade 7 examination pass rate was 43.65 percent for boys and 50.00 percent for girls. Both were below the Education Sector Strategic Plan (ESSP) target of 52 percent (EMIS 2019). In 2020, performance fell sharply to 34.27 percent for boys and 39.58 percent for girls, with the overall national average dropping to 37.00 percent (EMIS 2020). These declines signalled a worrying reversal in progress, underscoring the fragility of learning gains in the face of widespread school closures and disruptions caused by the COVID-19 pandemic. Evidence from 2021 indicated a slow recovery in performance.

In 2019, the proportion of P3 and satellite SIG supported schools with at least 75 percent retention rate up to grade 7 was 42 percent, with 1,830 out of 4,400 schools meeting this target (TEACH Annual Review 2021-2022). In 2020, 1,589,887 marginalised children were provided access to functional schools, i.e., the poorest primary or satellite schools, out of which there were 789,537 girls and 800,350 boys (TEACH Annual Review 2021-2022). In 2022, the percentage of children achieving at or above grade appropriate level of Math after completing Grade 2 was 72.1 percent total, with 70.6 percent for boys and 73.5 percent for girls (TEACH Annual Review 2021-2022). Meanwhile, the percentage of children achieving at or above grade appropriate level of English after Grade 2 was 75.3 percent total, with 73.2 percent for boys and 77.3 percent for girls.

In 2019, the dropout rate for secondary school learners was 3.09 percent, out of which 55.10 percent were girls. The completion rate to the end of Form 4 stood at 71.80 percent overall, with 70.06 percent for girls and 73.38 percent for boys (EMIS 2019).

The Gender Parity Index for Primary and Lower Secondary (Form 1-4) – Gross Enrolment Ratio (GER) in 2019 was 108.16 percent for boys and 106.95 percent for girls for primary school, and 77.74 percent for boys and 79.44 percent for girls for lower secondary school. Transition rates from Form 4 to Lower 6 remained low throughout, and in 2019, only 24.84 percent of boys and 25.49 percent of girls made the transition. (EMIS 2019) By 2020, these rates had fallen to 22.27 percent and 23.71 percent, respectively.

According to the 2019 MICS, literacy rates among girls and boys in urban areas were 97.7 percent and 98.1 percent respectively, compared to lower rates of 88.6 percent for girls in rural areas and 84.5 percent for boys (Zimbabwe 2019 MICS Survey Findings Report).

5.2. Approach to the evaluation and evaluation questions

For the EQs relating to access, learning outcomes and inclusion, the evaluation aggregates evidence on learners' enrolment, retention and examination results in English and Math (with a focus on Grade 2 to Grade 7) including for girls and persons with functional difficulties, teacher capacity and quality, resource availability for schools, and policy reforms. This

evidence is drawn from available secondary data sets augmented with high-quality quantitative and qualitative primary data gathered through school surveys and interviews.

Quantitative methods by comparing changes in relevant access and learning outcomes in TEACH-supported schools with changes in P3/S3/Satellite schools (with similar characteristics) that did not benefit from TEACH components. The evaluation also considers impact estimates from comparable programme studies. The outcome measurement draws on existing survey data collected by EDT on the TEACH TPD component, existing monitoring and evaluations of the SIG programme, and a new survey conducted with learners, including children with disabilities.

Qualitative methods apply process and learning questions, informed by judgement criteria linked to the underlying assumptions of the Theory of Change, examining adaptations to context, alignment with broader education initiatives, factors affecting teacher retention and motivation, policy influence and sustainability. Qualitative evidence is gathered through face-to-face interviews with teachers and headteachers, school committees and parents, sub-national and national MoPSE officials, FCDO and its major TEACH partners, and national civil society organisations in Zimbabwe.

Throughout, the equity lens disaggregates findings and lessons by priority group – girls, pupils with functional difficulties (PwFD), poorer regions and communities, and satellite schools – where available within the data sets. Efficiency elements are low-touch and focus on validating existing programme Value for Money Assessments from Annual Reviews and other data collected by TEACH partners through applying the additional evidence gathered by the evaluation. The combination of these secondary data and primary data collected in the field enables both a system-wide view of changes in education access and quality, and a deeper exploration of how different aspects of TEACH support may have contributed to observed outcomes at the school and learner level.

5.3. Evaluation framework

Notes on secondary data sources:

- P7 is Grade 7 which is the end of primary school – important. O level is Forms 4 which is crucial for further education and career opportunities. A level is Forms 6. This is disaggregated into lower and upper 6 within EMIS data)
- EMIS C1 is primary and EMIS B1 is secondary.
- EMIS data includes an EMIS code, registration number, type of school (registered, satellite or unrecognised), service type (special school and mainstream with/without resource unit/special needs education support facility) and P3/S3
- Primary school data comes from EMIS C1 and secondary school data comes from EMIS B1

Notes on primary data sources:

- Our primary data collection includes 40 school principal KIIs, 80 Teacher KIIs, 40 FGD with school development committees, 40 FGD with learners' parents, 10-15 KIIs with provincial and district level education officers and inspectors, 200 learner surveys and up to 40 KIIs with PwFDs.

It must be noted that due to challenges in accessing student-level ZELA data, and school-level EMIS data, it was not possible for the evaluation team to conduct some planned analysis as outlined in the evaluation framework below, including planned difference in difference analysis. In addition, for data on student dropouts, it was only possible to assess the number of students who dropped out across the entire district, rather than per individual school. For school level performance data, only district mean scores for Math and English were made available. More information on deviations from planned analysis can be found in [Section 2.2.4](#) and Table 11 of [Section 5.8](#).

Table 5: Evaluation Matrix

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
Impact (What difference does the intervention make?)	Outcome	EQ1. To what extent has the TEACH Programme contributed to changes in learning outcomes in Zimbabwe leaving no one behind?	<p>1.1 What changes have been seen in learning outcomes in schools with (some and all) TEACH components, compared with other schools?</p> <p>1.2 What changes in learning outcomes have been seen for girls and children with disabilities in TEACH schools?</p> <p>1.3 How have the different components of the TEACH Programme (TPD, equitable access, and support of education of adolescent girls in Zimbabwe), alone or combined, contributed to changes in student learning outcomes (if at all)?</p> <p>1.4 What are the key enablers and barriers that may have supported or hindered the contribution of the TEACH Programme to learning outcomes, within the context of Zimbabwe?</p>	<p>- Evidence of positive trends in student learning outcomes in TEACH schools pre and post intervention (MT_Pass rates in EMIS not disaggregated by gender/PwFDs), and when compared with non-TEACH schools, and between TEACH schools more and less exposed to the programme (if possible)</p> <p>- Evidence of positive TEACH contributions (from TPD, grants etc.) vis-a-vis other contextual factors.</p> <p>- Evidence of synergies and complementarity between TEACH components in targeted schools.</p>	<p>1) Learning outcomes Core</p> <p>- Percentage of pupils achieving at or above the grade-appropriate level of maths after completing grade 2 (by gender), ZELA (LF Outcome Indicator 4); Numeracy level: EDT (pre and post: "Assessments monitoring progress on outcomes" diagnostic assessments tab, filtered by grade 2 and primary school, numeracy total column)</p> <p>- Percentage of pupils achieving at or above the grade-appropriate level of English after completing grade 2 (by gender): ZELA (LF Outcome Indicator 5); Literacy level: EDT (pre and post: "Assessments monitoring progress on outcomes" diagnostic assessments tab, filtered by grade 2 and primary school, Literacy total column)</p> <p>- Number of pupils with difficulty reading, writing and numeracy: EMIS (C1 E20 Grade 7 (by gender), EMIS B1 E20 Form 1-6 (by gender)</p> <p>Other</p> <p>- Examination pass rate at grade 7:P7 (by gender): EMIS (LF Impact Indicator 1)</p> <p>- Examination pass rates at Form 4: O level (by gender): EMIS B1 pass rate previous year, E3 (LF Impact Indicator 2)</p> <p>2) EDT inspection data, English and maths. Primary and secondary [do we have access to this data as only this in the summary inspection dashboard graphic?]</p> <p>3) Impact estimates from other similar studies to estimate likely effects. E.g., Instructional Leadership Development Programme South Africa (Insight)</p>	<p>- Merge EMIS records with UNICEF's SIG data and integrate these with EDT's TPD data for a unified dataset.</p> <p>- Apply a difference-in-differences design where data on comparison schools (not receiving SIG/not targeted by the TPD component) are available. This approach will allow to isolate the effects of both the access and the TPD component of TEACH on learning outcomes (pass rates, percentage of pupils at or above the grade-appropriate level of Math and English) even if there are substantial difference between TEACH school and non-TEACH schools (the comparison group). The analysis would also include: (1) how changes over time in SIG (each school may receive the grant for 1 to 7 years between 2018 and 2024 or not receive at all) are related to learning outcomes (2) how the assessments from EDT (lesson observations, school leaders and teachers' assessments) are related to learning outcomes.</p> <p>- For cases lacking suitable comparison schools, track within-school changes over time using baseline versus endline data.</p> <p>- Main focus on primary (pass rates at Form 4 and Grade 2 ZELA).</p>	<p>- Survey with learners (subjective questions about how their ability has changed)</p> <p>- KIIs with teachers and school principals</p> <p>- KIIs with EDT and UNICEF programme staff</p> <p>- KIIs with MoPSE (national/provincial /districts)</p> <p>- FGDs with parents</p>	<p>- Descriptive analysis of results from the survey with students (including PwFD). This will be triangulated with other demographic characteristics and school level variables.</p> <p>- Primary data will be triangulated with secondary data sources and with qualitative data (from teachers, principals, and parents from the same schools, non-local MoPSE rep. with schools in the same district) to strengthen impact findings from secondary sources.</p>	<p>IPs</p> <p>- UNICEF Team Leader (UNICEF-0001) & Programme Manager (UNICEF-0003)</p> <p>MoPSE</p> <p>- Zimbabwe Secondary Education (ZimSEC) (0MOPSE-0007)</p> <p>- MOPSE Centre for Teacher Education and Materials Development, University of Zimbabwe - Director (00MHE-0006)</p> <p>- MOPSE Primary, Secondary and Non-Formal Education - Permanent Secretary (MOPSE-0003)</p> <p>- Provincial Education Office Director - Educational Services (000PEO-0001)</p> <p>- District Education Office - District School Inspector (000DEO-0001)</p> <p>School level</p> <p>- School Development Committees (SDC)</p>

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					4) Wider research evidence on barriers and enablers of learning in Zimbabwe	- Disaggregation: Examine whether improvements vary by subgroups (e.g., girls, children with disabilities) or school characteristics (e.g., rural/urban, S3/P3/Satellite).			(SCHOOL-0004) - School Heads (SCHOOL-0001) and Learners (SCHOOL-0006) - Rural District Council (RDC) (000MLG-0006)

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
		EQ2. To what extent has the TEACH Programme contributed to changes in access to learning in Zimbabwe?	<p>2.1 What trends have been seen in enrolment and retention in schools with (some and all) TEACH components, compared with other schools?</p> <p>2.2 What trends in enrolment and retention have been seen for children with disabilities in TEACH schools, and why?</p> <p>2.3 How have the different components of the TEACH Programme (TPD, equitable access, and support of education of adolescent girls in Zimbabwe), alone or combined, contributed to changes in enrolment and retention (if at all)?</p> <p>2.4 What are the key enablers and barriers that may have supported and hindered the contribution of the TEACH Programme to enrolment and retention, within the context of Zimbabwe?</p>	<p>- Evidence of positive trends in enrolment and retention in TEACH schools pre and post intervention, disaggregated by gender, PwFDs, and when compared with non-TEACH schools</p> <p>- Evidence of positive TEACH contributions (from TPD, grants etc.) vis-a-vis other contextual factors.</p> <p>- Evidence of synergies and complementarity between TEACH components in targeted schools</p>	<p>1) School enrolment/retention data (by girls and PwFDs):</p> <ul style="list-style-type: none"> - Total enrolment: Grade 7 EMIS C1 E.5 (by age and gender), Form 1-6: EMIS B1 E.5 (by age and gender). - Enrolment by special needs: Grade 7: EMIS C1 E16. From 1-6: EMIS B1 E16 (by gender). - Number of pupils with special needs: Grade 7: EMIS C1 E15 (by gender), Form 1-6: EMIS E15 (by gender). - Dropouts by reason from previous year/retention: Grade 7: EMIS C1 E11 (by sex), Form 1-6: EMIS B1 E11 (by gender). - Re-admission of pupils: Grade 7: EMIS C1 E12 (by gender), Form 1-6: EMIS B1 E12 (by gender). - TEACH log frame includes: Gender Parity Index for Primary and Secondary, Form 1-4 gross enrolment (LF Impact Indicator 3) - EMIS; proportion of P3 and satellite SIG supported schools that have at least 75% retention rate up to grade 7 (LF Outcome Indicator 1) - Drop-out rate for Form 4 by gender (LF Outcome indicator 3): Use EMIS B1 E11 number of drop outs and EMIS B1 E1 total enrolments Form 1-6. <p>2) Wider research evidence on barriers and enablers of access in Zimbabwe</p> <p>3) School environment, EDT pre and post: "Assessment – monitoring progress on outcomes", Head survey tab, 14. Ensure my school is a safe place for everyone and free from violence column.</p>	<ul style="list-style-type: none"> - Merge EMIS records with UNICEF's SIG data and integrate these with EDT's TPD data for a unified dataset. - Apply a difference-in-differences design where comparison schools are available to isolate the effects of both the access and the TPD component of TEACH on enrolment and retention. This would include: (1) how the amount of SIG received over the period 2018-2024 by each school (each school may receive the grant for 1 to 7 years between 2018 and 2024 or not receive at all) are related to access indicators (enrolment, dropout) (2) Look at how the assessments from EDT (lesson observations, school leaders and teachers' assessments) are related to access outcomes. - For cases lacking suitable comparison schools, track within-school changes over time. - Main focus on primary schools (Form 4) - Disaggregation: Examine whether improvements vary by subgroups (e.g., girls, children with disabilities) or school characteristics (e.g., rural/urban, S3/P3/Satellite). Look specifically at the Gender Parity Index and the enrolment of PwFD. 	<ul style="list-style-type: none"> - Survey with learners (subjective questions about school access, satisfaction, motivation) - KII with teachers and school principals - KIIs with EDT and UNICEF programme staff - KIIs with MoPSE (national/provincial /districts) - FGDs with parents 	<ul style="list-style-type: none"> - Descriptive analysis of results from the survey with students (including PwFD). This will be triangulated with other demographic characteristics and school level variables. - Primary data will be triangulated (from teachers, principals, and parents from same schools, local MoPSE rep. with school in the same district) to strengthen findings. - If secondary data are available at the school level we will further triangulate primary data with secondary data sources to contextualise findings. 	

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
Impact (What difference does the intervention make?) Effectiveness (Is the intervention achieving its objectives?) Sustainability (Will the benefits last?)	Intermediate Outcome	EQ3. To what extent has the TEACH programme affected the quality of teaching and school leadership?	3.1 How effective is the TDP component in increasing teaching capacity and quality of teaching and learning? 3.2 How effective is the TDP approach to professional development and increasing the school management capacity of school leaders/head teachers? 3.3 How effective has the TDP component been in increasing the motivation of teachers/head teachers/school leaders to provide high-quality teaching? 3.4 How can the TEACH model for delivering TPD be improved?	- Evidence of implementation of the lessons learned/observable changes through TDP participation (e.g. lesson plans now include learnings from TDP, school leaders moving away from administrative roles) - Evidence of improved teacher, head teacher and school leader performance post intervention - Evidence of increased teacher/head teacher/school leader motivation, job satisfaction and/or attendance post-intervention - Perspectives of teachers and head teachers on impact of school environment - Identified strengths, weaknesses and areas for improvement of the TEACH TPD delivery model	1) Quality of teaching: EDT MEL ("Assessments - monitoring progress on outcomes", lesson observations tab, learning tasks provide appropriate challenge, teachers ask engaging questions etc., overall score/level column; "Assessment - monitoring progress on outcomes", Teacher survey tab, A5. Generally, how has the training and coaching helped you to improve your quality of teaching? column); school/district level inspection data: EDT (e.g. on lesson planning, teacher prepared resources, teaching quality - do we have access to this as only saw this in the inspection dashboard graphic?) 2) Teacher knowledge: EDT MEL ("Assessments - monitoring progress on outcomes", Teacher survey tab A4. Rate your improvements in knowledge and understanding resulting from participation in programme (TEACH) activities? column; "TEACH Monitoring Data - Training Evaluation, Quality Assessments", training evaluation combined tab, This training has helped meet my own professional development needs/I am clear on how to apply what I have learnt today in my work/I believe this training will help me increase the impact I have on learning and in my school/I am still unclear on some or all aspects of the module covered/I have learnt some new things from this training columns) 3) Teacher motivation: EDT MEL ("TEACH Monitoring Data - Training Evaluation, Quality Assessments", I feel motivated to start carrying out the programme activities column; - EDT "TEACH Monitoring Data - Training Evaluation, Quality Assessments",	- Pre and post analysis of EDT data on teaching quality and leaders' performance in target schools by type of school, and how it is related to other variables (if possible, school level from EMIS). - Use EDT output data to measure the level of exposure of each school to the TPD component (e.g. nr of teachers trained). Compare this metric with teaching quality (including absenteeism) and motivation levels and school leader competency measures (following the EDT framework). - Disaggregate the analysis by type of training received and specific aspects of teaching quality and school leadership. - Disaggregate results by gender and disability status of teachers and school leaders. -When available, use inspection data to triangulate findings. More specifically, check if teaching quality and school leaders' competency is related to better lesson planning, better resources, and other potentially relevant variables captured by the inspection tools. - Triangulate data with primary data collected from KII with school leaders and FGDs with teachers and School Development Committee.	- KIIs with MoPSE - national/provincial/districts - KIIs with school principals and teachers (what they do differently, impact of school environment etc.) - FGD with School Development Committee, Learners' Parents, Parent Support Group - KIIs with EDT programme staff - Learner survey - have they noticed any changes in the way that lessons are delivered, changes in teacher attendance at work	- Thematic analysis using qualitative softwares such as MAXQDA or manually coded by EQs and sub-EQs. - Descriptive analysis of learner survey	IPs - EDT Capacity Strengthening Lead-Project Control Group (000EDT-0007) & System Strengthening Lead -Project Control Group (000EDT-0008) School level - School Development Committees (SDC) (SCHOOL-0004) - Rural District Council (RDC) (000MLG-0006) - School Heads (SCHOOL-0001), Teachers (SCHOOL-0005) & Learners (SCHOOL-0006) MoPSE - MOPSE Primary, Secondary and Non-Formal Education - Permanent Secretary (0MOPSE-0003) - School Inspectors (000DEO-0002) Other national - ECOZI - Executive Director (0ECOZI-0001) & Teachers Union of Zimbabwe - Director (0ECOZI-0005)

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					<p>GENERAL SATISFACTION RATING - BASED ON USEFULNESS AND RELEVANCE OF TRAINING TO THE RESPONDENT column); Teacher/head teacher attendance records (schools); school/district level inspection data: EDT (e.g. teacher punctuality, do we have access to this as it's only in the inspection dashboard graphics?)</p> <p>4) School leader performance on school leadership: EDT MEL ("Assessments - monitoring progress on outcomes" SL Comp Assessments tab, Assessment level/score tab. E2. i. Rate your improvements in knowledge and understanding in the School Leadership concepts column); school/district level inspection data: EDT (do we have access to the questions/data? only saw this in the inspection dashboard graphic)</p> <p>5) Improvements in the TEACH model: EDT ("Assessments - monitoring progress on outcomes", Teacher survey tab, A6. State areas you think the programme needs to improve in delivering teacher professional development; "TEACH Monitoring Data - Training Evaluation, Quality Assessments", 6. FURTHER NEEDS. Are there any areas (e.g., skills or topics) where you feel you need further training or support as a Teacher/School Leader? These may or may not have already been covered in this training column)</p> <p>6) TEACH Outputs: Nr of school teachers trained to support curriculum implementation (disaggregated by M/F, and disability, primary/secondary) - LF Output Indicator 2.3; nr of school leaders in</p>				<p>- National Association of Primary School Heads (NAPH) National Executive (00NAPH-0001) & National Association of Secondary School Heads (NASH) National Executive (00NASH-0001)</p>

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					<p>selected schools trained on school leadership for learning (Disaggregated by gender and disability status) - LF Output Indicator 2.7; LF Output Indicator 2.8 - % of educators in selected schools (Teachers, School Leaders (disaggregated by M/F, and disability, primary/secondary) trained to support catch-up implementation</p>				

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
			3.5 How have SIGs been used to facilitate the purchase of resources needed for learning (e.g. textbooks and desks)?	<ul style="list-style-type: none"> - Additional critical school resources are funded with SIGs - More subjects offered by school's post intervention - Curriculum is more aligned to national curriculum post intervention 	<ol style="list-style-type: none"> 1) Data on SIG/school expenditure: UNICEF (Expenditure analysis reports, SIG utilisation reports and SIG school spot checks) 2) Documentary evidence of curriculum changes within schools: UNICEF (SIG evaluation reports); Number of textbooks and syllabus copies for learning areas/subjects: EMIS (C1 F Grade 7 EMIS B1 F Form 1-6) 	<ul style="list-style-type: none"> - Analysis of expenditure reports and triangulation with primary data collected through FGDs and KIIs. - Triangulate school resource availability with changes in teaching quality (where TPD and SIGs overlap). - Comparison of curriculum pre and post intervention 	<ul style="list-style-type: none"> - KIIs with school principal and teachers (school access, lessons or curriculum change) - Learner survey/FGDs with School development committee/Learner's parents - do they feel they now have more classroom resources and a wider choice of subjects? - KIIs with UNICEF programme staff 	<ul style="list-style-type: none"> - Thematic analysis using qualitative softwares such as MAXQDA or manually coded by EQs and sub-EQs. - Triangulation of qualitative and quantitative data from KIIs with teachers, principals, parents and survey with students, answers on school resources with SIG funding 	

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
	Output	EQ4. To what extent has the TEACH Programme supported a more accountable learning environment?	4.1 How effective is FUEL in mobilising district, provincial and national staff for monitoring and inspection activities? 4.2 How have improvements been made within schools following these inspections?	- Increase in the number of schools receiving regular inspections comparing pre and post TEACH intervention - Recommendations from school inspections are implemented post intervention - Teachers', school leaders' and school development committee perceive MoPSE inspections to be effective and of high quality	1) TEACH Outputs: Percentage and number of schools Inspectors trained in assessment and inspection based on reforms, disaggregated by gender and disability status, now: Number of inspectors trained on e-inspection tools based on reformed inspection methodology (disaggregated by gender and disability status) (LF Output Indicator 2.1); (a) Nr of school visits facilitated through provision of fuel, each year; (b) Percent of schools inspected using the revised inspection methodology, each year. Through inspectors training (TPD component) (LF Output Indicator 2.5) 2) Improvements following inspection: EDT ("Assessments - monitoring progress on outcomes", Head survey tab, Did you take any action as a result of the visit from the inspector /If yes, describe the action taken columns and 3) Did you take any action as a result of the visit from the inspector? column. 3) SIG Fuel utilisation reports	- Descriptive analysis of output indicators 2.1 (number of inspectors trained on e-inspection tools) and 2.5 (school inspected using the new tool). - Descriptive analysis of actions taken by a head of school following a school inspection using EDT data. Categorise into most common actions taken following inspection. - Analysis of how training of school inspectors is related to the quality of inspections (disaggregated by gender and disability status of inspectors). More specifically, look if the intensity of inspectors training is related to more improvements following inspections. - Analysis on how provision of fuel is related to the number and frequency of school visits: check if the number of inspections is higher where more fuel was provided.	- KII school principal and teachers (to explore whether recommendations implemented) - FGDs with school development committee, parent support group (assuming this parent support group is like a PTA) - KIIs with MoPSE, School Inspector(s) - KIIs with EDT programme staff	- Thematic analysis using qualitative softwares such as MAXQDA or manually coded by EQs and sub-EQs.	- School Heads (SCHOOL-0001), Learners (SCHOOL-0006) & Parents (SCHOOL-0009) - ECOZI - Executive Director (0ECOZI-0001) - Rural District Council (RDC) (000MLG-0006) & Church Secretaries (SCHOOL-0007) - Zimbabwe Secondary Education (ZimSEC) (0MOPSE-0007)

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
	Intermediate outcomes	EQ5. To what extent has the TEACH Programme supported and promoted equitable access to Zimbabwe's education system?	<p>5.1 How has the TDP component trained teachers, head teachers and school leaders to identify and overcome challenges experienced by girls and PwFDs?</p> <p>5.2 How effective have TPD activities been in addressing the needs of learners and teachers with disabilities, and girls?</p> <p>5.3 How can TPD activities be improved to support and promote equitable access to education?</p>	<ul style="list-style-type: none"> - Evidence which shows that teachers actively make use of GEDSI related resource units provided on the learning portal (EDT). - GEDSI related training is perceived to be effective by training recipients - Changes in GEDSI related teaching practices pre and post intervention (e.g., provide better quality and accessible instructions to PwFDs, gender sensitivity) - Evidence of increased participation from girls and PwFDs post intervention (particularly for girls post primary education) - Improved perception of needs being met amongst students and teachers with disabilities - increase in the reporting of challenges faced by GEDSI groups by teachers to school leaders, and from school leaders to district/provincial authorities, and their resolution - EDT has contributed to Schools/districts/national level strategic plans to support girls and PwFDs 	<p>1) Access metrics to relevant learning units: EDT MEL data</p> <p>2) Teacher/school leader performance on GEDSI related practices for girls and PwFDs</p> <ul style="list-style-type: none"> - General competency/accessibility: EDT MEL ("Assessments - monitoring progress on outcomes", lesson observations tab, overall score/level column; "Assessments - monitoring progress on outcomes", Head survey tab, ii. Rate your improvements in knowledge and understanding in gender and inclusion concepts column; "Assessments - monitoring progress on outcomes", Head survey tab, I have a good understanding of how to identify barriers to learning that students are experiencing column); School inspections: EDT (Curriculum and planning - Inclusion and safeguarding; Do we have access to raw data as only see it in the inspection dashboard graphic). - Support for disability and special educational needs: EDT ("Assessments - monitoring progress on outcomes", lesson observations tab, Teachers recognise pupils with special educational needs and provide them with relevant support level/score column; "Assessments - monitoring progress on outcomes", Head survey tab, I know how to identify and support 	<ul style="list-style-type: none"> - Pre - post analysis of EDT data in target schools on teacher and leader's competency, knowledge and practices (by teacher and leaders' gender/type of school (P3/S3/Satellite), from classroom observations, teacher and school leader assessment, and on EMIS data on teacher qualifications and resources, with a focus on GEDSI related practices. - Analysis of the relationship between teaching quality/leader competency (specifically quality of GEDSI related practices) and the amount of training received by teachers and school leaders on GEDSI practices. Triangulation with teachers and school leaders self-reported knowledge of GEDSI related practices and ability to identify barriers to learning for girls and PwFD (from EDT Assessment data). 	<ul style="list-style-type: none"> - KIs with school principal and teachers - FGDs with School development committee/Learners' parents and parent support groups (to explore whether needs are being met) - Learner survey (to explore whether needs are being met) - KIs with national and provincial stakeholders, including MoPSE - KIs with EDT programme staff 	<ul style="list-style-type: none"> - Analysis of students with disabilities perceptions (student survey) disaggregated by type of disability, gender, geography. - Thematic analysis using qualitative softwares such as MAXQDA or manually coded by EQs and sub-EQs. - Where possible triangulate with secondary data to measure possible relations between teachers' training on GEDSI and students' perceptions of teaching quality (focusing on girls and PwFD). 	<ul style="list-style-type: none"> IPs '- EDT System Strengthening Lead - Project Control Group (000EDT-0008) MoPSE - Zimbabwe Secondary Education (ZimSEC) (0MOPSE-0007) - School Inspectors (000DEO-0002) - MOPSE Primary, Secondary and Non-Formal Education - Permanent Secretary (0MOPSE-0003) School level - School Development Committees (SDC) (SCHOOL-0004) - Rural District Council (RDC) (000MLG-0006) - School Heads (SCHOOL-0001), Teachers (SCHOOL-0005) & Learners (SCHOOL-0006) Other national stakeholders ADD CSOS MENTIONED BY UNICEF

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					<p>pupils with special educational needs column; "Assessments - monitoring progress on outcomes", Head survey tab, impairment column and number of male/female teachers with a disability column); EMIS (Teacher is qualified to teach children with special needs: EMIS C1 G1, EMIS B1 H1; Number of male teachers who received in service training in Guidance and Counselling: EMIS B1 J3.15a; Number of female teachers who received in service training in Guidance and Counselling: EMIS B1 J3.15b; Does the school development plan have a section on disability? EMIS C1 L1. 9, EMIS B1 M1.9)</p> <p>- Gender sensitivity: EDT ("Assessments - monitoring progress on outcomes", lesson observations tab, Teachers are gender responsive level/score column; "Assessments - monitoring progress on outcomes "Head survey tab, Roles and Responsibilities of Head Teacher in a school. How strongly do you agree or disagree that the following priorities are very important for you as a school leader? 2. Consistently address issues of gender equity and inclusion in all school activities column, Increase pupil enrolment and regular attendance column)</p> <p>- Safeguarding: EMIS (Is there a functional Child protection committee, EMIS C1 L1.11, EMIS</p>				

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					<p>B1 M1.11)</p> <p>3) TEACH output indicators: Number of MoPSE (all levels), school, and community personnel reached with better understanding and support from inclusive access to quality education of PwFDs (LF Output Indicator 1.2); Percentage and number of teachers in selected schools trained related to PwFDs, disaggregated by gender and disability status (LF Output Indicator 2.4) updated to Number of educators trained in practical gender responsive and inclusive approaches to classroom teaching (Disaggregated by gender and disability status); other EDT data on trainings given/attendance to relevant training units</p> <p>4) General variables/factors supporting equitable access to education: - Pupil characteristics: EMIS (Number of pupils who were screened, referred to and received services from learner welfare services: EMIS C1 E17 (by gender, no grade breakdown), EMIS B1 E17 (by gender, no grade breakdown); Number of pupils who received support in the previous year: EMIS C1 E18 (by gender), EMIS B1 E18 (by gender); Number of Pupils benefiting from accessing authorised special class: EMIS C1 E19 Grade 7 (by gender), EMIS B1 E19 Form 1-6 (by gender);</p>				

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					<p>- School facilities: EMIS (Number of seating and writing places: EMIS C1 H5 Grade 7, EMIS B1 I5 Form 1-6; Number of toilet facilities for staff and students: EMIS C1 I1 (by gender), EMIS B1 J1 (by gender); Toilets for special needs pupils: EMIS C1 I1, EMIS B1 J1; Facilities for girls' hygiene: EMIS C1 I1, EMIS B1 J1; Access to water: EMIS C1 I2 EMIS B1 J2; Provision of one hot balanced meal for every pupil for each school day: EMIS C1 I3.3, EMIS B1 J3.3; Feeding the entire school: EMIS C1 I3.4, EMIS B1 J3.4; On average, how many days did the school provide one hot balanced school meal per pupil during the school year: EMIS C1 I3.5, EMIS B1 J3.5).</p> <p>- School inspection data: EDT (health and safety: Toilet and washing facilities, inclusion and safeguarding; School accommodation and sports facilities, inclusion and planning, do we have access to this data as only in dashboard]</p>				

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
			<p>5.4 How effective have SIGs been in meeting the needs of recipient schools, and does this differ by school type (Government schools, partially private funded schools, satellite schools)?</p> <p>5.6 How effective have SIGs been in addressing the needs of learners and teachers with disabilities, and the needs of girls?</p> <p>5.7 How can SIG activities be improved to support and promote equitable access to education?</p>	<p>- Strong level of engagement from relevant stakeholders (including GEDSI stakeholders) in decision-making process regarding the use of SIGs</p> <p>- Evidence that the resources required by the school and learners/teachers (from different groups, including girls and PwFDs) are provided through SIGs</p> <p>- Majority of SIG recipient schools receive the grant on time</p>	<p>1) SIG expenditure (broken down by school type, GEDSI categories); UNICEF (expenditure analysis reports + spot checks); School revenue from SIGs: EMIS (C1 J1 (SIG), EMIS B1 K1 (SIG))</p> <p>2) TEACH output data: Percentage and Number of schools that receive SIGs by end of first term each year (LF Output Indicator 1.1)</p> <p>3) SIG Fuel utilisation reports</p>	<p>SIG expenditure same as in row 6 but with focus on girls and PwFD.</p>	<p>- KII school principal and teachers</p> <p>- FGD – School Development Committee, Learners' Parents and parent support group (and engagement in GEDSI issues)</p> <p>- Learner survey</p> <p>- CSO MENTIONED BY UNICEF</p> <p>- KIIs with UNICEF programme staff</p>	<p>- Same as in row 6 but with focus on girls and PwFD.</p> <p>- Thematic analysis using qualitative softwares such as MAXQDA or manually coded by EQs and sub-EQs.</p>	

			<p>5.8 How effective have School Community Fairs been in fostering engagement and awareness of inclusive education for out of schoolgirls and PwFD?</p> <p>5.9 How have School Community Fairs contributed to increasing enrolment of out of schoolgirls and PwFD?</p> <p>5.10 How can School Community Fairs be improved to support and promote equitable access to education?</p>	<p>Evidence of increased enrolment following community fairs (from different groups, including girls and PwFDs)</p> <p>A high number [can we include a threshold?] of parents and children are engaged during community fairs</p> <p>Parents enrolled their children as a result of the community fair outreach</p> <p>Recommendations for community fairs are shared and implemented</p> <p>Outreach of community fairs covers a broad geography, including rural areas</p>	<p>1) Frequency, location of community fairs (catchment area/cluster/district level), number of parents and children engaged with, number/proportion of children enrolled as a result of community fair disaggregated by gender and PwFDs: UNICEF (community fair reporting)</p>	<p>Descriptive analysis of the frequency of community fairs by location, including the number of participants.</p> <p>Analyse the correlation between the frequency of community fair and enrolment data (disaggregated by gender and disability status).</p>	<p>- KIIs with EDT programme staff</p> <p>- KIIs with MoPSE and provincial/district stakeholders</p> <p>- FGD with learners' parents</p> <p>- FGD with parent support group</p>			
Intermediate Outcome/Output	EQ6. To what extent has	6.1 How have TEACH Programme partners engaged with and	- Evidence of increased (and well-coordinated) engagement (from different TEACH partners) with	1) New/recent government publications detailing changes in educational laws, frameworks or	Desk review of documentation produced within the TEACH	- KIIs with IPs, district, provincial and national	- Manually coded by EQs and sub-EQs	IPs	- EDT Team Leader	- Project

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
		the TEACH Programme supported and promoted a strengthened education system within Zimbabwe?	<p>influenced MoPSE, National, provincial and district stakeholders to strengthen Zimbabwe's education system?</p> <p>6.2 How has the TEACH Programme contributed to the finalisation and implementation of key educational policies, legislative frameworks and data systems (and which support GEDSI), and which factors were critical?</p> <p>6.3 How has the TEACH Programme increased the capacity and knowledge of MoPSE stakeholders to ensure future sustainability of programme benefits? (e.g. by sustainably building capacity within the system to lead TPD and school monitoring)</p>	<p>MoPSE stakeholders on advocacy for quality and inclusive education</p> <p>- TEACH has contributed to or catalysed influential research projects or papers related to the education system in Zimbabwe</p> <p>- TEACH has enhanced research and data skills and capacity (including research to policy translation) within MoPSE</p> <p>- TEACH has contributed to sustainable improvements in the production of Annual Statistical Survey (EMIS) report (e.g. through the introduction of new variables)</p> <p>- TEACH has contributed to improvements in timeliness, quality and use of ZELA assessments and MoPSE capacity to deliver them (since it was internalised within MoPSE [2021?]), vis a vis other factors</p> <p>- TEACH has positively influenced the alignment of pre- and in-service training through interministerial liaison</p> <p>- New policies (School Finance Policy, Early Learning Policy, ICT, Inclusive Education) and organisational practices in favour of quality and inclusive education adopted, with clear technical assistance support or influence from TEACH, and evidence of their implementation</p> <p>- Relevant programme close-out and dissemination plans are in place to ensure sustainability of programme activities</p>	<p>policies: FCDO, EDT, UNICEF, 1) MoPSE</p> <p>2) EDT-led research papers</p> <p>3) TEACH outputs: Frequency and timeliness of national early learning assessment (LF Output indicator 2.6); National EMIS report for previous year published and distributed (LF Output indicator 3.1); Annual Education Sector Performance Report (ESPR) produced and shared with all stakeholders (LF Output indicator 3.2); MoPSE staff trained in data analysis, planning and monitoring (LF Output Indicator 3.4); Number of national policies on education finalised with costed implementation plans - EA component (LF Output Indicator 3.4a) Effective delivery of alignment of pre-service and in-service through interministerial liaison - TPD component (LF Output Indicator 3.4b) At least one recommendation of MoPSE organisational review implemented each year: EDT under TPD component (LF Output Indicator 3.5 (a) At least one recommendation of MoPSE organisational review implemented each year: UNICEF under EA component (LF Output Indicator 3.5 (b)</p> <p>- School ratings, EDT inspection data [do we have access to the</p>	<p>Programme compared triangulated with Reported TEACH contributions from KIIs</p>	<p>Stakeholders, and MoPSE staff</p>		<p>Management Team (000EDT-0001) & Education Technical Lead- Project Management Team (000EDT-0002) - UNICEF Team Leader (UNICEF-0001) & Programme Manager (UNICEF-0003)</p> <p>MoPSE - Provincial Education Office Director - Educational Services (000PEO-0001) - District School Inspector (000DEO-0001) - MOPSE Primary, Secondary and Non-Formal Education - Permanent Secretary (0MOPSE-0003) - Curriculum Development and Technical Services (CDTS) - Permanent Secretary (0MOPSE-0004</p>

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
					raw data as only saw this in the inspection dashboard graphic]				
Relevance (Is the intervention doing the right things?)	Outside the ToC	EQ7. What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?	7.1 How effectively has the TEACH Programme adapted to changes in the education policy context including the introduction of the Education Amendment Act 2020 and HBC and changes to education financing? 7.2 How flexible, effective and relevant has TEACH been in responding to contextual shocks (e.g. COVID 19 and drought)? 7.3 How relevant is the design of TPD to 1) the needs of teachers and 2) implementation of the curriculum reforms? 7.3 What improvements can be made to the SIG	- Ways of working, trainings and/or services offered by the TEACH Programme have been changed, and implemented, in response to educational changes context - TEACH has identified/has already secured resources to support the continuation of project activities post FCDO support	Programme documentation on how programme has changed/adapted over time i.e. progress reports, interim reports etc	Desk review of relevant programme documents	- KIs with teachers, head teachers, MoPSE, IPs and wider district, provincial and national level stakeholders	- Thematic analysis coded by EQs and sub-EQs.	IPs '- EDT Team Leader - Project Management Team (000EDT-0001) & Education Technical Lead- Project Management Team (000EDT-0002) - UNICEF Team Leader (UNICEF-0001) & Programme Manager (UNICEF-0003) - Think Equal - Programme Manager (THINKE-0003) - Plan International Programme Manager (PLANIN-0003) MoPSE '- MOPSE Primary, Secondary and Non-Formal Education -

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
			component to ensure future sustainability?						Permanent Secretary (0MOPSE-0003) - Provincial Education Office Director - Educational Services (000PEO-0001) - District Education Office - District School Inspector (000DEO-0001) School level - School Development Committees (SDC) (SCHOOL-0004) - Rural District Council (RDC) (000MLG-0006) - School Heads (SCHOOL-0001), Teachers (SCHOOL-0005) & Learners (SCHOOL-0006)

OECD DAC Criteria	ToC component	Evaluation question	Sub evaluation questions	Judgement criteria	Secondary data sources	Methods of data analysis	Primary data source	Methods of data analysis	Relevant stakeholders
Efficiency (How well are resources being used?)	Outside the ToC	EQ8. To what extent have TEACH Programme resources been used to promote Value for Money?	8.1 What key trends have been noted in TEACH VFM indicators over the lifetime of the programme, and why? 8.2 How efficient have partners been in managing delivery of the TEACH Programme? How could it be improved? 8.2.1 How efficiently have SIGs been targeted and delivered? How could this be improved? 8.2.2 How efficient was FCDO oversight of the programme, and what could be improved?	- Value for Money test, including eligibility, viability, efficiency, additionality and equity - The TEACH Programme contributes to a positive value for money metric [different metrics can be used according to FCDO's VFM framework: https://assets.publishing.service.gov.uk/media/67459942b58081a2d9be968e/value-for-money-framework.pdf]	- EDT log frame value for money indicators. EDT: "Indicator performance tracking table", TPD VfM indicators	Desk review of relevant programme, Annual Reviews and expenditure documents	- KIIs with FCDO, IPs	- Thematic analysis manually coded by EQs and sub-EQs.	IPs - UNICEF Programme Manager (SIG, Equitable Access, Solarisation, etc.) (UNICEF-0003) - EDT Programme Manager - Project Control Group (000EDT-0006) - Plan International Programme Manager (PLANIN-0003)

<p>Coherence (How well does the intervention fit?)</p>	<p>Output</p>	<p>EQ9. To what extent is the TEACH programme coherent across partners, externally and internally?</p>	<p>9.1 What added value does the TEACH Programme provide to the education sector of Zimbabwe (compared with other interventions, such as GPE)? 9.2 How effectively have sector coordination structures such as FCDO and GPE collaborated to ensure coherent delivery of the programme? 9.3 How effective has TEACH partner collaboration been in ensuring coherent delivery of the programme? 9.4 How strong is the coordination with GEDSI governmental and non-governmental focal points, or committees/working/technical groups working on GEDSI?</p>	<p>- TEACH offers services that are not or cannot be offered by another programme - Perceptions of coherent delivery between implementing partners and with key education stakeholders, supported by efficient sector coordination structures - Increased number of regular key meetings with key GEDSI stakeholders post intervention - IPs, national and provincial stakeholders perceive GEDSI has been effectively considered during project implementation</p>	<p>- EDT reports and meeting minutes from GEDSI focused meetings</p>	<p>Desk review, pre-post comparison of frequency of meetings with key GEDSI stakeholders.</p>	<p>- KIs with head teachers, MoPSE, IPs and wider district, provincial and national level stakeholders</p>	<p>- Thematic analysis using a qualitative software such as MAXQDA or manually coded by EQs and sub-EQs.</p>	<p>MoPSE - MOPSE Minister (0MOPSE-0001) & Primary, Secondary and Non-Formal Education - Permanent Secretary (0MOPSE-0001) - Provincial Education Office Director - Educational Services (000PEO-0001) - District Education Office - District School Inspector (000DEO-0001) IPs - UNICEF Programme Manager (SIG, Equitable Access, Solarisation, etc.) (UNICEF-0003) - EDT Programme Manager - Project Control Group (000EDT-0006) Other national - ECOZI Executive Director (0ECOZI-0001) - Curriculum Development and Technical Services (CDTS) - Permanent Secretary (0MOPSE-0004) - TEACH/GPE Steering Committee (0TEACH-0002) - Education</p>
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										Coordination Group (0TEACH-0003)
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5.4. Details on primary data

Table 6: Target sample and sample achieved by province and district for primary data collection

Respondents	Sample Target (Organisations)	Sample Achieved
National Level Klls	12 Total	11 Total
MoPSE	13 respondent organisations (multiple individuals were interviewed from some organisations/groups)	1
FCDO		1
UNICEF		1
EDT		1+ 1 Online FGD with 16 participants
PLAN International		1
Think Equal		1
GPE		1
CAMFED		1
ECOZI		1
World Vision		1
PTUZ		1
Centre for Teacher Education -, University of Zimbabwe		0
EDT District Level coordinators	0	2
Klls with Teachers	80 Total	79 Total
Manicaland	10	10
Nyanga	2	2
Chimanimani	2	2
Makoni	2	2
Mutare	2	2
Mutasa	2	2
Mashonaland Central	10	10
Mt. Darwin	2	2
Shamva	2	2
Mbire	2	2
Mazowe	2	2
Rushinga	2	2
Mashonaland East	10	10
Murehwa	2	2
Mutoko	2	2
Chikomba	2	2

Hwedza	2	2
Mudzi	2	2
Mashonaland West	10	10
Chegutu	2	2
Sanyati	2	2
Mhondro	2	2
Hurungwe	2	2
Makonde	2	2
Masvingo	10	10
Chivi	2	2
Zaka	2	2
Chiredzi	2	2
Gutu	2	2
Mwenezi	2	2
Matebelaland North	10	9
Umguza	2	2
Bubi	2	2
Nkayi	2	2
Hwange	2	2
Tsholotsho	2	1
Matebelaland South	10	10
Gwanda	2	2
Umzingwane	2	2
BeitBridge	2	2
Mangwe	2	2
Bulilima	2	2
Midlands	10	10
Gowke South	2	2
Zvishavane	2	2
Mberengwa	2	2
Shurungwi	2	2
Kwekwe	2	2
Klls with Head Teachers	40 Total	40 Total
Manicaland	5	5
Nyanga	1	1
Chimanimani	1	1
Makoni	1	1
Mutare	1	1
Mutasa	1	1

Mashonaland Central	5	5
Mt. Darwin	1	1
Shamva	1	1
Mbire	1	1
Mazowe	1	1
Rushinga	1	1
Mashonaland East	5	5
Murehwa	1	1
Mutoko	1	1
Chikomba	1	1
Hwedza	1	1
Mudzi	1	1
Mashonaland West	5	5
Chegutu	1	1
Sanyati	1	1
Mhondro	1	1
Hurungwe	1	1
Makonde	1	1
Masvingo	5	5
Chivi	1	1
Zaka	1	1
Chiredzi	1	1
Gutu	1	1
Mwenezi	1	1
Matebelaland North	5	5
Umguzo	1	1
Bubi	1	1
Nkayi	1	1
Hwange	1	1
Tsholotsho	1	1
Matebelaland South	5	5
Gwanda	1	1
Umzingwane	1	1
BeitBridge	1	1
Mangwe	1	1
Bulilima	1	1
Midlands	5	5
Gowke South	1	1
Zvishavane	1	1

Mberengwa	1	1
Shurungwi	1	1
Kwekwe	1	1
Klls with Provincial and District Officials	15 Total	14 Total
MoPSE Provincial Official — Manicalaland	N/A	1
MoPSE Provincial Official – Mashonaland East	N/A	1
MoPSE Provincial Official — Masvingo	N/A	1
MoPSE Provincial Official --- Matabelaland	N/A	1
MoPSE District Official — Manicaland	N/A	2
MoPSE District Official – Mashonaland Central	N/A	1
MoPSE District Official – Mashonaland East	N/A	1
MoPSE District Official — Mashonaland West	N/A	1
MoPSE District Official – Masvingo	N/A	1
MoPSE District Official – Matebelaland North	N/A	1
MoPSE District Official – Matebelaland South	N/A	2
MoPSE District Official – Midlands	N/A	1
FGDs with School Development Committees	40 Total	40 Total
Manicaland	5	5
Nyanga	1	1
Chimanimani	1	1
Makoni	1	1
Mutare	1	1
Mutasa	1	1
Mashonaland Central	5	5
Mt. Darwin	1	1
Shamva	1	1
Mbire	1	1
Mazowe	1	1

Rushinga	1	1
Mashonaland East	5	5
Murehwa	1	1
Mutoko	1	1
Chikomba	1	1
Hwedza	1	1
Mudzi	1	1
Mashonaland West	5	5
Chegutu	1	1
Sanyati	1	1
Mhondro	1	1
Hurungwe	1	1
Makonde	1	1
Masvingo	5	5
Chivi	1	1
Zaka	1	1
Chiredzi	1	1
Gutu	1	1
Mwenezi	1	1
Matebelaland North	5	5
Umguza	1	1
Bubi	1	1
Nkayi	1	1
Hwange	1	1
Tsholotsho	1	1
Matebelaland South	5	5
Gwanda	1	1
Umzingwane	1	1
BeitBridge	1	1
Mangwe	1	1
Bulilima	1	1
Midlands	5	5
Gowke South	1	1
Zvishavane	1	1
Mberengwa	1	1
Shurungwi	1	1
Kwekwe	1	1
FGDs with Parents	40 Total	40 Total
Manicaland	5	5

Nyanga	1	1
Chimanimani	1	1
Makoni	1	1
Mutare	1	1
Mutasa	1	1
Mashonaland Central	5	5
Mt. Darwin	1	1
Shamva	1	1
Mbire	1	1
Mazowe	1	1
Rushinga	1	1
Mashonaland East	5	5
Murehwa	1	1
Mutoko	1	1
Chikomba	1	1
Hwedza	1	1
Mudzi	1	1
Mashonaland West	5	5
Chegutu	1	1
Sanyati	1	1
Mhondro	1	1
Hurungwe	1	1
Makonde	1	1
Masvingo	5	5
Chivi	1	1
Zaka	1	1
Chiredzi	1	1
Gutu	1	1
Mwenezi	1	1
Matebelaland North	5	5
Umguzza	1	1
Bubi	1	1
Nkayi	1	1
Hwange	1	1
Tsholotsho	1	1
Matebelaland South	5	5
Gwanda	1	1
Umzingwane	1	1
BeitBridge	1	1

Mangwe	1	1
Bulilima	1	1
Midlands	5	5
Gowke South	1	1
Zvishavane	1	1
Mberengwa	1	1
Shurungwi	1	1
Kwekwe	1	1
Student Survey	200 Total	210 Total
Manicaland	25	25
Nyanga	5	5
Chimanimani	5	5
Makoni	5	5
Mutare	5	5
Mutasa	5	5
Mashonaland Central	25	25
Mt. Darwin	5	5
Shamva	5	5
Mbire	5	5
Mazowe	5	5
Rushinga	5	5
Mashonaland East	25	25
Murehwa	5	5
Mutoko	5	5
Chikomba	5	5
Hwedza	5	5
Mudzi	5	5
Mashonaland West	25	30
Chegutu	5	5
Sanyati	5	5
Mhondro	5	5
Hurungwe	5	5
Makonde	5	10
Masvingo	25	25
Chivi	5	5
Zaka	5	5
Chiredzi	5	5
Gutu	5	5
Mwenezi	5	5

Matebelaland North	25	25
Umguza	5	5
Bubi	5	5
Nkayi	5	5
Hwange	5	5
Tsholotsho	5	5
Matebelaland South	25	25
Gwanda	5	5
Umzingwane	5	5
BeitBridge	5	5
Mangwe	5	5
Bulilima	5	5
Midlands	25	30
Gowke South	5	5
Zvishavane	5	5
Mberengwa	5	10
Shurungwi	5	5
Kwekwe	5	5
Persons with Functional Disabilities Survey	40 total	38 Total
Manicaland	5	5
Nyanga	1	1
Chimanimani	1	1
Makoni	1	1
Mutare	1	1
Mutasa	1	1
Mashonaland Central	5	5
Mt. Darwin	1	1
Shamva	1	1
Mbire	1	2
Mazowe	1	1
Rushinga	1	0
Mashonaland East	5	5
Murehwa	1	0
Mutoko	1	2
Chikomba	1	1
Hwedza	1	1
Mudzi	1	1
Mashonaland West	5	3

Chegutu	1	0
Sanyati	1	1
Mhondro	1	0
Hurungwe	1	0
Makonde	1	2
Masvingo	5	4
Chivi	1	0
Zaka	1	1
Chiredzi	1	1
Gutu	1	1
Mwenezi	1	1
Matebelaland North	5	5
Umguza	1	1
Bubi	1	0
Nkayi	1	1
Hwange	1	2
Tsholotsho	1	1
Matebelaland South	5	5
Gwanda	1	1
Umzingwane	1	1
BeitBridge	1	0
Mangwe	1	2
Bulilima	1	1
Midlands	5	6
Gowke South	1	1
Zvishavane	1	1
Mberengwa	1	2
Shurungwi	1	0
Kwekwe	1	2

Table 7: National-level respondents interviewed as part of data collection

FCDO	<ul style="list-style-type: none"> • Stephen Harvey • Salome Munyuki
MOPSE	<ul style="list-style-type: none"> • Moses Mhike, Permanent Secretary of Education • Loreen Antonto, Assistant Director, Learner Welfare, Psychological Services and Special Needs Education Department (BEAM, special needs, also have the remedial education programme)

	<ul style="list-style-type: none"> • Chamba Wilson, Assistant Director, Strategic Policy Planning Research and Statistics • Magadzire Jeffreys, Accountant Finance Department (expenditure and revenue)
UNICEF	<ul style="list-style-type: none"> • Vimbisai Mungoni, Education Officer • Clara Mlamba, Education Specialist (Access and Equity) • Maxwell Rafomoyo, Education Manager
EDT	<ul style="list-style-type: none"> • Eddmore Gapara, School Leadership Specialist • Memory Mandikrana, GESI and Safeguarding Officer and SEL project coordination • Jane Shamido, Teacher training specialist (TPD) • Justice Soda, TPD coordinator, north and southern regions • Munyaradzit Nkomo, Communications officer • Simbarashe Mukwacha, Systems strengthening lead • Mbekezeli Mthunzi, Programme manager TEACH • Aluord Sithole, Capacity building lead (pre and in service teaching) • Lyona Ruthambula, Monitoring, Evaluation, Research and Learning manager • Tafadzwa Manyurure, M&E Assistant • Mvelo Mjumba, education technical lead • Malvern Turugari, Research Assistant • Faith Ngula, Team Lead, country director • Richard Mwasi, Education Research Officer
Think Equal	<ul style="list-style-type: none"> • Tinotenda Chigeza, Africa Programmes Manager • Elena Prieto, MEL Manager • Priyanka Devani, Think Equal Global Programmes Director
Plan International	<ul style="list-style-type: none"> • Charlotte Chishava, Program Manager • Mathew Masamba, MERL Specialist
GPE	<ul style="list-style-type: none"> • Lucinda Ramos Alcantara Senior Education Specialist
CAMFED	<ul style="list-style-type: none"> • Clemence Nhliziyo
ECOZI	<ul style="list-style-type: none"> • Elvis Chitsungo, Country Director
World Vision	<ul style="list-style-type: none"> • Farai Chitombo
PTUZ	<ul style="list-style-type: none"> • Mubwandarikwa Charles T., PTUZ Harare Provincial Chairperson

EDT District Implementation Coordinator	<ul style="list-style-type: none"> • Eustina S. Mhlolo • Valentine Ndhovu
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A school-level student survey was administered in 42 SIG schools to 120 Grade 7 (primary) and Form 4 (secondary) students. This survey was administered to 5 students in each school considering gender representation as shown in Table 8 below. It covered multiple modules, including:

- Perceived improvement in reading, writing, and Math
- Perceived teaching quality (including whether teachers treat boys and girls differently)
- Reports of classmates' dropout
- Perceptions of inclusion of children with disabilities
- Students' expected educational attainment (e.g., likelihood of progressing to the next level or completing secondary)
- Students' households and chores/farm work at home

Another school-level student survey was conducted in 38 schools with 38 PwFDs. This survey covered multiple modules, including:

- Belonging and support: Feeling happy/welcome; whether teachers/staff are helpful when assistance is needed
- Accessibility: Ease of using facilities (ramps, toilets, classrooms)
- School-community linkages: Attendance at a school community fair in the last year; whether it was helpful; what was most helpful/why not helpful (with "other-specify" prompts)
- Teaching and learning: Whether teachers understand special learning needs; use of methods/materials that make lessons easier; access to additional learning resources; participation in school activities as desired
- Safety and protection: Feeling safe from bullying and unfair treatment at school and in the community; knowledge of who to report to and comfort reporting. Student voice: open-ended suggestions on changes that would improve their learning experience.

5.5. Demographics of school-level learners

Figure 35: School type and demographics of learners surveyed

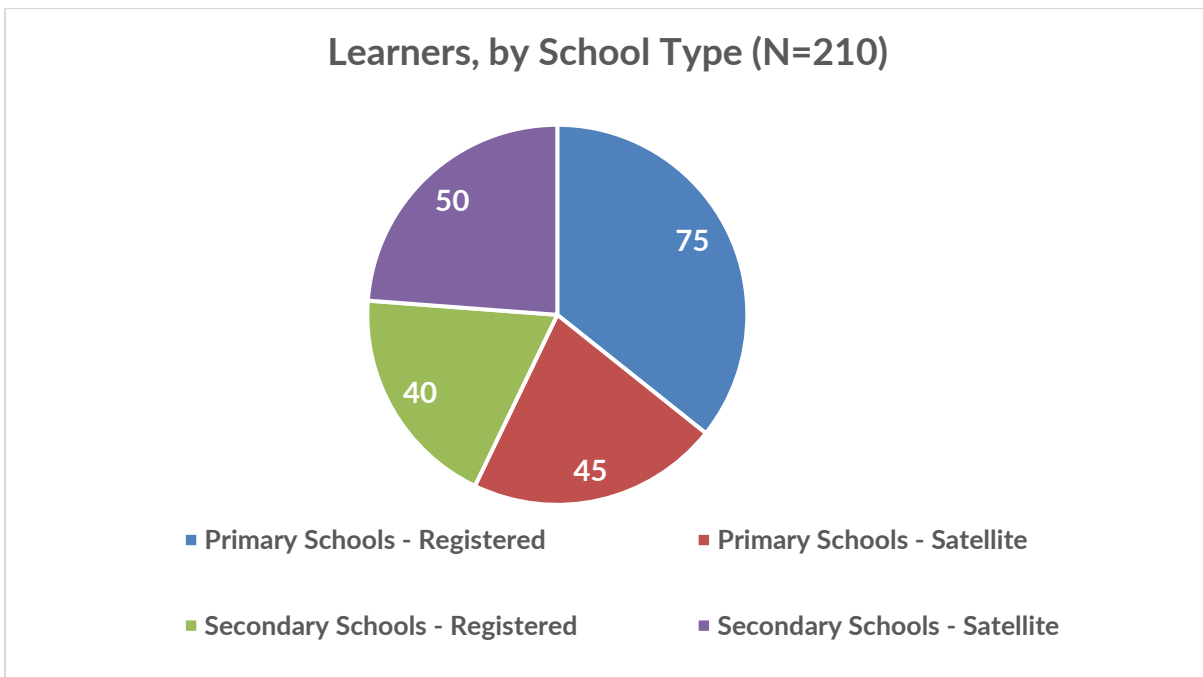
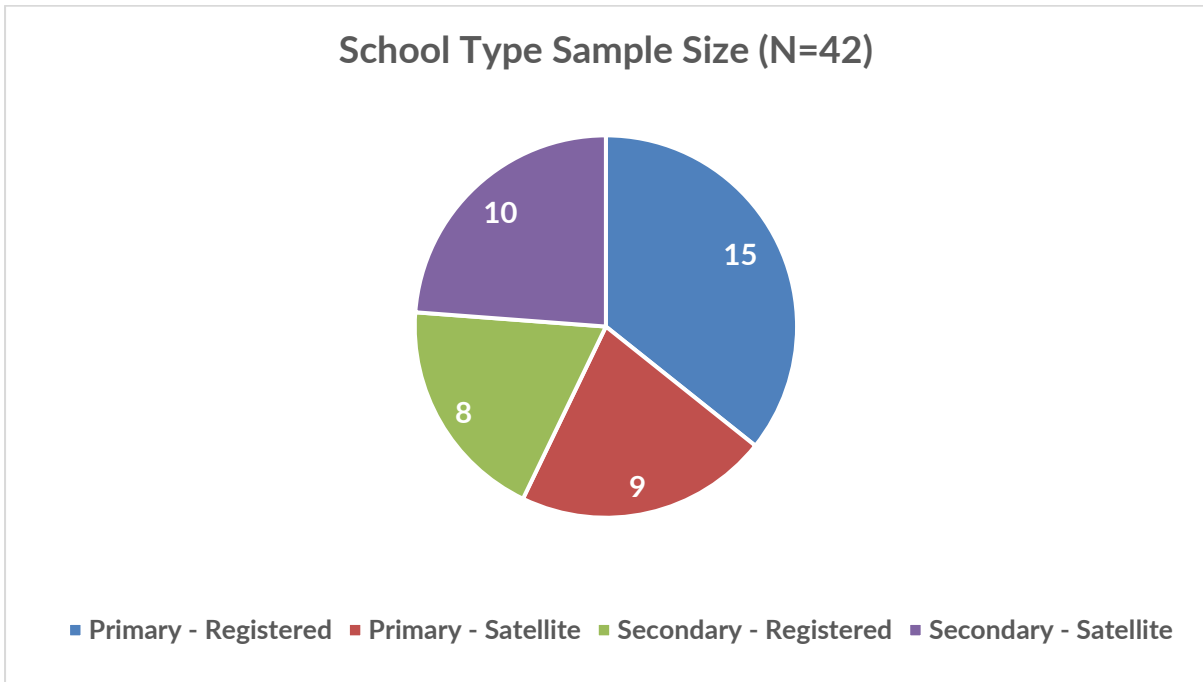
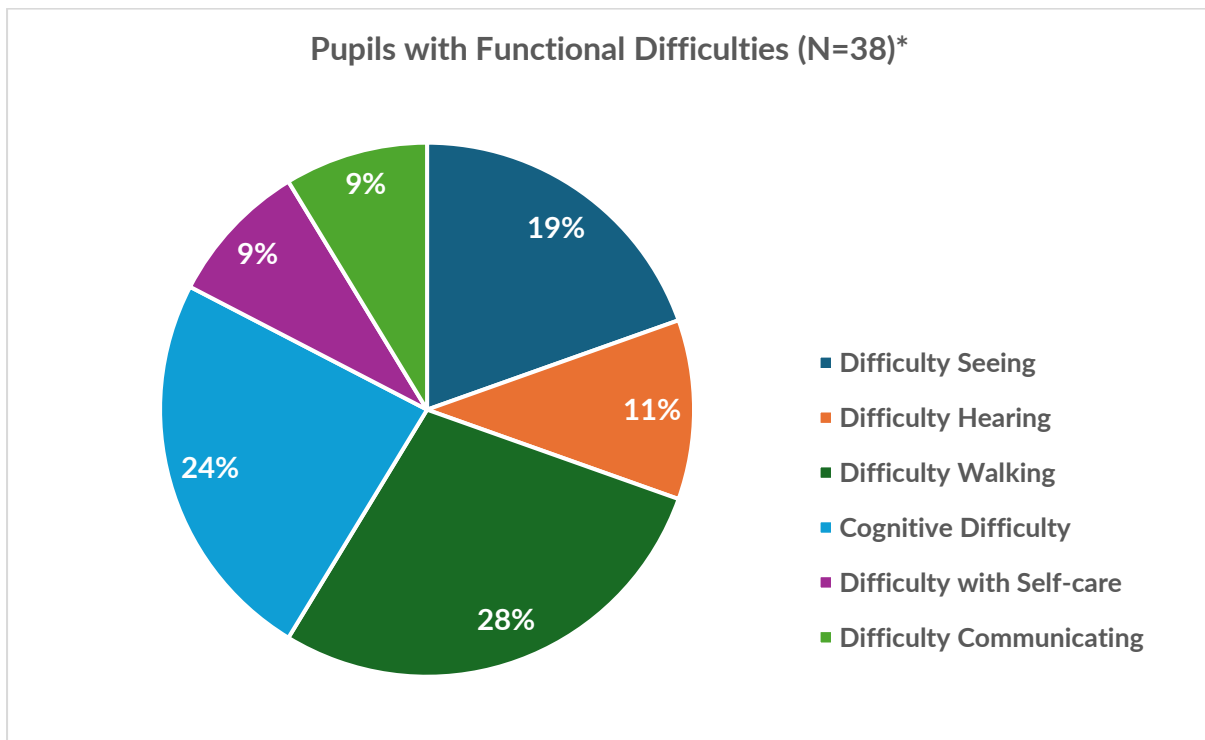
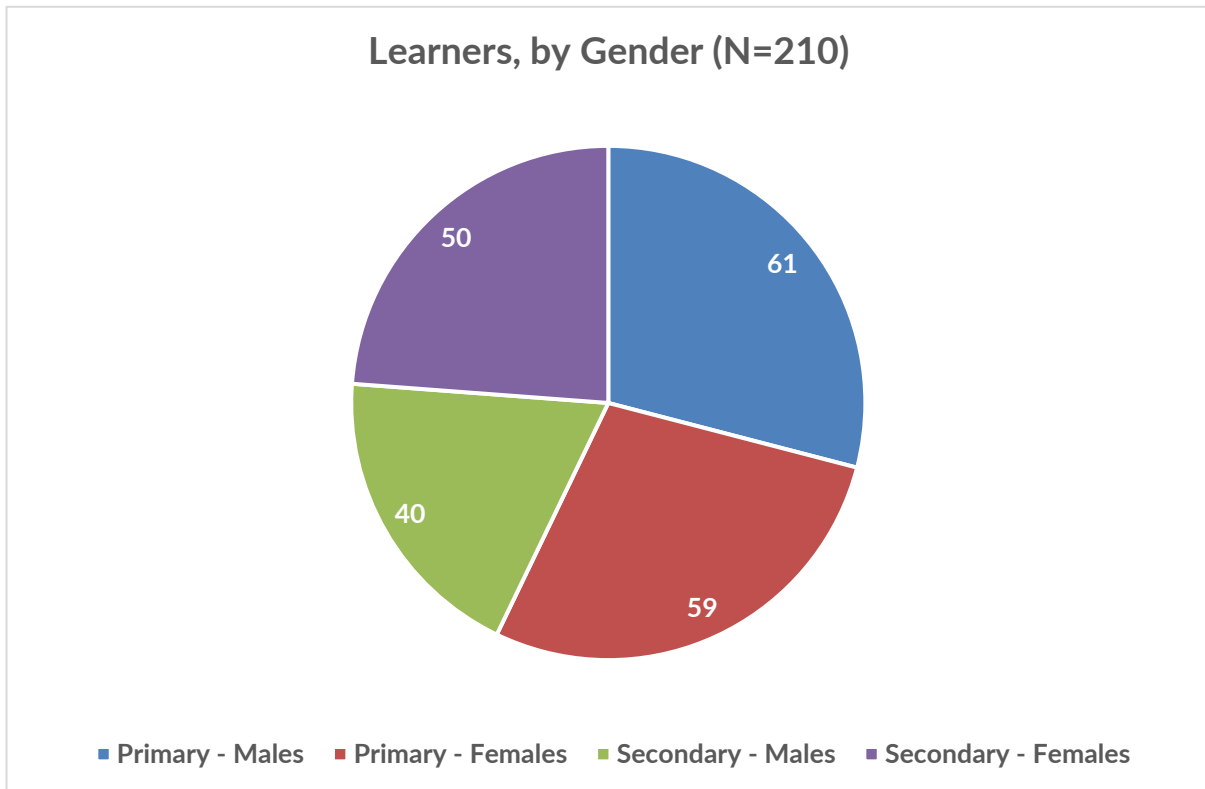


Figure 35 **Cntd.**: School type and demographics of learners surveyed



**While 38 PwFD were recorded, the total number of functional difficulties reached 46 because several learners experienced more than one difficulty.*

Table 8: Demographics of surveyed PwFDs

Students with Function Disabilities Survey Demographics			
Category	Sub-Category	Frequency	Percent
Sex	Male	18	47.40%
	Female	20	52.60%
Total		38	100.00%
Age	10	2	5.20%
	11	5	13.20%
	12	6	15.80%
	13	6	15.80%
	14	3	7.90%
	15	2	5.30%
	16	4	10.50%
	17	6	15.80%
	18	2	5.30%
	20	1	2.60%
	Prefer not to answer	1	2.60%
Total		38	100.00%
School Type	Primary	22	57.90%
	Secondary	16	42.10%
Total		38	100.00%
Language Spoken at Home*	Shona	27	71.05%
	Ndebele	9	23.68%
	English	2	5.26%
	Nambya	2	5.26%
	Sotho	1	2.63%
Total		41	107.88%
* Students could select more than one option for which language(s) they spoke at home			

Table 9: Demographics of surveyed learners

Learner Survey Demographics			
Category	Sub-Category	Frequency	Percent
Sex	Male	101	48.10%
	Female	109	51.90%
Total		210	100.00%
Age	10	1	0.50%
	11	2	1.00%
	12	36	17.10%
	13	57	27.10%
	14	18	8.60%
	15	7	3.30%
	16	30	14.30%
	17	42	20.00%
	18	10	4.80%
19	7	3.30%	
Total		210	100.00%
School Type	Primary	120	57.10%
	Secondary	90	42.90%
Total		210	100.00%
Language Spoken at Home*	Shona	161	76.67%
	Ndebele	48	22.86%
	English	20	9.52%
	Venda	6	2.86%
	Nambya	5	2.38%
	Sotho	5	2.38%
	Tonga	2	0.95%
	Chibarwe	1	0.48%
Total		248	118.10%

* Students could select more than one option for which language(s) they spoke at home

5.6. Details on secondary data

The evaluation team utilised a number of resources, including:

- Administrative SIG records (amounts disbursed and schools funded by year)
- EDT data on TPD training attendance, teaching quality (classroom observations), and School Leader competency
- ZELA data provided by MoPSE on district performance for Math and English
- EMIS administrative data at the district level on students' population, enrolment, pass rates, repetitions, teachers' education, and school infrastructure

Data from UNICEF on SIG

UNICEF provided the administrative register of School Improvement Grants (SIGs) which lists every disbursement to recipient schools from 2017 until 2024. Each observation typically includes a school identifier/name, district, province, year of SIG disbursement, and the amount disbursed (USD). The evaluation team treated this as the authoritative source to show which schools received SIG, and the amount received. This information was then collapsed to the district level and combined with EMIS data. The evaluation team created a number of variables of interest using this data: 1) a SIG coverage variable which shows the number of funded schools within the district, 2) a coverage share variable which shows the number of SIG schools as a proportion of total district schools (funded schools/total schools), 3) a variable to indicate the cumulative amount of SIG funding received by the district over two years, and 4) a variable to indicate the cumulative amount of SIG funding received by the district over three years.

Data from EDT on TPD

The EDT dataset provides teacher- and school-level information on TEACH's professional development, including:

- Training attendance (teacher/headteacher): School of employment, dates/rounds, and number of modules completed, with topic tags (e.g., literacy/numeracy/GESI pedagogy)
- Lesson observations (teacher): Observation rounds and rubric scores on classroom practice.
- School leader competency: Head teacher/principal competency rubric
- Teacher survey: Items on self-reported confidence in using training related teaching practices, feedback on training modules

The evaluation team used school identifiers included within this secondary data to merge this with both SIG data, and primary survey data. To support analysis, the evaluation team created two additional variables: 1) the number of teachers trained, and 2) training intensity by modules such as literacy and numeracy as individual teach totals, and school level averages.

Table 10: Key documents and document types reviewed

FCDO-TEACH	Addendum to Business Case (March 2023, July 2023, 2024, 2025)
	Annual Review (March 2021, March 2022, December 2022, November 2023, April 2024)
	FCDO International Women and Girls Strategy 2023-2030
	UN Declaration 2015 Equitable and Inclusive Education 2030 Incheon Framework for Action Implementation of SDG4 2016
	UNESCO Guide to Equity and Inclusion in Education
MoPSE	Girls' Education Accelerator Program Document (2023 – -2026)
	System Transformation Grant - Programme Document
	Zimbabwe Education Sector Analysis (By Cadena International Development Projects)
	Inspection Circular - Guidelines
	Zimbabwe Schools Inspection Manual
	Annual Statistical Report (2015, 2019, 2020, 2021, 2022, 2023, 2024) - EMIS
	Zimbabwe Early Learning Assessment Evaluation Report – ZELA (2022, 2023)
	Zimbabwe Early Learning Assessment Evaluation Report – ZELA Manual
UNICEF, MoPSE	Curriculum Framework for Primary and Secondary Education 2015-2022
	Consolidated National Fuel National Narrative Report (March 2023, April 2023, August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, April 2024, May 2024, June 2024, July 2024, August 2024, October 2024, November 2024, December 2024)
EDT	Manicaland TEACH Monitoring Report Second Term 2024
	TEACH Log Frame April 2024 (Also includes UNICEF and EDT VfM indicators.)
	Log Frame March 2023 (Also includes UNICEF and EDT VfM indicators.)
	Monitoring, Evaluation, Research and Learning (MERL) Framework - Updated June 2024
	TEACH-TPD Quarterly Report (31 July 2022 – -30 September 2022, March 2023, January - March 2024, July – -September 2024)
	TEACH TPD Program Baseline Report
	Second Bi-Annual Assessment Report July 2024
	Pre and Post Assessment Report 2024
	TEACH TPD Benefits Statements
	Indicator Performance Tracking Table
TPD Component of TEACH Bi-Annual Report (July – -December 2022, July – December 2023, July – -December 2024)	

	The Impact of School Leadership Training by the TPD Component of the TEACH Programme: Case Study of Nyahombe Primary School in Chivi District
	Successful Implementation of Teacher Professional Development – Case of Mthwakazi Primary School -, Insiza District
	Revolutionising Schools Inspection: A Case of the Reformed Inspection Programme in Zimbabwe
	Inclusive Participatory School Governance, Panacea to the Transformation of the Girl Child with Disability: The Case of Zaka Primary School
	TEACH Monitoring Data - Training Evaluation, Quality Assessments
	TPD Component of TEACH - Inception Report
	TEACH Teacher Professional Development Updated Implementation Plan, May 2023
	TPD Component of TEACH Annual Report (July 2023 – -June 2024)
	School Leadership Competency Framework (2023) (Excel)
	TEACH Monitoring Data - Training Evaluation, Quality Assessments
	Inspection Dashboard 2024 (Not accessible.)
EDT (with MoPSE)	Women In School Leadership: Barriers, Opportunities, August 2023 and Policy Options (Policy Brief)
	Equitable Access to Quality Early Childhood Education in Zimbabwe (Policy Brief)
	Understanding Factors Contributing to Zero Percent Pass Rates in Schools in Zimbabwe (2024)
	Assessing Equitable Access to Quality Early Childhood Education in Zimbabwe (2019 – -2023)
	Women in Leadership – Research Study (2023)
UNICEF	Consolidated Report for Rapid Assessment of School Improvement Grant Disbursements (2019, 2021)
	Draft SIG Rapid Assessment Report (2022)
	SIG Rapid Assessment Report (2023)
	Draft SIG Rapid Assessment Report (2024)
	Consolidated Report for Verification of the School Improvement Grant Disbursements (2018)
	Consolidated Report for Verification of the School Improvement Grant Disbursements – Final Report (2019)
	Consolidated Report for Verification of the School Improvement Grant Disbursements (2020)
SIG Verification Final Report (2020)	

	SIG Monitoring Report (1 st Quarter 2024, 2 nd Quarter 2024)
	SIG Analysis Report (December 2024)
	SIG Fraud Report (May 2024, August 2024, December 2024)
	SIG Report Consolidated Findings (2020)
	Draft Presentation on School Improvement Grants Verification & Rapid Assessment (2024)
	SIG 2024 Full Verification Report Vol-I: Draft Report (2024)
	SIG Full Verification Report Vol-I: Report (2020, 2022, 2023)
	SIG Impact Study: Key Findings (2021)
	2020 Education Budget Brief
	Annual Report (July 2022 – -June 2023, June 2023 – -July 2024)
	Zimbabwe MICS EAGLE Education Fact Sheets 2021
Prepared by Muthengo Development Solutions for UNICEF Zimbabwe	Independent Impact Study of the School Improvement Grants in Zimbabwe
Genesis Analytics and Research Methods International	Endline Evaluation of the Supporting Adolescent Girls' Education (SAGE) Programme in Zimbabwe May 2023
Research Methods International	Evaluation of the Solar Systems in School Project in Zimbabwe, October 2024
Plan International	SAGE Bi-Annual Report (July – -December 2024, October 2023 – - June 2024)
	SAGE Phase II Project Proposal 2023
	SAGE 2024 Initial Progress Assessment Report
	Learning Progress Assessment Report
	Plan International – SAGE 2024 Initial Progress Assessment Report
ZimStat	Census 2012 – National Report 2012
	Population and Housing Census Report 2022
	Multiple Indicator Cluster Survey 2019 Survey Findings Report

5.7. Additional details on quantitative data analysis models

Summary of models used:

1. When using data at the district level available for all years (2018-2024):

Fixed effects (FE) estimation to control for unobserved, time-invariant heterogeneity across districts. Example of regression model:

$$Y_{it} = \beta_0 + \beta_1 \text{SIG_amount}_{i,t-1} + \mu_i + \lambda_t + \epsilon_{it}$$

Where:

- Y_{it} : outcome variable in district i at year t (e.g., enrolment, dropout rate, etc.)
- $\text{SIG_amount}_{i,t-1}$: total SIG funds received in district i in year $t-1$
- μ_i : district fixed effects (to control for time-invariant district characteristics)
- λ_t : year fixed effects (to account for national-level shocks or trends)
- ϵ_{it} : error term

Limitations of FE regression in this setting:

- By aggregating school-level SIG data and outcomes to the district level, one loses variation that occurs within districts.
- This can dilute the estimated effect of SIGs if, for example, only a few schools in a district received significant funding or if funding was concentrated in schools with specific needs.
- Causal inference is limited by the non-random allocation of SIGs; results show associations, not definitive impacts

2. When using data at the district level available for few years or just one year (e.g. TPD data, available for 2023 and 2024):

Inferential analyses utilised a pooled Ordinary Least Squares (OLS) regression to estimate the association between SIG funding and teacher training to educational outcomes. This approach treats the data as a pooled cross-section over time, ignoring within-district correlation.

Example of model used for TPD analysis:

$$Y_i = \beta_0 + \beta_1 \text{TPD_literacy_modules}_i + \beta_2 \text{TPD_numeracy_modules}_i + \beta_3 X_i + \epsilon_i$$

Where:

Y_i : outcome of interest (e.g. enrolment) in district i – average across 2023 and 2024

X_i : vector of observable control variables (e.g., total number of schools, district population)

$\text{TPD_literacy_modules}_i$ = Number of literacy modules completed by teachers in the district

$\text{TPD_numeracy_modules}_i$ = Number of numeracy modules completed by teachers in the district

Limitations of OLS regression in this setting:

- Doesn't control for unobserved district characteristics that don't change over time (e.g., quality of governance, socio-economic profile)
- Risk of omitted variable bias
- Less robust for policy recommendations or inference about program effectiveness

5.8. Limitations – in detail

Secondary data

Data from the MoPSE was limited since the evaluation team did not receive access to school-level data from the Zimbabwe Education Management Information System (EMIS) and data on student performance from the Zimbabwe Early Learning Assessment (ZELA).

- **EMIS data:** EMIS data for the evaluation was made available only at the district-level by MoPSE, limiting analysis to aggregated outcomes (e.g., results/observations per district) rather than school-level variation. This means that for some variables of interest, the evaluation team had access to district-level aggregated data only. E.g., for data on student dropouts, it was only possible to assess the number of students who dropped out across the entire district, rather than per individual school. Without being able to look at inter-school variability in outcomes of interest and variation in the presence of/scale of TEACH interventions, it constrained the evaluation team's ability to detect TEACH's impact, as district data pooled schools with differing exposure to TEACH, thereby diluting variation. However, by using district-level variation in the proportion of schools receiving SIGs and total SIG funding over three years, the team was still able to infer impacts on equitable access and quality of teaching and leadership.
- **ZELA data:** Another key limitation was the inability to access school-level ZELA performance data; only district-level mean scores for Math and English were available. This restricted the evaluation to analysing students' self-reported perceptions of improvement rather than rigorously measuring TEACH's impact on learning outcomes, leaving findings indicative but not conclusive, falling short of a rigorous impact assessment of the TEACH Programme on student learning outcomes.
- Overall, the ability of the evaluation to assess impact, specifically the impact of TEACH and its various components on learning outcomes, has been severely limited by the evaluation team's inability to access school-level data from the Zimbabwe Education Management Information System (EMIS) and data on student performance from the Zimbabwe Early Learning Assessment (ZELA). While the evaluation team made repeated efforts to obtain data on student performance on the ZELA from MoPSE, it was only possible to obtain information on district level mean values for both Math and English scores. As a result, the evaluation team's ability to assess the impact of TEACH on learning outcomes is limited to students' self-reported perceptions of their improvement.

TPD data

The TPD data faced key limitations including:

- No data on an available comparison group as all records were provided by teachers who participated in TPD. This removes a natural counterfactual and limits the evaluation team’s analysis to within-TPD comparisons such as higher (more modules) or lower (fewer modules) training intensity, schools with higher versus lower coverage), or schools with higher or lower TPD participation which may be vulnerable to selection bias as TPD may have been allocated to schools or teachers that already differ in capacity or motivation.
- Limited time period overlap between TPD and SIG data. TPD launched in late 2022, so triangulation with SIG-linked outcomes is feasible only for 2023–2024. This narrow time overlap reduces statistical power, makes it challenging to detect lagged effects (e.g. training leads to implementation which affects student learning), and also limits the ability to test pre-trend assumptions or durability of effects over multiple cohorts.

Where relevant, primary and secondary data sources were combined to support additional analysis. E.g. when school-level variables were available within secondary data, (TPD, SIG by school, and the primary surveys), these were merged with the primary data school-level student survey using a unique school ID to create a school-level analytic file to assess within-SIG school correlations. When only district-level data was available, in particular for EMIS data, other data sources were merged to analyse district-level totals and averages to assess district level correlations. It must also be noted that school-level EMIS data was not accessible by the evaluation team meaning the evaluation team could not triangulate this with primary data collection school-level student survey data.

Primary survey data (learners and PwFD) constraints:

- The primary data collected is a cross-sectional survey of SIG schools collected at one point in time only. Data was not collected over multiple time periods, and no counterfactual was included. Therefore, findings may not be generalisable.
- The school-level student survey was administered to Grade 7 and Form 4 students as these are transition grades. Therefore, associated findings may not reflect experiences of other grades and may be influenced by factors affecting students of these particular grades such as exam pressure and end-of-cycle dynamics.
- All outcomes are self-reported by students so findings may be vulnerable to social-desirability and recall bias. Furthermore, findings of this cross-sectional survey may be dependent on which students were available to participate in the survey on the day of survey administration.
- PwFD survey participants were nominated by school leaders meaning the sample may over-represent more visible or better-supported PwFD.
- The PwFD survey sample was small and limited to 38 students, which means results are illustrative and not generalisable.

Limitations to addressing EQ1 and EQ2

The table below presents each of the evaluation questions targeted by the assessment of impact and summarise the limitations for addressing each of them.

Table 11: Limitations to addressing EQ1 and EQ2

Evaluation Question	Sub-Evaluation Question	Limitations
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EQ1. To what extent has the TEACH Programme contributed to changes in learning outcomes in Zimbabwe: leaving no one behind?	1.1 What changes have been seen in learning outcomes in schools with (some and all) TEACH components, compared with other schools?	Without access to school level learning assessment data, it is not possible to address this research question.
	1.2 What changes in learning outcomes have been seen for girls and children with disabilities in TEACH schools?	Without access to school level learning assessment data, it is not possible to address this research question.
	1.3 How have the different components of the TEACH Programme (TPD, equitable access, and support of education of adolescent girls in Zimbabwe), alone or combined, contributed to changes in student learning outcomes (if at all)?	It is not possible to address this question in any substantive way. It is only possible to provide a limited analysis of how the various components contributed to student self-perceptions of their learning.
	1.4 What are the key enablers and barriers that may have supported or hindered the contribution of the TEACH Programme to learning outcomes, within the context of Zimbabwe? How has TEACH contributed to the alleviation of barriers?	An exploratory analysis of potential predictors of ZELA performance was not possible. However, analysis of perceived barriers to learning (and their alleviation by the TEACH Programme) is addressed through student surveys and qualitative data. However, it's not possible to validate these barriers or predictors of learning because self-reported learning in TEACH supported schools is cross-sectional.
EQ 2. To what extent has the TEACH Programme contributed to changes in equitable access to learning in Zimbabwe?	2.1 What trends have been seen in enrolment and retention in schools with (some and all) TEACH components, compared to other schools?	Trends are presented at the district level and some analysis exploring the impact of SIGs on enrolment is provided. However, the ability to detect the impact of the TEACH Programme is limited as school-level data was not accessible.
	2.2 What trends in enrolment and retention have been seen for PwFDs in TEACH schools and why?	

	2.3 How have the different components of the TEACH Programme (TPD, equitable access, and support of education of adolescent girls in Zimbabwe), alone or combined, contributed to changes in enrolment and retention (if at all)?	Without school-level data, isolating variation in TEACH components is limited. As a result, the ability to make inferences on the impact of different components is limited.
	2.4 What are the key enablers and barriers that may have supported and hindered the contribution of the TEACH Programme to enrolment and retention, within the context of Zimbabwe? How has TEACH contributed to the alleviation of barriers?	Because the evaluation team only has data at the district-level, student enrolment and retention includes schools with varying levels of intervention (including no intervention). This means that the possibility to detect the impacts of the TEACH evaluation is limited.

Operational and contextual challenges:

- **Timeline constraints and scheduling pressures:** The evaluation was constrained by external dependency-caused delays and compressed timelines (including delays with ethical approvals and coordination processes).
- **Programme complexity and coverage risks:** TEACH's wide scope (spanning multiple components across diverse schools, districts, and system levels) risked superficial coverage. To address this challenge, the evaluation focuses in-depth on three key aspects: School Improvement Grants, Teacher Professional Development, and education policy/systems change, enabling comprehensive analysis while maintaining the analytical rigour necessary for meaningful findings and recommendations.
- **Delays in obtaining ethical approvals and local permits.** While considerable time had been budgeted, the two-stage process of gaining ethical approvals took longer than expected. Requests for revisions in the research plan, demands for additional letters of support from MoPSE, and changes in the application details led to more time to complete the application. Additional delays were caused due to late responses and signature processes from the relevant authorities.
- **Operational and data quality risks:** Risks included delays in approvals, uneven access to secondary data, and concerns over reliability across data sources. The evaluation addresses these challenges through establishment of experienced local partnerships, implementation of robust quality assurance processes, deployment of flexible data collection approaches that can adapt to changing circumstances, development of

comprehensive stakeholder engagement strategies, and systematic triangulation across multiple data sources to strengthen overall evidence quality and analytical reliability.

5.9. Additional information on the relevance of the TEACH Programme

Insights Box 1: Enhancing access to education for adolescent girls through SAGE Phase II

Component 106 focuses on Supporting Adolescent Girls' Education (SAGE), facilitating the transition from the Zimbabwe Girls' Secondary Education (ZGSE) programme – previously funded under the Girls' Education Challenge (GEC). According to FCDO (KII), supporting SAGE Phase II under TEACH stemmed from a strong moral imperative to continue educational support for approximately 8,000 out-of-school girls who were originally part of SAGE Phase I, alongside aligning with TEACH's objective of improving equitable access to education (and the fact that it was a proven intervention). Alternative learning pathways are especially critical for adolescent girls, including pregnant learners and young mothers. The programme was praised for offering continuity of learning for this group, helping to close one of the most persistent access gaps.

Girls from apostolic communities, where early marriage and lack of civil registration are common, were identified as a priority target group. These communities were characterised by the lowest enrolment and pass rates, particularly for girls. The programme worked to reach these groups through Plan International's outreach activities and tailored indicators. Routine monitoring identified 625 learners beyond the targeted 5,027 who were attending SAGE learning sessions – suggesting strong demand and programme relevance across broader learner segments (TEACH Annual Review 2022-2023).

Furthermore, the component itself adapted in response to the GEC endline evaluation. SAGE Phase II introduced satellite hubs within remote communities to make non-formal education more accessible to girls, and particularly those with disabilities or in caregiving roles. The Integrated Skills Outreach Programme (ISOP) was enhanced with a TVET component to address limitations in vocational pathways. Furthermore, SAGE II revised initial log frame targets to re-engage both 1,000 previously enrolled girls and facilitate the enrolment of approximately 4,000 new learners, balancing continuity with expansion (KII with Plan International).

Insights Box 2: Relevance and adaptability of TPD component to curriculum reform

The teacher professional development (TPD) component under TEACH has been highly relevant to both the needs of teachers and the implementation of Zimbabwe's curriculum reforms. Initially designed to build foundational teaching competencies (in hard-to-reach districts and schools with poor pass rates), it has evolved to support alignment with MoPSE's wider CPD framework, gender equality, disability inclusion, and HBC mandates. At baseline in 2019, fewer than 20 percent of primary and less than 10 percent of secondary school teachers in Zimbabwe had received in-service training. TEACH's TPD component sought to address this gap by supporting in-service teacher development for an estimated 74,558 pre- and in-service teachers and 5,322 school leaders in 5,322 schools over four years. Teachers were targeted in 42 districts in 8 provinces (in the hardest-to-reach areas) in P3 and S3 schools, with less than 20 percent pass rate in 2021 national examinations. This was complemented with school leadership development integrated through instructional and school management training, with a particular emphasis on women's participation in leadership and tailored support for teachers with disabilities.

The implementation model is also anchored in a systems-strengthening approach. TPD prioritised inclusive and decentralised delivery through school-based training and provincial system leads. A network of 20 Professional Development Officers (PDOs) working with Provincial and District Education Departments and Teacher Training Colleges (TTCs) have provided TPD in the selected schools (TPD Inception Report - Aug 2022). System leads then play a dual role: assessing the quality of classroom teaching; and overseeing the delivery of TPD through school inspections and ZELA assessments. This has helped to ground the TEACH-TPD programme in Zimbabwe's revised national schools' inspection and supervision framework. The cohort approach was revised in 2023, enabling reach to all 42 districts simultaneously through MoPSE's existing structures, with system leads leading delivery.

By 2023, TPD's objectives had expanded to include integration of these models into national CPD structures and a greater emphasis on GEDSI ([see Section 3.1.3](#)). The Annual Report (2023-2024) confirmed this shift, highlighting the alignment of TPD content with MoPSE standards and the increasing uptake of the training modules at district and national levels. In 2024, the programme's purpose evolved further towards institutionalisation and sustainability. TPD activities focused on embedding tools such as school leadership impact models and GEDSI-responsive training toolkits/packages into government systems, thereby fostering longer-term ownership and reduced dependency on donor support (Second Biannual Report, July 2024; MERL Framework 2024; KII with EDT and MoPSE).

TPD delivery also reflected an adaptive and inclusive approach for remote, rural contexts, with the aim of reducing traditional access barriers to professional development, broadening reach and addressing equity gaps. Especially in low-resource provinces like Matabeleland North and Mashonaland Central, EDT adjusted delivery modalities to include WhatsApp trainings, SD cards, self-study kits, and solar-powered devices. PDOs, System Leads, School Leaders, Cluster Chairpersons and focal teachers were supported to use such platforms for professional development, peer support, and data collection. The TPD model finally shifted from a blended approach (6 face-to-face and 6 remote modules for Cohorts 1-4) to fully remote delivery for Cohort 5.

Insights Box 3: Relevance of SEL component to changes in the education context

The Social and Emotional Learning (SEL) component, introduced in 2023 and implemented by Think Equal, also responded to the psychosocial challenges and needs of early learners following prolonged school closures due to the COVID-19 pandemic. As a pilot initiative, the SEL intervention complements academic instruction by addressing non-cognitive skill gaps in children affected by disrupted schooling and trauma. It strengthens early childhood development by embedding 25 SEL competencies within teaching practices for 3–6-year-olds, with materials (narrative-based picture books, prescriptive lesson plans, and classroom kits) designed around gender equality and inclusion, and plans for translation into 16 local languages, Braille (including pictorial Braille), and sign language videos to enhance inclusivity. Its strategic relevance is clearly aligned with MoPSE's Early Learning Standards and the national policy focus on violence prevention, learners' emotional well-being, and holistic child development. The SEL intervention reinforces key Heritage-Based Curriculum (HBC) values (such as empathy, global awareness, and social responsibility) while embedding them in classroom practice. E.g. its engaging design (including colourful illustrations and real-life contexts such as natural disasters) was reported to capture and sustain learners' attention.

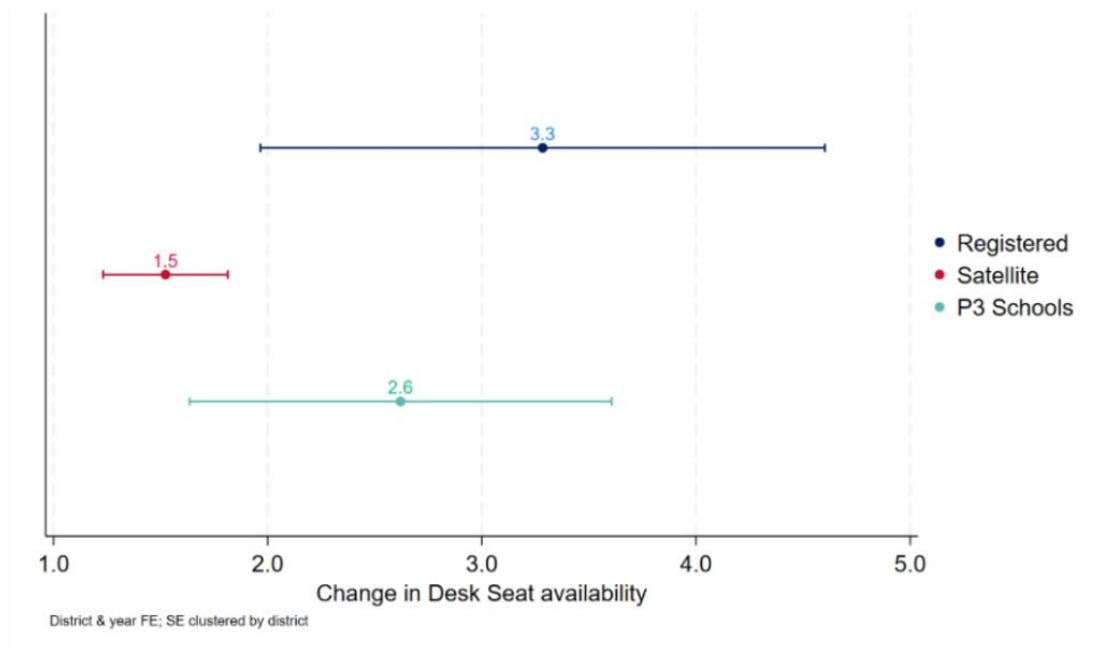
Tools like the Think Equal Mood Meter are integrated into continuous assessment, linking social-emotional skills with academic monitoring. MoPSE also perceives Think Equal as a promising initiative, highlighting the critical need to provide careful and holistic support to infant learners.

Under TEACH, Think Equal delivers the SEL programme with EDT (Principal Implementing Partner) and Regional Psychosocial Support Initiative (REPSSI) (Training Partner). EDT has provided overall coordination, logistics, and technical backstopping – supporting material production and distribution, organising master and district-level trainings, and ensuring integration into MoPSE’s CPD and inspection systems. REPSSI and EDT has collaborated with MoPSE’s Curriculum Development and Technical Services Department (CDTS) to secure provisional approval for the Think Equal materials, while both REPSSI and Think Equal undertook curriculum mapping to align SEL content with the Heritage-Based Curriculum (HBC), ensuring coherence with national pedagogical frameworks. To strengthen contextual relevance, materials have been translated into ChiShona and IsiNdebelle. Overall, approval of the Think Equal SEL programme material was done through EDT, in close liaison with CDTS and Think Equal.

These actions demonstrate TEACH’s adaptive approach and its commitment to embedding psychosocial support within foundational learning. Future evaluations will capture evidence on programme scale-up and learner well-being outcomes.

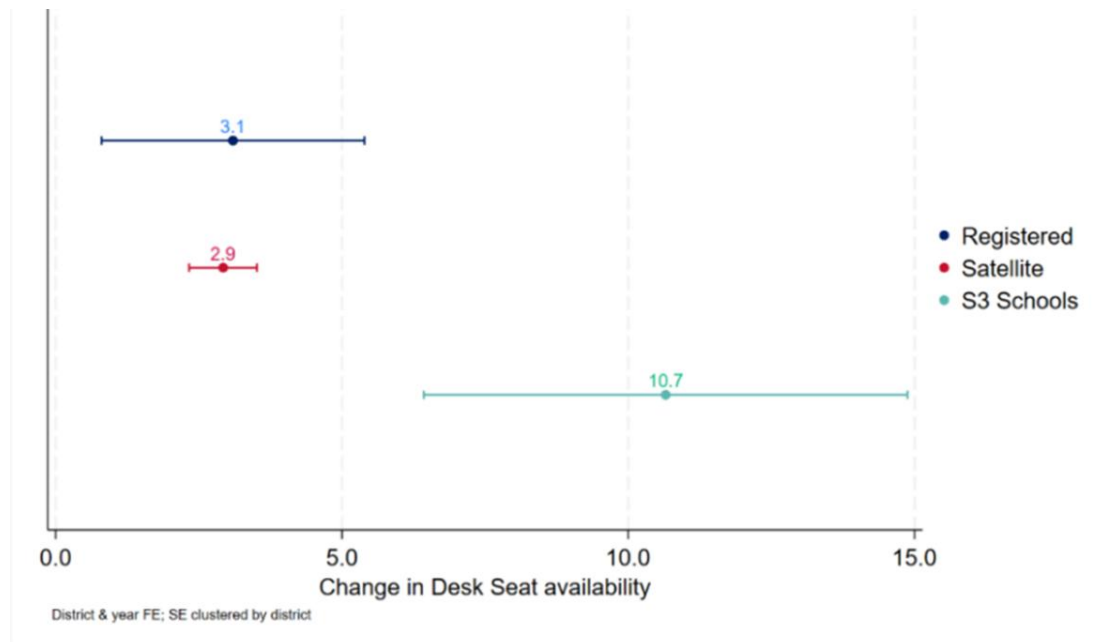
5.10 Additional information on the effectiveness of the TEACH programme

Figure 36: Increase in available primary school seating when the amount of SIG received by schools in the district increases by USD 1,000



Source: The data for this figure is drawn from the Zimbabwe EMIS system

Figure 37: Increase in available secondary school seating when the amount of SIG received by schools in the district increases by USD 1,000



Source: The data for this figure is drawn from the Zimbabwe EMIS system

Relevant studies:

Women in school leadership (2023): This EDT-led study provided empirical evidence on barriers to women's participation in educational leadership. The study confirmed that schools led by women often performed better, with lower dropout rates and improved infrastructure, compared to those led by men. The research outcomes included the integration of recommendations into instructional leadership training, appointment of gender champions in MoPSE departments, and capacity-building of women leaders in decision-making to advance equitable representation (EDT Fact Sheet; KII with EDT).

Equitable access to Early Childhood Development (2024): Conducted by EDT, this study identified disparities in rural-urban access, teacher placement, and curriculum interpretation. The findings fed directly into implementation strategies for the ELP and supported MoPSE's roll-out of inclusive ECD teacher training, prioritisation of play-based pedagogy in CPD, and alignment of teacher training colleges with the ECD curriculum (ECD Access Study; EDT Annual Report 2023-24).

Understanding the causes of zero percent pass rates (2024): Covering 156 schools across all ten provinces, this study found that 12 percent of secondary schools and 2 percent of primary schools recorded zero pass rates in 2023 (including high concentrations in targeted TEACH provinces and districts). Led by EDT, this study revealed systemic issues such as teacher attrition, low motivation, and widespread literacy challenges behind learning failure, which might be enhanced through structured pedagogy, foundational learning support and targeted teacher mentoring (Zero Percent Pass Rate Study; EDT Fact Sheet, 2024).

Blended Learning Study (2024-2025): The study was conducted under the TEACH Programme by MoPSE in collaboration with EDT and UNICEF. Results showed that urban schools had better access to the internet and devices, while rural schools depended heavily

on radio and printed modules. Teachers in urban provinces like Harare and Bulawayo reported more confidence with ICT, while older teachers in rural areas feared “being replaced by technology”. Outcomes included embedding ICT into the Heritage-Based Curriculum and MoPSE integrating blended learning into the CPD strategy (TEACH Annual Review 2021–22; KII with EDT; UNICEF Progress Report 2024). However, while the study produced useful lessons, full institutionalisation of blended learning stalled due to MoPSE funding constraints and competing policy priorities (TEACH Annual Review 2020-2021).

Holistic Organisational Development Study (2019): Though this study was supported by the GPE Education Sector Programme Implementation Grant (ESPIG), TEACH actively reinforced its recommendations to ensure MoPSE’s engagement and that it was a catalyst for system-wide reforms and operational strengthening. This included the drafting and finalisation of the ELP, IEP, SFP and CPD plan, solar electrification of schools, and community sensitisation campaigns, among other reforms (KII with UNICEF).

Insights Box 4: Limitations in disability-inclusive education

Learners with disabilities still face major barriers in schools in Zimbabwe due to wider structural impediments, lack of policy clarity and social acceptance. While some support for disability inclusion has been provided to special schools under TEACH through assistive devices and resource centres (with support from UNICEF), TEACH did not fully account for the barriers hindering GEDSI integration. MoPSE confirmed (KII) that there is a need for more specialised training in areas such as visual, hearing, and learning disabilities, and mental health. For instance, only one TTC offers specialised education for learners with diverse needs, making in-service training essential (but under-funded). Schools often lack teachers trained in inclusive skills like braille (“*gaps in human capital development in this area are quite glaring*”, ECOZI). Heads and PEDs consulted for the evaluation, across multiple provinces, confirmed that while some schools used remedial strategies and braille, support was often informal and inconsistent (rather than part of a structured system), with satellite schools furthermore lacking specialised teachers, resource units, assistive devices, and accessible infrastructure. Persistent cultural norms (reported in Matabeleland South and Masvingo) also limited progress on improving learning outcomes: “*Even if I include the child, the others still laugh or don’t want to sit with them*”. The solutions most frequently voiced across all stakeholder groups were further investment in providing inclusive education training and building community sensitisation (interviews with DSIs, PEDs, head teachers, and parents). Stakeholders such as ECOZI also noted that (despite some progress under TEACH) major challenges on disability inclusion persist due to poor alignment across ministries and partners. Going forward, it was suggested that the training and deployment of adequate specialised teachers for PwFD requires more coordinated planning by the education ministries and other relevant government actors. At the systems level, GEDSI commitments remain to be institutionalised across government policy and programming, for example through the approval of the revised Inclusive Education Policy updates to the CPD Framework and will require sustained effort and influence from the new GEDSI governance structures and leveraging of cross-sector partnerships.

5.11. Management of the evaluation

For this study, our core team consisted of Mr. Jonathan France (Team Leader), Ms. Anupama Ramaswamy (Quality Assurance Lead), Mr. Marc Tully (Impact Evaluation Specialist), Dr. Roswitta Gatsi (Education Sector Specialist), Dr. Nisrine Mansour (Gender, Equality, Disability and Social Inclusion Expert), Mr. Atul Mohan (Project Manager and Qualitative Evaluator), Ms. Geetanjali Jha (Research Associate – Qualitative Research), Ms. Manar Zaki (Evaluator – Impact Evaluation), Mr. Sean Robert (Quantitative Specialist) and Mr. Gideon Gavera (Data Collection Supervisor). The experts being together 3 teams – Athena Infonomics (the lead organisation), Consilinet Research (the quantitative analysis and data collection partner) and JIMAT Consult (Zimbabwe based local partner). The team is supported by researchers, enumerators, and field-staff, under Mr. Gideon Gavera’s guidance, to support the respondent outreach and data collection activity. The below figure and table provide an overview of the team structure and responsibilities of team members.

Figure 38: Team structure and designations

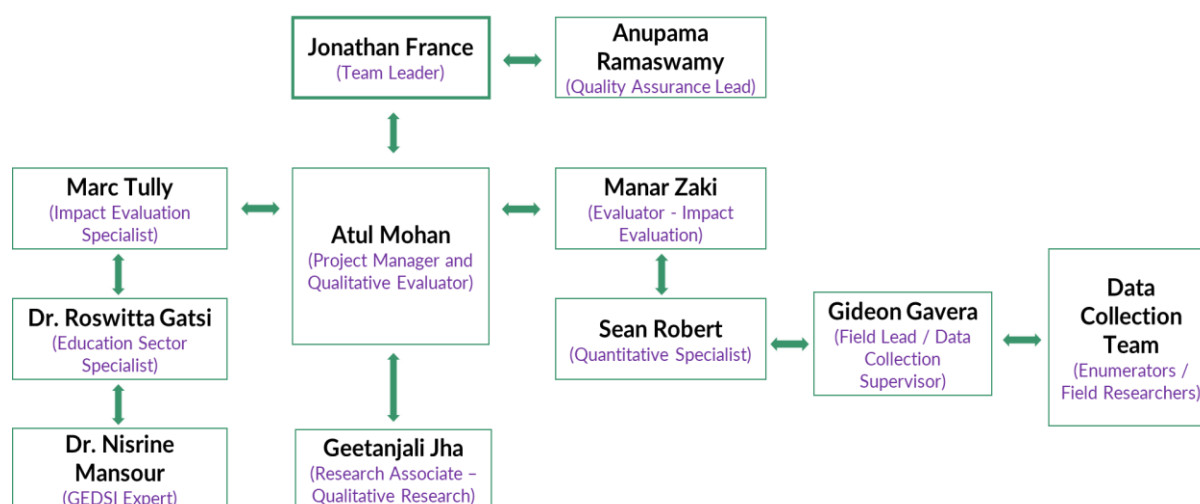


Table 12: Team Roles and Responsibilities

Role	Expert	Key Responsibilities
Team Leader	Jonathan France	Overall leadership of the evaluation
Education Sector Specialist / Deputy Team Lead	Dr. Roswitta Gatsi	Support overall evaluation and provide expertise in education and Zimbabwe context.
Impact Evaluation Specialist	Marc Tully	Lead the design of the impact evaluation. Guide analysis and support report writing.

Evaluator – Impact Evaluation	Manar Zaki	Support the impact evaluation component of the assignment
Project Manager and Qualitative Evaluator	Atul Mohan	Manage project delivery. Lead qualitative analysis.
Gender Equality, Disability and Social Inclusion (GEDSI) Specialist	Dr. Nisrine Mansour	Enabling focus on GEDSI principles in design and analysis.
Quantitative Specialist	Sean Robert	Support quantitative research design and analysis
Research Associate	Geetanjali Jha	Support literature review and qualitative analysis
Data Collection Supervisor / Field Lead	Gideon Gavera	Supervise all fieldwork and data collection activities.
Quality Assurance Lead	Anupama Ramaswamy	Oversee quality of evaluation design, analysis, and all deliverables.

5.12. Data Collection Tools

5.12.1. Learner Survey

<i>enum_name</i>		
select one		
1	John Doe	
<i>enum_id</i>		
select one		
1	1	
Note:	Survey with Learner	
<i>province</i>	Select the province	
select one		
1	Manicaland	
2	Mashonaland Central	
3	Mashonaland East	

4	Mashonaland West	
5	Masvingo	
6	Matabeleland North	
7	Matabeleland South	
8	Midlands	
<i>district</i>	Select the district	
select one		
1	Nyanga	
2	Makoni	
3	Buhera	
4	Chipinge	
5	Chimanimani	
6	Mutare Rural	
7	Garuve	
8	Mazowe	
9	Mbire	
10	Mt. Darwin	
11	Rushing	
12	Chikomba	
13	Hwedza	
14	Mudzi	
15	Mutoko	
16	UMP	
17	Chegutu	
18	Kariba	
19	Hurungwe	
20	Makonde	

21	Sanyati	
22	Chivi	
23	Gutu	
24	Mwenezi	
25	Zaka	
26	Bubi	
27	Lupane	
28	Nkayi	
29	Tsholotsho	
30	Umguzo	
31	Beitbridge	
32	Bulilima	
33	Mangwe	
34	Matobo	
35	Insiza	
36	Gwanda	
37	Umzingwane	
38	Gokwe North	
39	Gokwe South	
40	Kwekwe	
41	Mberengwa	
42	Shurugwi	
<i>type</i>	Select the school type	
select one		
1	Primary	
2	Secondary - O Level	
<i>type</i>	Is this a satellite school?	

select one		
0	No	
1	Yes	
<i>emis_code</i>	Select the emis ID of the school	
select one		
1	1	
2	2	
<i>school_name</i>	Select the School name	
select one		
1	Primary School 1	
2	Primary School 2	
<i>consent</i>	<p>Hello. My name is $\\${enu_name}$, and I work for JIMAT Consulting. We are helping the FCDO do an evaluation of the TEACH programme. This programme wants to help improve access to education in Zimbabwe.</p> <p>For this study, we would like to ask you some questions about your experience at school. We won't tell your teachers, parents, or any other students about your answers. If you want to stop at any time, that's also fine, you can just let me know.</p> <p>Do you agree to continue with the survey?</p>	
select one		

	No	
0		
	Yes	
1		
Note:	The student did not consent. We cannot proceed with the survey. Please select another student to administer the survey.	`\${consent}=0`
<i>Begin Group: consent_group</i>		`\${consent}=1`
Note:	First, I want to know a few things about you.	
<i>gender</i>	Student's gender	
select one		
1	Male	
2	Female	
<i>age</i>	How old are you?: _____ (integer input) Hint: If the student doesn't know their age, type '98'	
<i>year</i>	What year (grade) are you in?	
select one		
1	Grade 7	
2	Form 4	
<i>language</i>	What language do you normally speak at home?	
select multiple		
1	English	
2	Chewa	
3	Chibarwe	
4	Kalanga	
5	Koisan	
6	Nambya	
7	Ndau	

	8	Ndebele	
	9	Shangani	
	10	Shona	
	11	Sotho	
	12	Tonga	
	13	Tswana	
	14	Venda	
	15	Xhosa	
	97	Other	
<i>text input</i>		Please specify other	selected(\${language},'97')
<i>interview_language</i>		Enumerator: What language will you use for this child?	
select one			
	1	English	
	2	Chewa	
	3	Chibarwe	
	4	Kalanga	
	5	Koisan	
	6	Nambya	
	7	Ndau	
	8	Ndebele	
	9	Shangani	
	10	Shona	
	11	Sotho	
	12	Tonga	
	13	Tswana	
	14	Venda	

	Xhosa	
15		
97	Other	
<i>text input</i>	Please specify other	`\${interview_language} = 97`
<i>Begin Group: ss_group1</i>		
<i>walk_time</i>	How long does it take for you to go to school?	
select one		
1	Less than 30 minutes	
2	30 minutes to 1 hour	
3	1 hour to 2 hours	
4	More than 2 hours	
98	Don't know	
<i>transport_school</i>	Do you use any mean of transportation to go to school?	
select one		
1	Yes	
2	No, I walk	
<i>transport_school</i>	What mean of transportation do you use?	`\${transport_school}=1`
select one		
1	Public transportation	
2	Private means of my family/friends	
<i>school_open</i>	<p>How many days was this school open last week? (last Monday - Friday): _____ (integer input) Hint: A school may not be open if there was a holiday, a natural disaster, etc. A school can be open between 0 and 5 days in the week. If the student doesn't know, type '98'.</p>	

How many days of school did you miss last week? (last Monday - Friday)		
<i>student_attend</i>	What were the reasons why you missed school last week? (last Monday - Friday)	
<i>student_attend_reason</i>		$\\${student_attend}>0$
<i>select multiple</i>		
1	Illness	
2	Household chores or caring for people in household	
3	Farm work	
4	Attending funeral, wedding, or other ceremony	
5	Working for money (not on farm, and not on family business)	
6	Helping household with business	
7	Did not have school materials or uniform	
8	Did not want to go to school	
9	Natural disaster (rains, fires, etc.)	
10	School was closed	
11	Teacher was absent	
12	Parents/relatives did not want student to attend	
97	Other	
98	Don't know	
99	Refuse to answer	
<i>text</i>	Please specify other	$selected(\\${student_attend_reason},'97')$
<i>repeat</i>	Have you ever repeated a grade?	
<i>select one</i>		
0	No	
1	Yes	
99	Refused to answer	

<i>repeat</i>	Which grade(s) have you repeated?	#{repeat}=1
1	Grade 1 - Primary	
2	Grade 2 - Primary	
3	Grade 3 - Primary	
4	Grade 4 - Primary	
5	Grade 5 - Primary	
6	Grade 6 - Primary	
7	Grade 7 - Primary	
8	Form 1 - O Level	
9	Form 2 - O Level	
10	Form 3 - O Level	
11	Form 4 - O Level	
<i>consider_drop</i>	Have you ever considered skipping or dropping out of school in the past year?	
<i>select one</i>		
0	No	
1	Yes	
<i>drop_cons_reason</i>	What were the main reasons you considered dropping out?	#{consider_drop}=1
<i>select multiple</i>		
1	Family reasons	
2	Financial difficulties	
3	Too much time to reach school	
4	Poor quality teachers	
5	Lessons too difficult to me	
6	Lack of learning materials	
7	Poor Quality of School Facilities	

	8	Safety Issues at School	
	9	Safety Issues outside the School	
	97	Other	
	99	Refused to Answer	
<i>text</i>		Please specify other	selected(\${drop_cons_reason},'97')
<i>dropout</i>		In the past, did you drop out of school?	
select one			
	0	No	
	1	Yes	
<i>dropout_yes</i>		What grade were you in when you dropped out?	\${dropout}=1
select one			
	1	Grade 1 - Primary	
	2	Grade 2 - Primary	
	3	Grade 3 - Primary	
	4	Grade 4 - Primary	
	5	Grade 5 - Primary	
	6	Grade 6 - Primary	
	7	Grade 7 - Primary	
	8	Form 1 - O Level	
	9	Form 2 - O Level	
	10	Form 3 - O Level	
	11	Form 4 - O Level	
<i>dropout_reason</i>		What was the main reason you dropped out?	\${dropout}=1
select multiple			
	1	Family reasons	
	2	Financial difficulties	

	Distance to school	
3		
4	Poor quality teachers	
5	Lessons too difficult to me	
6	Lack of learning materials	
7	Poor Quality of School Facilities	
8	Safety Issues at School	
9	Safety Issues outside the School	
97	Other	
99	Refused to Answer	
<i>text</i>	Please specify other	selected(\${dropout_reason},'97')
<i>classmates_drop</i>	Do you know classmates who have dropped out of school this year?	
select one		
0	No	
1	Yes	
<i>drop_class_nr</i>	How many classmates you know have dropped out this year?	\${classmates_drop}=1
<i>classmates_drop_reason</i>	What was the most common reason given by your classmate(s) for dropping out?	\${classmates_drop}=1
select one		
1	Family reasons	
2	Financial difficulties	
3	Distance to school	
4	Poor quality teachers	
5	Lessons too difficult to me	
6	Lack of learning materials	
7	Poor Quality of School Facilities	

	8	Safety Issues at School	
	9	Safety Issues outside the School	
	97	Other	
	99	Refused to Answer	
<i>text</i>		Please specify other	selected({classmates_drop_reason},'97')
<i>programme_drop</i>		Does your school have any activities to support students at risk of dropping out of school?	
select one			
	0	No	
	1	Yes	
	98	Don't know	
<i>improve_eng_write</i>		Have your english writing skills improved this year?	
select one			
	1	No, it worsened	
	2	No, it stayed the same	
	3	Yes, a little	
	4	Yes, a lot	
	97	Don't Know	
<i>improve_eng_read</i>		Have your english reading skills improved this year?	
select one			
	1	No, it worsened	
	2	No, it stayed the same	
	3	Yes, a little	
	4	Yes, a lot	
	97	Don't Know	

<i>improve_read_reason</i>	Why do you think your english reading skills did improve?	$\{improve_eng_read\}=3$ OR $\{improve_eng_read\}=4$
select multiple	<i>Hint: Do not read the options, let the student answer and select all that apply</i>	
1	Lessons are interesting	
2	Teachers support me	
3	I practice at home	
4	I receive support from family and friends	
5	I have access to good learning materials	
6	I am focused/motivated because it is the last year of Primary/O-level secondary	
97	Other	
<i>text</i>	<i>Please specify other</i>	<code>selected(\{improve_read_reason\},'97')</code>
<i>noimprove_write_reason</i>	Why do you think your english writing skills did improve?	$\{improve_eng_write\}=3$ OR $\{improve_eng_write\}=4$
select multiple	<i>Hint: Do not read the options, let the student answer and select all that apply</i>	
1	Lessons are interesting	
2	Teachers support me	
3	I practice at home	
4	I receive support from family and friends	
5	I have access to good learning materials	
6	I am focused/motivated because it is the last year of Primary/O-level secondary	
97	Other	
<i>text</i>	<i>Please specify other</i>	<code>selected(\{improve_write_reason\}, '97')</code>
<i>noimprove_write_reason</i>	Why do you think your english writing skills did not improve?	$\{improve_eng_write\}<3$
select multiple	<i>Hint: Do not read the options, let the student</i>	

	<i>answer and select all that apply</i>	
1	Lessons are difficult to understand	
2	Teachers do not explain clearly	
3	Teachers are often absent	
4	Not enough textbooks or learning materials	
5	I was frequently absent from school	
6	Classes are overcrowded	
7	Lack of support at home	
8	Lack of interest or motivation	
97	Other	
<i>other</i>	<i>Please specify other</i>	selected({noimprove_write_reason}, '97')
<i>noimprove_read_reason</i>	Why do you think your english reading skills did not improve?	$\${improve_eng_read}<3$
select multiple	<i>Hint: Do not read the options, let the student answer and select all that apply</i>	
1	Lessons are difficult to understand	
2	Teachers do not explain clearly	
3	Teachers are often absent	
4	Not enough textbooks or learning materials	
5	I was frequently absent from school	
6	Classes are overcrowded	
7	Lack of support at home	
8	Lack of interest or motivation	
97	Other	
<i>other</i>	<i>Please specify other</i>	selected({noimprove_read_reason}, '97')
<i>improve_math</i>	Have your maths skills improved this year?	

select one		
1	No, it worsened	
2	No, it stayed the same	
3	Yes, a little	
4	Yes, a lot	
97	Don't Know	
<i>improve_math_reason</i>	Why do you think your math skills did improve?	$\${improve_math}=3$ OR $\${improve_math}=4$
select multiple	<i>Hint: Do not read the options, let the student answer and select all that apply</i>	
1	Lessons are interesting	
2	Teachers support me	
3	I practice at home	
4	I receive support from family and friends	
5	I have access to good learning materials	
6	I am focused/motivated because it is the last year of Primary/O-level secondary	
97	Other	
<i>text</i>	<i>Please specify other</i>	<code>selected(\\${improve_math_reason}, '97')</code>
<i>noimprove_math_reason</i>	Why do you think your math skills did not improve?	$\${improve_math}<3$
select multiple	<i>Hint: Do not read the options, let the student answer and select all that apply</i>	
1	Lessons are difficult to understand	
2	Teachers do not explain clearly	
3	Teachers are often absent	
4	Not enough textbooks or learning materials	
5	I was frequently absent from school	

	Classes are overcrowded	
6		
	Lack of support at home	
7		
	Lack of interest or motivation	
8		
	Other	
97		
<i>text</i>	<i>Please specify other</i>	<code>selected({noimprove_math_reason}, '97')</code>
<i>future_enrol</i>	After completing this year, do you plan to continue your education to the next level (e.g., secondary school after Grade 7, or A-level after Form 4)?	
<i>select one</i>		
	No	
0		
	Yes	
1		
	Don't know	
98		
<i>support_study_yes</i>	Do you think you will need support to continue your education?	<code>#{future_enrol}>0</code>
<i>select multiple</i>		
	No	
0		
	Yes	
1		
	Don't Know	
98		
<i>support_type</i>	What support would you need most to continue your education?	<code>#{support_study_yes}=1</code>
<i>select multiple</i>		
	Financial Support to Pay Fees	
1		
	Easier way to get to school	
2		
	Extra help with schoolwork	
3		
	Support from family	
4		
	Career Guidance	
5		
	Other	
97		

<i>text</i>	<i>Please specify other</i>	selected({support_type}, '97')
<i>no_enrol_why</i>	Why do you not plan to continue?	#{future_enrol}=0
select multiple		
1	Need to work	
2	School fees too high	
3	School too far away	
4	Not interested in further studies	
5	Family does not support further education	
97	Other	
<i>End Group: ss_group1</i>		
<i>Begin Group: ss_group2</i>		
Note:	Now I want to ask you a few questions about your classes and teachers.	
<i>class_size</i>	Do you feel the number of students in your class is the right one to learn properly?	
select one		
0	No, there are too many students, it's hard to learn	
1	Yes, I can learn well	
<i>textbooks_share</i>	In your classroom, are textbooks usually shared or would each child use a separate textbok?	
select one		
1	Usually shared	
2	Each child uses their own textbook	
98	Don't know	
<i>integer</i>	How many children you usually share a textbook with?	
	Do you think that in this school year you have	

	more access to textbooks and learning materials than before?	
select one		
0	No	
1	Yes	
98	Don't Know	
<i>teaching1</i>	Do your teachers make you feel welcome in your classes?	
select one		
0	No	
1	Yes	
99	Refused to answer	
<i>teaching2</i>	How many days a week there is at least one teacher missing from your class?	
select one		
0	0 / Never	
1	1	
2	2	
3	3	
4	4	
5	5 / Every day	
<i>teaching3</i>	How many days a week there is at least one teacher starting class late?	
select one		
0	0 / Never	
1	1	
2	2	

	3	3
	4	4
	5	5 / Every day
<i>teaching4</i>	Do you feel that teachers have prepared well before your lessons?	
select one		
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
99	Refuse to answer	
<i>teaching5</i>	Do your teachers clearly explain what you will learn at the beginning of each lesson?	
select one		
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
99	Refuse to answer	
<i>teaching6</i>	Do your teachers summarize or repeat key points at the end of each lesson?	
select one		
1	Always	
2	Sometimes	
3	Rarely	

	4	Never	
	99	Refuse to answer	
<i>teaching7</i>		Do your teachers explain how the things you are learning will be useful to you in your life?	
select one			
	1	Always	
	2	Sometimes	
	3	Rarely	
	4	Never	
	99	Refuse to answer	
<i>teaching8</i>		Do your teachers encourage students to participate during lessons, for example by answering and asking questions?	
select one			
	1	Always	
	2	Sometimes	
	3	Rarely	
	4	Never	
	99	Refuse to answer	
<i>teaching9</i>		Do your teachers help you when you have difficulties understanding lessons?	
select one			
	1	Always	
	2	Sometimes	
	3	Rarely	
	4	Never	

	99	Refuse to answer	
<i>teaching10</i>		Do your teachers make students work in group during lessons?	
	select one		
	1	Always	
	2	Sometimes	
	3	Rarely	
	4	Never	
	99	Refuse to answer	
<i>teaching10</i>		Do your teachers use engaging games and excercises during lessons?	
	select one		
	1	Always	
	2	Sometimes	
	3	Rarely	
	4	Never	
	99	Refuse to answer	
<i>punish1</i>		Do your teachers discipline or punish students who get things wrong in a lesson?	
	select one		
	0	No	
	1	Yes	
	99	Refused to answer	
<i>punish2</i>		Do your teachers use physical punishment against students? (caning, hitting)	$\${punish1} = 1$
	select one		
	0	No	

1	Yes	
99	Refused to answer	
<i>punish3</i>	Do your teachers shout or yell at students who get things wrong in a lesson or who are not focused during a lesson?	
select one		
0	No	
1	Yes	
99	Refused to answer	
<i>teaching2</i>	Do your teachers treat boys and girls differently in your classes?	
select one		
0	No	
1	Yes	
99	Refused to answer	
<i>gender1</i>	Do your teachers ask more questions to:	
select one		
1	Boys	
2	Girls	
3	Equally to boys and girls	
96	Not applicable (class only has one gender)	
98	Don't know	
<i>gender2</i>	Do your teachers ask harder questions to:	
select one		
1	Boys	
2	Girls	

	Equally to boys and girls	
3		
96	Not applicable (class only has one gender)	
98	Don't know	
<i>gender2</i>	Do your teachers provide more feedback to:	
1	Boys	
2	Girls	
3	Equally to boys and girls	
96	Not applicable (class only has one gender)	
98	Don't know	
<i>End Group: ss_group2</i>		
<i>Begin Group: ss_group3</i>		
Note:	Now I want to ask you some questions about your lessons.	
<i>enjoy_eng</i>	Do you enjoy your English lessons?	
select one		
0	No	
1	Yes	
<i>enjoy_maths</i>	Do you enjoy your maths lessons?	
select one		
0	No	
1	Yes	
<i>lessons1</i>	Do English lessons go at a good speed for you? Are they:	
select one		
1	Too fast	
2	Too slow	
3	Just right	

<i>lessons2</i>	Do maths lessons go at a good speed for you? Are they:	
select one		
1	Too fast	
2	Too slow	
3	Just right	
<i>confident1</i>	Do you feel confident answering questions in your English classes?	
select one		
0	No	
1	Yes	
<i>confident2</i>	Do you feel confident answering questions in your maths classes?	
select one		
0	No	
1	Yes	
<i>End Group: ss_group3</i>		
<i>Begin Group: ss_group4</i>		
Note:	Now I want to ask a few questions about how you learn at home.	
<i>books</i>	Do you have books to read at home?	
select one		
0	No	
1	Yes	
<i>homework</i>	Do your parents/caregivers help you with homework?	
select one		
0	No	
1	Yes	

<i>chores1</i>	Do you do chores at home not including farm work?	
select one		
0	No	
1	Yes	
<i>chores2</i>	Normally, how much time do you spend doing chores in one day?	`\${chores1} = 1
select one		
1	Less than one hour	
2	1-2 hours	
3	2-4 hours	
4	More than 4 hours	
98	Don't know	
<i>farm1</i>	Do you help your family with farm work?	
select one		
0	No	
1	Yes	
<i>farm2</i>	Normally, how much time do you spend doing chores in one day?	`\${farm1} = 1
select one		
1	Less than one hour	
2	1-2 hours	
3	2-4 hours	
4	More than 4 hours	
98	Don't know	
<i>chores3</i>	During this school year, have you ever been late to school or had to leave school early	`\${chores1} = 1 or `\${farm} = 1

	because you had to do chores or farm work?	
select one		
0	No	
1	Yes	
<i>chores3_freq</i>	How often have you been late to school or had to leave early because you had to do chores or farm work?	`\${chores3} = 1`
select one		
1	More than once per week	
2	Once per week	
3	Less than once per week but more than once per month	
4	Once per month	
5	Less than once per month	
<i>chores4</i>	During this school year, have you ever missed an entire day of school because you had to do chores or farm work?	`\${chores1} = 1 or \${farm} = 1`
select one		
0	No	
1	Yes	
<i>chores4_freq</i>	How often have you missed school because you had to do chores or farm work?	`\${chores4} = 1`
select one		
1	More than once per week	

2	Once per week	
3	Less than once per week but more than once per month	
4	Once per month	
5	Less than once per month	
<i>End Group: ss_group4</i>		
<i>Begin Group: ss_group5</i>		
Note:	Lastly, I want to ask a few more questions about you.	
<i>disability1</i>	Do you have difficulty seeing?	
select one	Read Answer Options (except for "Don't Know" and "Refused to Answer")	
1	No, no difficulty	
2	Yes, some difficulty	
3	Yes, a lot of difficulty	
4	Cannot do at all	
98	Don't know	
99	Refused to Answer	
<i>disability2</i>	Do you wear glasses?	
select one		
0	No	
1	Yes	
<i>disability3</i>	When wearing your glasses, do you still have difficulty seeing?	#{disability2} = 1
select one	Read Answer Options (except for "Don't Know" and "Refused to Answer")	
1	No, no difficulty	
2	Yes, some difficulty	
3	Yes, a lot of difficulty	
4	Cannot do at all	

	Don't know	
98		
	Refused to Answer	
99		
<i>disability4</i>	Do you have difficulty hearing sounds, like people's voices or music?	
select one	Read Answer Options (except for "Don't Know" and "Refused to Answer")	
1	No, no difficulty	
2	Yes, some difficulty	
3	Yes, a lot of difficulty	
4	Cannot do at all	
98	Don't know	
99	Refused to Answer	
<i>disability5</i>	Do you have difficulty walking or climbing steps?	
select one	Read Answer Options (except for "Don't Know" and "Refused to Answer")	
1	No, no difficulty	
2	Yes, some difficulty	
3	Yes, a lot of difficulty	
4	Cannot do at all	
98	Don't know	
99	Refused to Answer	
<i>disability6</i>	Do you have difficulty remembering or concentrating, even on activities that you enjoy doing?	
select one	Read Answer Options (except for "Don't Know" and "Refused to Answer")	
1	No, no difficulty	
2	Yes, some difficulty	

	3	Yes, a lot of difficulty	
	4	Cannot do at all	
	98	Don't know	
	99	Refused to Answer	
<i>disability7</i>		Do you have difficulty with self-care, such as washing all over or dressing?	
<i>select one</i>		Read Answer Options (except for "Don't Know" and "Refused to Answer")	
	1	No, no difficulty	
	2	Yes, some difficulty	
	3	Yes, a lot of difficulty	
	4	Cannot do at all	
	98	Don't know	
	99	Refused to Answer	
<i>disability8</i>		Using your first language, do you have difficulty communicating, for example understanding or being understood?	
<i>select one</i>		Read Answer Options (except for "Don't Know" and "Refused to Answer")	
	1	No, no difficulty	
	2	Yes, some difficulty	
	3	Yes, a lot of difficulty	
	4	Cannot do at all	
	98	Don't know	
	99	Refused to Answer	
<i>End Group: ss_group5</i>			
<i>cwd_classmate</i>		Are there any children having difficulties seeing, hearing,	

	walking, concentrating, or communicating)	
select one		
0	No	
1	Yes	
<i>Begin Group: CwD</i>		$\${cwd_classmate}=1$ or $\${disability1}<3$ or $\${disability3}<3$ or $\${disability4}<3$ or $\${disability5}<3$ or $\${disability6}<3$ or $\${disability7}<3$ or $\${disability8}<3$
<i>encourage_cwd</i>	Do your teachers encourage students with difficulties to participate in class activities?	
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
99	I don't know	
<i>cwd_extra_help</i>	Do your teachers provide extra help and adapt their teaching methods to students with difficulties when needed?	
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
99	I don't know	
<i>cwd_resources</i>	Have you seen teachers using special resources to help students with difficulties learn better?	
1	Always	
2	Sometimes	
3	Rarely	
4	Never	
99	I don't know	
<i>End Group: CwD</i>		

End Group: consent_group

5.12.2. PwFD Survey

consent		
Hello. My name is \${enum_name}, and I work for JIMAT Consulting. We are helping the FCDO do an evaluation of the TEACH programme. This programme wants to help improve access to education in Zimbabwe.		
For this study, we would like to ask you some questions about your experience at school. We won't tell your teachers, parents, or any other students about your answers. If you want to stop at any time, that's also fine, you can just let me know.		
Do you agree to continue with the survey?		
select one		
0	No	
1	Yes	
Note:	The student did not consent. We cannot proceed with the survey. Please select another student to administer the survey.	
Begin Group: consent_group		
gender		
Select the gender of the student		
select one		
1	Male	
2	Female	
age		
How old are you?		
language		
What language do you normally speak at home?		
select multiple		
1	English	
2	Chewa	
3	Chibarwe	
4	Kalanga	
5	Koisan	
6	Nambya	
7	Ndau	
8	Ndebele	
9	Shangani	
10	Shona	
11	Sotho	
12	Tonga	
13	Tswana	
14	Venda	

	15	Xhosa	
	16	Sign language	
	97	Other	
<i>text input</i>	Please specify other		
<i>interview_language</i>	Enumerator: What language will you use for this child?		
select one			
	1	English	
	2	Chewa	
	3	Chibarwe	
	4	Kalanga	
	5	Koisan	
	6	Nambya	
	7	Ndau	
	8	Ndebele	
	9	Shangani	
	10	Shona	
	11	Sotho	
	12	Tonga	
	13	Tswana	
	14	Venda	
	15	Xhosa	
	97	Other	
<i>text input</i>	Please specify other		
<i>welcome_school</i>	Do you feel happy and welcome at your school?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>staff_supportive</i>	Are teachers and school staff helpful and supportive when you need assistance?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>school_facilities_access</i>	Does your school have facilities (such as ramps, toilets, classrooms) that you can easily access and use?		
select one			
	1	Yes, fully accessible	
	2	Some facilities accessible	
	3	Not accessible at all	

<i>community_fair</i>	Did you attend a school community fair during the last year?	
select one		
0	No	
1	Yes	
99	Refuse to answer	
<i>community_fair_help</i>	Did you find the information or services offered helpful?	#{community_fair}=1
select one		
0	No	
1	Yes	
99	Refuse to answer	
<i>useful_why</i>	What aspect(s) of the fair did you find most helpful?	#{community_fair_help}=1
select multiple	select all that apply	
1	Talking with teachers or counselors	
2	Meeting other students with functional disabilities	
3	Health check-up and getting tips on health from doctors	
4	Knowing about useful helpful learning tools	
5	Knowing about enrollment procedures	
97	Other	
<i>text input</i>	Please specify other	selected(#{useful_why}, '97')
<i>useful_nowhy</i>	why you did not find the fair useful?	#{community_fair_help}=0
select multiple	select all that apply	
1	I did not understand the information provided	
2	It was too crowded/confusing	
3	I did not feel welcome	
4	I was not able to ask questions	
5	I already knew most of the information shared	
97	Other	
<i>text input</i>	Please specify other	selected(#{useful_nowhy}, '97')
<i>teacher_understand</i>	Do you feel your teachers understand your special learning needs?	
select one	Read the options out loud (Except for refuse to answer)	
1	Yes, all of them	
2	Yes, many of them	
3	Few of them	
4	None of them	
99	Refused to Answer	
	Do your teachers use teaching methods or materials that make it easier for you to understand lessons?	
select one	Read the options out loud (Except for refuse to answer)	
1	Yes, all of them	

	2	Yes, many of them	
	3	Few of them	
	4	None of them	
	99	Refused to Answer	
<i>special_learning_materials</i>	At school, do you have access to additional learning materials or resources that help you learn?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>participate_activities</i>	Do you participate in school activities (games, events, group work) as much as you'd like?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>safe_bullying_comm</i>	Do you feel safe from bullying in your community?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>safe_bullying_school</i>	Do you feel safe from bullying at your school?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>safe_unfair_comm</i>	Do you feel safe from unfair treatment (other than bullying) in your community?		
select one	Read the options out loud (Except for refuse to answer)		
	1	Yes, always	
	2	Sometimes	
	3	Rarely	

	4	No, never	
	99	Refused to Answer	
<i>safe_unfair_school</i>		Do you feel safe from unfair treatment (other than bullying) at your school?	
select one		Read the options out loud (Except for refuse to answer)	
	1	Yes, always	
	2	Sometimes	
	3	Rarely	
	4	No, never	
	99	Refused to Answer	
<i>report_bully</i>		If someone treats you unfairly or bullies you at school, do you know who to talk to or how to report it?	
select one			
	1	Yes, I know who to report	
	2	I have some idea but not completely sure	
	3	No, I don't know who to report	
<i>report_person</i>		Who do you think you can report to?	
select multiple		<i>Hint: Select all that apply</i>	
	1	A teacher	
	2	The school head or deputy head	
	3	School counselor or guidance teacher	
	4	A parent or family member	
	5	A trusted friend at school	
	6	Community leader	
	97	Other (please specify)	
<i>report_comfort</i>		How comfortable you would feel to report to the selected channel(s)?	
select one		Read the options out loud (Except for refuse to answer)	
	1	Not comfortable at all	
	2	Not very comfortable	
	3	Somehow comfortable	
	4	Very comfortable	
	99	Refuse to answer	
<i>text input</i>		Please specify other	
<i>text input</i>		What are important changes you would like to see at your school that would improve your learning experience?	
<i>End Group: consent_group</i>			

5.12.3. KII tool for PEDs

KII with MoPSE Provincial Education Office Director

Hello. My name is ____, and I work for JIMAT Consulting. We are conducting a study on behalf of the UK's Foreign Commonwealth and Development Office for the TEACH programme in Zimbabwe. The TEACH programme has worked with the Ministry of Primary and Secondary

Education and has supported schools with activities such as Teacher Professional Development training, School Improvement Grants, Solarisation, community engagement and support for school inspections and monitoring. We aim to assess the impact of the TEACH programme on learning outcomes in Zimbabwe, and particularly its effectiveness in reaching all learners, including girls, pupils with functional difficulties (PwFD) and other vulnerable learners. Your insights will help us understand the programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a MoPSE official. This discussion will take no more than 1 hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

[Note for the interviewer:

- All questions posed to the respondent that is related to provincial and district level, P3/S3/Satellite schools will correspond to TEACH intervention areas only
- This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of MOPSE. Hence, please skip the questions that are already answered by the respondent in the preceding questions]

Introductory Questions:

1. Would you please briefly describe your roles and responsibilities at the MOPSE provincial/district office?
2. FCDO's TEACH programme has been operating in this province/district since 2019. Can you describe the different components of the programme that have been active in this province, as far as you are aware of them?

Activity prompt:

- *EDT-led teacher professional development (in foundational literacy and numeracy) and training of head teachers;*
- *UNICEF School Improvement Grants (SIG Regular);*
- *Solarisation;*
- *School community fairs (UNICEF);*
- *Parent engagement in ECD (UNICEF);*
- *School inspection/monitoring visits (EDT/MoPSE) - including support through receiving FUEL (UNICEF);*
- *EMIS data collection and reporting*

- *Other TEACH activities (potentially active in the district): Think Equal and Plan International SAGE for out-of-school girls*

Probes: number of schools targeted in province/district

3. For those activities mentioned, please describe the roles and involvement of MOPSE in each relevant component of the TEACH programme?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind?

4. In this province/district, how have trends in **access to education** changed over the last 3 years?

PROBES: what have been the broad trends in: school enrolment; primary (Grade 7) completion rate; transition rate from Primary to Secondary education; and Form 4 drop-out rate. Which of these indicators have improved/not improved over the period? What evidence supports this? (e.g. district records, EMIS data, school inspections, anecdotal reports)

5. What specific trends have you seen for i) girls compared with boys, and ii) learners with disabilities?

6. What do you believe accounts for any increases, decreases, or stagnation in these indicators of education access, in the past three years?

PROBES: Any differences across P3/S3 and Satellite schools? What education policies, school interventions and/or socio-economic-cultural factors do you think have had the biggest influence on these trends? Based on your observations, has the TEACH programme made any substantial contributions to these trends, and if so, how?

7. How have **learning outcomes in literacy and numeracy** (at Grade 7 and Form 4 levels) in this province/district evolved over the past three years?

PROBES: What evidence supports this? (e.g. district records, EMIS data, school inspections, anecdotal reports)

8. What changes have been seen in learning outcomes for i) girls compared with boys, and ii) learners with disabilities?

9. Which factors do you believe have contributed most to improvements (or hindered improvements) in test scores or pass rates, in the past three years?

PROBES: Any differences across P3/S3 and Satellite schools? What education policies, school interventions or socio-economic-cultural factors do you think have had the biggest influence on these trends? Based on your observations, has the TEACH programme made any substantial contributions to these trends, and if so, how?

10. Do you see any significant differences between TEACH and non-TEACH schools in your province/district, and why/why not?

Probes: beyond TEACH, what other external education programmes or funding have benefited schools in your province/district - e.g. other MoPSE grants and programmes, SIGs – WASH and complementary, GPE, other NGO (World Vision, Camfed etc.) or private sector support? How have these programmes contributed to changes in learning outcomes or access to education compared with TEACH? Explore synergies/added value from TEACH versus any duplication.

11. Are there any groups of learners or types of schools (e.g., PwFD, girls, remote communities, Primary vs Secondary school, Satellite Schools) that are still struggling in terms of access and/or pass rates? Why?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

12. [if know about **SIGs**] What changes, if any, have you observed in school learning/teaching materials, facilities and other resources in your province/district, due to the School Improvement Grants (Regular)? How do these changes differ by type of school (P3/S3/Satellite), if at all?

Probe: How do you know this (e.g. through involvement in SIG disbursement, school observations, monitoring/inspection results, or anecdotal evidence)? How do you know any changes are due to the SIGs? Have schools in the province/district received any other similar support for materials or facilities during this period? [If so] how do these differ from TEACH SIGs?

13. [if know about SIGs] Are you aware of specific support from SIGs for i) girls; and ii) pupils with functional disabilities?

14. [if know about SIGs] do you have any views on how SIGs could be better allocated, to support equitable access and improved learning?

Probe: Are there particular districts, schools or communities in this province/district that remain under-resourced despite TEACH interventions and SIGs? If so, how?

15. Are you aware of UNICEF-supported **community fairs** within your province/district? [If yes] what has been their role in improving equitable access to education (including in ECD A and B)?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

16. [If know about **TPD**] from your perspective, how has the TEACH TPD activity (delivered by Education Development Trust) contributed to improving teaching quality and/or school leadership in your province/district (if at all)?

Probes: How do you know this (e.g. through observation, school monitoring/inspection results)? Which districts in this province/schools in this district have shown greatest progress in overcoming challenges of inadequate teacher training and improving learning

outcomes, and why? Have the teachers in the province/district received any other similar training or resources to TEACH TPD, during this period? [If so] how do these differ from TEACH TPD?

17. Are you aware of whether TPD training has supported more inclusive teaching practices and school management (for benefit of girls and students with functional disability)? If so, how?

18. In your opinion, which aspects of TPD training and school leadership in your province/district could be improved, and how?

Probes: Are there any districts/schools where teaching quality and school leadership have remained stagnant or declined - despite the availability of TPD? If so, in your opinion, what are some of the major barriers faced in these areas?

EQ4 – Effectiveness and Sustainability: To what extent has the TEACH programme supported a more accountable learning environment?

19. We are also interested to understand how MOPSE, at the provincial/district level, ensures the quality of schooling as well as the accountability of its partners (such as UNICEF, EDT) in adhering to MOPSE's guidelines and their responsibilities. *How, and how often, are you involved in monitoring the schools in your province/district and evaluating the TEACH programme?*

*Probe: e.g. through involvement in the **inspection** of TEACH schools (check if district inspectors have received FUEL); conducting workshops/training programmes with TEACH implementing entities; monitoring the distribution and utilisation of regular SIGs and solarisation funds; role in collecting EMIS data etc. How often do you carry out these different activities at the level of each school or province/district? How often does each school in your province/district receive a school inspection? When did you last carry out an inspection?*

20. What improvements have been made/have you observed in MoPSE's school inspections, in the past five years?

Probe: How has the quality of school inspection reporting changed, and how? Have you seen any changes in how school reports and recommendations are actioned following an inspection? Can you provide examples of tangible improvements in schools following inspections facilitated by MoPSE?

21. What are the remaining gaps or challenges in carrying out and reporting on effective school inspections?

22. How has the collaboration between your provincial office and district offices changed to ensure the effectiveness of school inspections?

Probes: What coordination mechanisms are in place? Can you provide some examples? What have been the main challenges in coordinating with district offices in your provinces?

EQ6 – To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

23. Have you and colleagues in the provincial MoPSE office received any training, capacity-building sessions, or other resources from TEACH? If so what support, and when?
24. [If yes] how would you describe the effectiveness of that support in enhancing your knowledge and performance in areas like planning and budgeting, data analysis, research, monitoring, or addressing gender equality, disability, and social inclusion (GEDSI) concerns?
Probes: How has your office changed the way it uses data and evidence to guide decision-making as a result of any training or resources provided by TEACH?
25. What gaps in your skills and capacity as education officials remain?

EQ7. What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

26. Overall, which specific TEACH components do you think had the strongest impact and why? Which one(s) had the least impact and why? E.g. teacher capacity building, SIGs, solarisation, community fairs, ECD interventions etc.

Recommendations

27. In summary, and going forward, what is the key additional support required by schools and teachers in your province/district to improve effectiveness in delivering quality education?
Probes: for schools (e.g. additional infrastructure or resources), for teachers (e.g. specialised training, increased staff capacity, incentivisation, female teachers taking leadership roles).
28. What would specifically help enhance results for girls and children with functional disabilities? Do learners and family members require additional support or interventions to improve learning outcomes?
29. In your opinion, what is the key additional support required by provincial and district level MoPSE staff, to help improve student access and teacher effectiveness, and enhance learning outcomes in schools?

Closing remarks

30. Would you be comfortable to share any additional documents with us to strengthen our understanding? (Seek support on receiving any documents that comes up during the course of the interview that we could likely benefit from)
31. Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12. 4. KII tool for DSIs

KII with MoPSE District Education Officer/Inspector

Hello. My name is ____, and I work for JIMAT Consulting. We are conducting a study on behalf of the FCDO for TEACH programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as parents of a school student. This discussion will take no more than 1 hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

[Note for the interviewer:

- All questions posed to the respondent that is related to district level, P3/S3/Satellite schools will correspond to TEACH intervention areas only
- This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of MOPSE. Hence, please skip the questions that are already answered by the respondent in the preceding questions]

Introductory Questions:

1. Would you please briefly describe your roles and responsibilities at MOPSE district office?
2. FCDO's TEACH programme has been operating in this district since 2019. Can you describe the different components of the programme that have been active in this district?

(Activity prompt: SIG disbursement and management, solarisation, school monitoring, ECD efforts such as community fairs and parent engagements, capacity building of teachers)

Probes: duration, beneficiaries targeted, key stakeholders involved

3. Would you please describe the roles and activities of MOPSE in implementing, overseeing and/or monitoring components of the TEACH programme implemented in the district?
Probes: teacher capacity building, SIGs, school inspections, curriculum or policy implementation, M&E support, other technical support etc.
4. In this district, how have trends in access to education changed over the last 3 years?

PROBES: School enrolment, primary (Grade 7) completion rate, transition rate from Primary to Secondary education, Form 4 drop-out rates. What evidence supports this? (e.g. request to view district records or EMIS data)

5. What specific trends have you seen for i) girls compared with boys, and ii) learners with disabilities?
6. What do you believe accounts for any increases, decreases, or stagnation in these indicators, of access, in the past three years?
PROBES: Any differences across P3/S3 and Satellite schools? What policies, interventions or other socio-economic factors do you think have had the biggest influence on these trends?
7. How have learning outcomes in literacy and numeracy at Grade 7 and Form 4 levels in this province evolved over the past three years?
PROBES: What evidence supports this? (e.g. request to view district records or EMIS data)
8. What changes have been seen in learning outcomes for i) girls compared with boys, and ii) learners with disabilities?
9. Which factors do you believe have contributed most to improvements (or hindered improvements) in test scores or pass rates, in the past three years?
PROBES: Any differences across P3/S3 and Satellite schools? What policies, interventions or other socio-economic factors do you think have had the biggest influence on these trends?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind?

10. Based on your observations and any available data, has the TEACH programme contributed to any improvements in i) access to education for students; and ii) learning outcomes in your district - and if so, how?
Probes: Which specific TEACH components do you think had the strongest impact and how? Which one(s) had the least impact and why? E.g. teacher capacity building, SIGs, solarisation, community fairs, ECD interventions etc. Ask for specific examples or further evidence where available.
11. Are there any groups of learners and schools (e.g., PwFD, girls, remote communities, Primary vs Secondary school, Satellite Schools) for whom TEACH's contributions have been particularly significant?
12. Beyond TEACH, what other external education programmes or funding have benefited your province? In your view, how have these programmes contributed to changes in learning outcomes or access to education (compared with TEACH)?

Probe: other MoPSE grants and programmes, UNICEF, World Bank, GPE, GEC, other NGO or private sector support. Explore synergies with TEACH, complementing vs overlap with the TEACH programme.

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

13. [if know about SIGs] Under the supervision of MOPSE, how have regular School Improvement Grants (SIGs) been allocated and utilised in P3/S3/Satellite schools under TEACH (selection and utilisation criteria)? Have any schools received support on solarisation?

Probes: What changes have you observed in school infrastructure, learning/teaching materials, and teacher support from SIGs? How does this differ by type of school?

14. [if know about SIGs] Are you aware of specific support from SIGs for girls, or pupils with functional disabilities?

Probe: How have SIGs supported access or reduced drop out amongst girls and pupils with functional disabilities?

15. Are you aware of UNICEF-supported community fairs and parental outreach within your province? [If yes] what has been their role in improving equitable access to education (including in ECD A and B)?

16. Are you aware of UNICEF-supported community fairs and parental outreach within your district? [If yes] what has been their role in improving equitable access to education (including in ECD A and B)?

17. In your opinion, what have been the main strengths and weaknesses of these TEACH UNICEF-component interventions, in terms of supporting equitable access to learning?

Probe: Are there particular schools or communities in this district that remain under-resourced despite TEACH interventions and SIGs? If so, how?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

18. (If known) what have been the main strengths and weaknesses of TEACH TPD component interventions, in terms of supporting better teaching and school leadership?

Probes: which districts in this province/schools in this district have shown greatest progress in overcoming challenges of inadequate teacher training and improving learning outcomes, and why? Are there any TEACH-intervention districts where teaching quality and school leadership have remained stagnant or declined despite training and school leadership programmes? If so, in your opinion, what are some of the major barriers faced in these areas?

19. Are you aware of whether TPD training has supported more inclusive teaching practices and school management (for benefit of girls and students with functional disability)? If so, how?

EQ4 – Effectiveness and Sustainability: To what extent has the TEACH programme supported a more accountable learning environment?

20. We are also interested to understand how MOPSE ensures the accountability of its partners. Would you please explain what mechanisms are in place to monitor and evaluate TEACH programme at the district and local level to ensure that all TEACH implementation partners (such as UNICEF, EDT, Plan International and Think Equal) adhere to MOPSE's guidelines and effectively deliver their responsibilities?

Probe: MOPSE officials (such as provincial/district education officials) conducting inspection of TEACH schools, MOPSE conducting workshops/training programmes with TEACH implementing entities, accountability in the distribution and utilisation of regular SIGs and solarisation funds

21. What are the strengths and weaknesses of these monitoring mechanisms?

22. What improvements have been made/have you observed in MoPSE's school inspections, in the past five years?

Probe: How do school inspections support equity and safeguarding in schools (gender and children with functional disabilities)? How are school reports and recommendations actioned following an inspection? Can you provide examples of tangible improvements in schools following inspections facilitated by MoPSE?

23. How has the collaboration between your district office and the province office ensured effectiveness of school inspections? And what about the collaboration between the district office and school leaders?

Probes: What coordination mechanisms are in place? Can you provide some examples? What have been the main challenges in coordinating with the province offices and with school leaders in your district?

EQ6 – To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

24. Are there any national education reforms or policies (e.g., curriculum changes, ICT, data collection through ZELA/EMIS, research initiatives, or school inspections) that TEACH has supported to introduce or strengthen within your district?

PROBES: If yes, in what ways do you see TEACH contributing specifically to these reforms? (e.g., funding, technical guidance, training)? Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

25. Have you (or your colleagues in the district MoPSE office) received any training, capacity-building sessions, or other resources from TEACH?

26. [If yes], how would you describe the effectiveness of that support in enhancing your knowledge and performance in areas like planning and budgeting, data analysis, research, monitoring, or addressing gender equality, disability, and social inclusion (GEDSI) concerns?

Probes: How has your office changed the way it uses data and evidence to guide decision-making as a result of any training or resources provided by TEACH?

27. What gaps in your skills and capacity as education officials remain?

EQ7. What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

28. In your opinion, how flexible have various components of the TEACH programme been (whether TPD, Solarisation, etc.) in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others?

Recommendations

29. In summary, and going forward, what is the key additional support required by schools and teachers in your province/district to improve effectiveness in delivering quality education? *Probes: for schools (e.g. additional infrastructure or resources), for teachers (e.g. specialised training, increased staff capacity, incentivisation, female teachers taking leadership roles).*

30. What would specifically help enhance results for girls and children with functional disabilities? Do learners and family members require additional support or interventions to improve learning outcomes?

31. In your opinion, what are some of the national education policy and systems -level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools - including for girls and PwFD?

Closing remarks

32. Would you be comfortable to share any additional documents with us to strengthen our understanding? (Seek support on receiving any documents that comes up during the course of the interview that we could likely benefit from)

33. Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?"

5.12.5. KII tool for Head Teachers

KII with Head Teachers

Hello. My name is ____, and I work for JIMAT Consulting. We are conducting a study on behalf of the UK FCDO for the TEACH programme.

We aim to assess the process and impact of the TEACH programme on educational access and learning in Zimbabwe, and particularly in reaching all learners, especially girls, pupils with

functional difficulties (PwFD) and other vulnerable learners. The programme is implemented by several partner including UNICEF (responsible for the School Improvement Grants, Solarisation, parent engagement and other access activities) and EDT (which implements the Teacher Professional Development (TPD), school leadership training, and training in social and emotional learning - Think EQUAL). Plan International are also supporting out-of-school girls with non-formal education (potentially in your area). Your insights will help us understand the successes of TEACH, its challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a teacher. This discussion will take no more than 1 hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

Introductory questions

1. Would you please introduce yourself and how long you have been Head Teacher at this school?
2. How many boys and how many girls are there in your school? How many students in your school have a functional disability?
3. FCDO's TEACH programme has been operating in your school since 2019 (through UNICEF and EDT, working closely with MoPSE and district inspectors). Can you describe your knowledge of the different activities or ways in which TEACH has supported your school, and when this support began?
(Activity prompt: EDT TPD capacity building of teachers and leaders; UNICEF SIG and management; solarisation; involvement in school community fairs (UNICEF); parent engagement in ECD (UNICEF); school inspection/monitoring (EDT/MoPSE); other TEACH activities, e.g. Think Equal or Plan International SAGE for out-of-school girls)
4. What other external support or programmes has your school benefitted from over the past few years, if any?
Probe: whether benefitted from any other special grants or training from MoPSE, NGOs (e.g. World Vision), private sector and/or philanthropists – including other SIG grants (WASH, complementary etc.); how support complemented/duplicated TEACH components

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

TPD and Teaching Quality/School leadership

5. What types of Teacher Professional Development activities organized by EDT have you taken part in and when?

Probe examples: training workshops, peer learning sessions, classroom observation and feedback, school-based coaching, specific training on supporting marginalised groups (pupils who are behind the curriculum, girls, PwFDs).

When was the last time you attended a TPD activity organized by EDT? How many of these trainings have you attended?

6. Has the Teacher Professional Development programme had any effect on your school leadership? What are the new skills or strategies you learned from the training to improve your school leadership? Please provide examples.

Probes: changes in skills, knowledge, management approach and capacity, accountability. Please provide specific examples of things you have changed.

7. Are there any factors that have made it difficult for you to implement what you learned during TPD training, in your school?

8. Did the training help you to comply with national curriculum reforms in any way? If yes, how?

9. In the past 3 years, what other school leadership training have you received (if any), and what did you learn (compared with the EDT TPD training)?

Other effects of TPD

10. What types of Teacher Professional Development activities organized by EDT have your teachers taken part in, and how many of your teachers are being trained?

11. Has the Teacher Professional Development programme had any effect on the capacity of teachers or quality of teaching in your school? What other kind of effects have you observed?

12. In your opinion, how, and how well, did the TPD activities support teachers who themselves with functional disabilities (if relevant to your school's teachers)?

13. How do you think the Teacher Professional Development programme could be improved to be more impactful in your school, for i) school leaders like yourself; ii) for teachers?

EQ5 – Effectiveness and Sustainability: How has the TEACH programme supported and promoted equitable access to education?

[If received/aware of SIG – see intro questions – Read question 12 to 15. Otherwise, skip]

14. Since 2019, how many occasions/years has this school received the School Improvement Grant (SIG) - REGULAR (from UNICEF), and how much money has been received?

Clarify that we are interested in use and effects of the SIG regular (not SIG complementary or WASH)

15. In the past few years, what major additional learning resources or facilities has your school received?

Probes: In this regard, what changed in your school from receiving the SIG regular? What kind of resources or items was your school able to purchase with the SIG (regular)? E.g. teaching materials, school furniture, building materials, learning aids for PwFD, other resources. Would you have been able to purchase these in the absence of the SIG(s), and why?

16. Did the SIG(s) help the school to better meet the specific needs of i) girls in any way, and if so, how? And ii) better meet the needs of Students with Functional Disabilities, and if so, how?

Probes: For example, how has the school improvement grant made the school safer or more accessible for girls and students with functional disabilities?

16. Have these SIG resources impacted on teaching practices, the quality of student learning, and/or access for students in the school, and if so, how?

Probes: How have the school improvement grants impacted the ability of students to participate in practical, hands-on learning experiences (and in which subject areas)? What have been the benefits observed for their learning? Have they supported better access to schooling in any way?

17. How sustainable are the contributions and resources received from the SIGs? How will resources or other improvements be maintained?

18. Do you suggest any other improvements to the ways in which the SIG is allocated and spent in the future, to support functional schools?

Probes: was the SIG(s) allocated using their School Development Plan to prioritize needs (yes/no)? What other resource needs should be prioritized/funded?

17. What specific learning materials or facilities' needs remain for better supporting girls in your school, if any? And for supporting PwFD, if any?

School solarisation

18. *[if relevant]* How has your school used the solarisation grant, and when was this received exactly?

19. *[if relevant]* Has the solarisation grant impacted on teaching and quality of learning in the classroom, and/or access for students in the school, and if so, how?

Probes: How has solarisation impacted the ability of students to participate in practical, hands-on learning experiences (and in which subject areas)? What have been the benefits observed for their learning? Has solarisation supported better access to schooling in any way?

20. *[if relevant]* Did the solarisation grant help the school to better meet the specific needs of girls in any way, and if so, how? And to meet the needs of?

Probes: For example, how has solarisation made the school safer or more accessible for girls and/or for students with functional disabilities?

School community fairs

21. To your knowledge, has your school participated in a school community fair in the last two years (organised by UNICEF/MoPSE)?

If yes:

22. Was participation in the school community fair useful to your school in any way, and if so, how?

Probes: did the school community fairs help raise awareness specifically about the educational needs of i) girls; ii) persons with functional disabilities; and iii) ECD, within the community, and if so, how?

23. What changes, if any, did you observe in the school and the community after the school community fairs?

PROBE: did they have any impact on enrolment for girls or persons with disabilities? Did it help create productive engagement between the school and parents?

If No Q25

24. Why was the fair not organized?

EQ4 – Effectiveness and Sustainability: To what extent has the TEACH programme supported a more accountable learning environment?

25. During TEACH implementation, what changes have you observed in school inspection activities and monitoring approaches at your school from MoPSE (or EDT)?

PROBES: Frequency of visits, coordination with the MoPSE district inspector, communication of inspection results

19. *[if relevant]* Overall have any changes observed in school inspections/monitoring been helpful to your school, and if so, how?

20. What changes has your school made as the result of any school inspections or reports?

Probes: Can you provide some examples of times where an inspection led to a direct improvement to the school itself or the activities taking place there?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind? / EQ7 – What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

21. Over the past few years, have there been any major changes in student enrolment, attendance, and/or completion in your school? How has this changed, specifically, for i) Girls and ii) Students with Functional Disabilities?

Probe: Ask for data and evidence – e.g. visual confirmation of schools' enrolment records, attendance sheets, EMIS data.

22. What factors have contributed most to this change/no change from your perspective? Overall, what has been the contribution, if any, from the support received through TEACH to student enrolment, attendance, and/or completion?

Probes: what other contextual factors or support received by the school (e.g. from MoPSE, GPE, World Vision, private sector etc.) - outside of TEACH - may explain these trends in enrolment/attendance/completion? Have any of the following TEACH activities directly contributed to school enrolment, attendance and/or completion: improved leadership or teaching through TPD; SIG grants; solarisation; and/or school community fairs (if at all?)

23. Over the past few years, what changes have you observed in learning outcomes for literacy and numeracy in your school, and why?

To the enumerator: Ask for data and evidence – e.g. visual confirmation of school exam results/pass rates, EMIS data.

24. What factors have contributed most to this change/no change from your perspective? What has been the contribution, if any, to learning outcomes in literacy and numeracy from the support received through TEACH?

Probes: what other contextual factors or support received by the school (e.g. from MoPSE, GPE, World Vision, private sector etc.) - outside of TEACH - may explain these trends in learning outcomes? What kinds of changes have you observed in your student's learning outcomes from the EDT TPD training (if any)? What other TEACH interventions may have contributed to improving literacy and numeracy grade results, and how?

25. Consider the biggest challenges that your school has faced since 2019 and how they may have impacted on learning outcomes for students. Overall, do you think the TEACH

program has played a role in solving some of those challenges? How could TEACH be improved to help solve these challenges?

Closing

26. Would you like to share any additional thoughts about the programme? Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system.

5.12.6. KII tool for Teachers

KII with Teachers

Hello. My name is ____, and I work for JIMAT Consulting. We are conducting a study on behalf of the UK's FCDO for the TEACH programme.

We aim to assess the process and impact of the TEACH programme on educational access and learning in Zimbabwe, and particularly in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and other vulnerable learners. The programme is implemented by several partners including UNICEF (responsible for the School Improvement Grants, Solarisation, parent engagement and other access activities) and EDT (which implements the Teacher Professional Development (TPD), school leadership training, and training in social and emotional learning - Think EQUAL). Plan International are also supporting out-of-school girls with non-formal education. Your insights will help us understand the successes of TEACH, its challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a teacher. This discussion will take no more than 1 hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

Introductory questions

1. Would you please introduce yourself and how long you have been teacher at this school?
2. How many boys and how many girls are there typically in your classroom(s)? How many students in your class(es) have a functional disability?

3. FCDO's TEACH programme has been operating in your school since 2019 (through UNICEF and EDT, working closely with MoPSE and district inspectors). Can you describe your knowledge of the different activities or ways in which TEACH has supported your school, and when this support began?

(Activity prompt: EDT TPD capacity building of teachers and leaders; UNICEF SIG and management; solarisation; involvement in school community fairs (UNICEF); parent engagement in ECD (UNICEF); school inspection/monitoring (EDT/MoPSE); other TEACH activities, e.g. Think Equal or Plan International SAGE for out-of-school girls)

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

TPD and teaching practices

4. What types of Teacher Professional Development activities organized by EDT and the MoPSE have you taken part in, and when?

*Probes: Examples: training workshops, peer learning sessions, classroom observation and feedback, school-based coaching, specific training on teaching marginalised groups - pupils who are behind the curriculum, girls, PwFDs).
When was the last time did you attend a TPD activity organized by EDT? How many of these trainings have you attended?*

5. How has the TPD activities you participated influenced your teaching in practice? What are the new skills or strategies you learned from the training to improve your teaching practices? Please provide examples.

PROBES: lesson planning, quality of instructions, interaction with students, collaborative learning...

6. Are there any factors that have made it difficult for you to implement what you learned during TPD training in your classroom?

7. Did the training help you to comply with national curriculum reforms in any way? If yes, how?

Probes: e.g. the shift from a competency-based curriculum to a heritage-based curriculum.

8. In what ways has the training impacted your motivation as a teacher and your willingness/plans to remain in your job/occupation? What else could help you in this?

9. In the past 3 years, what other professional development training have you received (if any, e.g. from World Vision), when, and what did you learn (compared with EDT TPD training)?

10. Would you suggest any improvements to the TEACH EDT TPD training to better meet the needs of teachers in your school?

Other effects of TPD

11. Have you observed changes in school leadership and school management practices since the TEACH program has been implemented in your school? If so, what are these changes? What have been the results of benefits of these changes?

TPD and Inclusive teaching practices for Girls and CwD

12. Did the TPD activities you attended prepare you to identify the different challenges faced by girls and boys at school, and if so, how? And by persons with functional disabilities, and if so, how?

PROBE: What specific strategies or approaches have you learned

13. Have you been able to apply what you learnt about gender equity and supporting children with functional disabilities effectively in your classroom (where relevant)? If yes, can you share examples? If no, why? (e.g. lack of parent support, school materials,)
14. What additional training or support would help you be better able to address the needs of (i) girls and (ii) persons with functional disabilities? (e.g. parents' engagement, school materials,)
15. In your opinion, how, and how well, did the TPD activities support teachers themselves with functional disabilities (if relevant to your school's teachers)?

EQ5 – Effectiveness and Sustainability: How has the TEACH programme supported and promoted equitable access to education?**School Improvement Grants**

[If received/aware of SIG – see intro questions – Read question 16 to 20. Otherwise, skip]

16. What kind of learning resources was the school able to purchase using the school improvement grant, and when were these received exactly?

Probes: types of teaching materials, school furniture, building materials, learning aids for PwFD, other resources. Confirm when and how many SIG grants were received by the school to their knowledge.

17. Have these resources impacted on your teaching and the quality of student learning in your classroom, and/or access for students in the school, and if so, how?

Probes: How have the school improvement grants impacted the ability of students to participate in practical, hands-on learning experiences (and in which subject areas)? What have been the benefits observed for their learning? Have they supported better access to schooling in any way?

18. Did the improvement grant help the school to better meet the specific needs of i) girls in any way, and if so, how? And ii) to better meet the needs of PwFD, and if so, how?

Probes: For example, how has the school improvement grant made the school safer or more accessible for girls and students with functional disabilities?

19. From your perspective, were the SIG funds spent wisely, and according to the school's needs?

Probes: was the SIG(s) allocated using their School Development Plan to prioritize needs (yes/no)? What would they have liked the school improvement grant to be used for?

20. What specific learning materials or facilities' needs remain for better supporting girls in your school, if any? And for supporting PwFD, if any?

School solarisation

21. *[if relevant]* How has your school used the solarisation grant, and when was this received exactly?

22. *[if relevant]* Has the solarisation grant impacted on your teaching and the quality of learning in your classroom, and/or access for students in the school, and if so, how?

Probes: How has solarisation impacted the ability of students to participate in practical, hands-on learning experiences (and in which subject areas)? What have been the benefits observed for their learning? Has solarisation supported better access to schooling in any way?

23. *[if relevant]* Did the solarisation grant help the school to better meet the specific needs of girls in any way, and if so, how? And to meet the needs of PwFD?

Probes: For example, how has solarisation made the school safer or more accessible for girls and/or for students with functional disabilities?

School community fairs

24. To your knowledge, has your school participated in a school community fair in the last two years (organised by UNICEF/MoPSE)?

If yes:

25. Did the school community fairs help raise awareness specifically about the educational needs of i) girls; ii) persons with functional disabilities; and iii) ECD, and if so, how?

26. Which aspects of the fairs do you think were most effective? Why?

If No

27. Why was the fair not organized?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind? / EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

28. In the past 3 years, have there been any major changes in student learning outcomes, and specifically in literacy and numeracy test results?

Probes: explore either in their class/year group or for whole school. Confirm source of data (classroom observation or test results, school records, EMIS data)

29. What factors have contributed most to this change/no change from your perspective? What has been the contribution, if any, from the support received through TEACH?

Probes: explore any other support received to boost learning outcomes from MoPSE, GPE, World Vision private sector etc (outside of TEACH). What kinds of changes have you observed in your student's learning outcomes from applying the new skills learnt through the EDT TPD training (if any)? [If relevant] what other TEACH interventions may have contributed to improving literacy and numeracy grade results, and how?

30. In the past 3 years, have there been any major changes in school access indicators, such as school enrolment, class attendance, school drop-out, and/or completion?

Probes: Confirm source of data (classroom observation, school records, EMIS data)

31. What factors have contributed most to this change/no change from your perspective? What has been the contribution, if any, from the support received through TEACH?

Probes: explore any other support received to boost school enrolment/attendance/completion from MoPSE, GPE, World Vision private sector etc. (outside of TEACH). What kinds of changes have you observed in school enrolment, attendance or completion from the effects of improved teaching, SIG grants, solarisation, and/or school community fairs (if any?)

32. Of all of the changes discussed, what has been the most important impact of the TEACH program for your school community, and which TEACH activities have made the biggest impact?

33. What has made the biggest contribution from the TEACH programme to the learning of i) the girl child; and ii) pupils with functional disabilities?

Closing

34. Would you like to share any additional thoughts about the programme?

Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system.

5.12.7. FGD with Learners' Parent

FGD with Learners' Parent

Hello. My name is ____, and I work for JIMAT Consulting. We are conducting a study on behalf of the UK's Foreign Commonwealth and Development Office for the TEACH programme in Zimbabwe. The TEACH programme has worked with the Ministry of Primary and Secondary Education and has supported schools with activities such as School Improvement Grants, Solarisation, community engagement and Teacher Professional Development training. We aim to assess the impact of the TEACH programme on learning outcomes in Zimbabwe, and particularly its effectiveness in reaching all learners, including girls, pupils with functional difficulties (PwFD) and other vulnerable learners. Your insights will help us understand the programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as parents of a school student. This discussion will take no more than 1 hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

[Note for the interviewer:

- *Note down the number of female participants and male participants,*
- *Note down the number of participants who are parents of male students attending the school and the number of parents of female students attending the school*

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind? / EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

1. Since 2023, have your children faced any major challenges in learning *within school*? If yes: What challenges have your children faced? Are they still facing these same challenges today? Why/why not?

[If yes] Probe on factors inside school (e.g. school environment, learning materials, quality of teaching or leadership, teacher support and care); factors outside school (e.g. homework environment).

1b: [If yes] Do you know if the school has tried or helped to address these challenges, and if so, how?

2. In your opinion, what is the quality of the teaching and education provided in your children's school? What about the quality of the English education? What about the quality of the maths education? Have you seen any changes in this in the last two years?
3. Have you seen any improvements in your children's learning in the last two years, and particularly in literacy or numeracy? Why do you say this? [if yes] Can you provide any examples?
Probe on (if necessary): observed improvements/lack of improvement in reading, writing and maths, ability to do homework independently, and the reasons for this.
4. Have you observed any differences in how boys and girls in this community learn in school / attend school? What do you think causes those differences? Have you seen any changes in the last 2 years? *Probes: for example, differences in how teachers treat boys and girls, safety for boys and girls...*
5. Do your children teachers interact with parents? If yes: What does the teacher discuss with the parents? And what about the headteacher? [*Probes: Students attendance and performance.*] Are you satisfied with these interactions, and why?
6. What further improvements, if any, are required in teaching or leadership at the school?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe / EQ5 – Effectiveness and Sustainability: How has the TEACH programme supported and promoted equitable access to education?

7. In the past two years, have any of your children faced challenges in either enrolling, maintaining attendance or completing school? [If yes] What types of challenges have your children faced? Were these challenges addressed?
[If yes] Probe on evidence of drop out; factors inside school; factors outside school.
8. Has your school done anything to support better attendance, retention and completion of its students at the school?
9. **[Parents of Grade 7 Primary School Students]** What are the biggest challenges you and your children face when deciding to continue to O-level Secondary School? *PROBE: High fees/, secondary school is too far, too difficult for the child, better working opportunity (artisanal mining).*

[Parents of Form 4 O-Level School Students] What were the biggest challenges you and your children faced during the transition from primary to O-level secondary? *PROBE: High fees, school is too far/No A-level provided in the area, too difficult for the child – not pass the exam/not able to pay the exam fee, better working opportunity (artisanal mining).*
10. What more needs to be done (if anything) to help children attend or complete school in the community?

11. If a student has a functional disability (e.g. walking, hearing, seeing), does she face any challenges to attend school in the school of your children? Why?

PROBE: Barriers to attendance; does the student face discrimination/ mockery (from other students, community members, teachers).

12. Do your children's teachers welcome and support children with disabilities? Have you seen any changes in the last two years?

13. Has the school of your children organized any community fairs in the last year? If yes, have you attended? What is your opinion of the event?

PROBE: what benefits or impacts did these fairs have on you or your child? What have you learned during these fairs?

Recommendations

14. Before we end, we'd like to hear your thoughts on what key improvements you think are still needed to better support your child's learning and progression in school. Is there anything else you'd like to share that we haven't covered yet?

Closing

15. Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system.

5.12.8. FDG with School Development Committee Member

FDG with School Development Committee Member

Hello. My name is ____, and I work for JIMAT Consulting. We are conducting a study on behalf of the UK's Foreign Commonwealth and Development Office for the TEACH programme in Zimbabwe. The TEACH programme has worked with the Ministry of Primary and Secondary Education and has supported schools with activities such as School Improvement Grants, Solarisation, community engagement and Teacher Professional Development training. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, students with functional difficulties (PwFD) and other vulnerable learners. Your insights will help us understand the programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as Members of the School Development Committee. This discussion will take no more than 1 hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may leave the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

Note for the interviewer: Note down the number of female participants and male participants

Introductory questions

1. Can you start by describing the role the SDC plays in your school? How many members has the SDC?
2. FCDO's TEACH program has been operating in this school since 2019. Do you have any knowledge of the different activities or ways in which TEACH has interacted with the school?

Activity prompt:

- *EDT-led teacher professional development in foundational literacy and numeracy, and training of head teachers.*
- *UNICEF School Improvement Grants (SIG Regular).*
- *Solarisation.*
- *School community fairs (UNICEF).*
- *Parent engagement in ECD (UNICEF).*
- *School inspection/monitoring visits (EDT/MoPSE).*
- *Other TEACH activities (potentially active in the district), e.g. Think Equal or Plan International SAGE for out-of-school girls*

3. Are you aware of any other special programmes or grants that the school has received in the past few years?

Probe: from MoPSE, NGOs such as World Vision or CAMFED, local businesses etc.

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

4. Have you seen any changes in the quality of classroom teaching and learning in your school since 2023?

Probe: What has changed/not changed within teaching practices in the school? Are you aware of any specific improvements in the teaching of literacy and numeracy? How do they know this (e.g. observations, feedback from children, inspection reports)? Have you seen any changes in teacher attendance or motivation?

5. What has contributed to these changes/no change in the quality of teaching and learning do you think?

Probe: (If known) how have the TEACH activities (including Teacher Professional Development and SIG activities or others) contributed to any improvements?

6. Have you observed any changes in the quality of school management from the head teacher/school leader since 2023?

Probe (if known): How have TEACH Teacher Professional Development activities or support contributed to this?

7. Has your school experienced any changes in examination pass rates in literacy and numeracy over the past few years, and why/why not?

Probe: are these trends the same for i) girls and boys; and ii) students with functional disabilities?

8. What further training or professional development is required to improve teaching or learning in your school?

EQ5 – Effectiveness and Sustainability: How has the TEACH programme supported and promoted equitable access to education?

9. What kind of new teaching resources, facilities or materials has your school been able to purchase or fund in the past few years, and how?

10. [if known/relevant to the school] What specifically has TEACH School Improvement Grant been used to fund in your school? How is this supporting improved learning in your school?

11. What particular challenges, if any, do i) girls and ii) children with functional disabilities face in your school?

12. In the past couple of years, what specific changes have you seen in the school to support the education of i) girls and ii) children with functional disabilities?

Probe on (if necessary): teaching approaches; resources e.g. provision of sanitary wear for girls, infrastructural adjustments such as ramps for wheelchairs; Have there been any improvements in their challenges?

13. What further resources or facilities are required to improve learning in your school?

14. Have you seen any changes in school enrolment, attendance or completion since 2023?
Probes: What has contributed to this change/no change do you think?

15. Has your school been involved in a school community fair in the past couple of years? [If yes] when was this, and what did it cover?

16. [If yes] What changes did you observe in the school and the community after the school community fairs?

PROBE: Did it help create productive engagement between the school and parents or the wider community? Did they have any impact on school

enrolment (especially for girls or children with functional disabilities)? Did it increase knowledge or enrolment in pre-primary school?

EQ4 – Effectiveness and Sustainability: To what extent has the TEACH programme supported a more accountable learning environment?

17. [if know about SIGs] How was the SDC involved in the decisions about the usage of the SIG? Are you satisfied with the decision-making process? Why so?
18. [if know about SIGs] How do you think the SIG allocation could have been improved to benefit your school? *Probes: What different purchase could have been done with the grant?*
19. During the past few years, what changes, if any, have you observed in inspection activities and approaches at your school? What changes has your school made because of the inspections?
PROBES: Frequency, coordination with MoPSE district inspector, communication of inspection results
20. What does your committee do to hold the school accountable for providing a quality education for all groups of pupils? Have this changed in the last years?
Probes: How would you describe the level of accountability of the school administration to your committee? Please provide examples.

EQ7 – What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

Recommendations

21. [if known] What has been the most change or improvement in your school in the past couple of years?
22. If you could improve one thing about your school to improve learning and learning outcomes, what would you change?

Closing

23. Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. Would you like to share any additional thoughts about the programme?

5.12.9. KII tool with ECOZI

KII with ECOZI

My name is I am part of an independent Evaluation team of researchers who are conducting an impact assessment of the Teacher Effectiveness and Equitable Access for Children (TEACH) programme in Zimbabwe. The assessment is expected to generate insights into the effectiveness of the programme in achieving its intended outcomes and impact. The implementing organisations include UNICEF, EDT, Plan International and to a lesser extent Think Equal. I /We would, therefore, like to ask you some questions about your experience with the implementing organisations since they are members of your coordinating efforts. The results of the evaluation will help FCDO, MoPSE and other key education stakeholders to improve the activities of this and similar programmes and to better understand the impact of such programmes on education outcomes for Zimbabwe.

The interview takes about 30-40 minutes. Your participation in the interview is voluntary; we are grateful if you agree to participate. During the interview, you are free to skip any questions that you do not wish to answer or to end the interview any time. Your decision to participate (or not) will not affect you in any way. Your individual data and responses will only be accessible to the research team and used for purposes of the TEACH Impact Assessment only. The survey is completely anonymous. If you have any question, please ask me or contact the team leader XXX (phone: XXX).

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

Interview Questions for Education Coalition of Zimbabwe (ECOZI) Director

1. How would you assess the impact of the activities conducted by EDT, UNICEF, and Plan International in the following areas:
 - i) Improved access to equitable quality and inclusive education?
 - ii) Production of relevant, demand-driven skills for industry, commerce, and the public sector?
 - iii) Improved governance within schools?
 - iv) Resource mobilisation for the recipient schools? (Impact)
2. From ECOZI's perspective to what extent do you think TEACH has contributed to enabling effective learning outcomes within the Zimbabwean education system? **(Impact)**
3. What has TEACH identified as the primary barriers to achieving effective learning outcomes in the Zimbabwean education system? (Impact)
4. How do you think organisations such as UNICEF, EDT, and Plan International have contributed to alleviating the barriers mentioned? Have ECOZI, as a coordinating institute, observed or recorded any significant impacts? **(Impact)**
5. How do you assess the differences in the following factors between schools with intervention programmes from organisations such as UNICEF, Plan International, and

EDT, compared to the rest in the country? Could you cite evidence-based improvements for each factor:

- i) Teacher motivation in delivering quality education for all groups of learners (incl. girls and PwFDs)?
 - ii) School management capacity- in terms of changes that have occurred in the management capacity of teachers and school leaders?
 - iii) Learning environments and quality of education (esp. for girls and PwFDs)? **(Impact)**
6. How effective do you believe the use of the School Improvement Grant (SIG) has been in purchasing resources to ensure that all groups of learners (incl. girls and PwFDs) fully engage with the national curriculum? **(Impact)**
7. How effective do you find the monitoring efforts by national, provincial and district inspectorates in schools implementing various intervention programmes such as TEACH (incl. Generating and utilising disaggregated data on gender and PwFDs)? Are there specific examples of changes in practice that you can provide? **(Impact/ Effectiveness/ Sustainability).**
8. Could you comment on the inclusivity of EDT training for populations such as girls, children with disabilities, and teachers with disabilities? **(Impact/ Effectiveness/ Sustainability).**
9. Can you comment on how SIG allocations align with the needs of recipient schools, particularly regarding the types of schools and the needs of children with disabilities and girls? **(Impact/ Effectiveness/ Sustainability).**
10. What improvements do you think can be made to SIG to ensure sustainability? **(Impact/ Effectiveness/ Sustainability)**
11. In what ways do you believe school community fairs have contributed to enhancing equitable access to education across various regions / schools in Zimbabwe? **(Impact/ Effectiveness/ Sustainability).**
12. To what extent has partner engagement with MoPSE strengthened Zimbabwe's education system in terms of:
- i) Implementing policies, legislative frameworks, and data systems?
 - ii) Ensuring the sustainability of benefits from various intervention programmes? **(Impact/ Effectiveness/ Sustainability)**
13. How have intervention programmes by organisations like UNICEF, EDT, and Plan International adapted/responded to:
- i) The Education Amendment Act 2020?
 - ii) The Heritage-Based Education curriculum?
 - iii) Contextual shocks such as COVID-19 and drought?
 - iv) Needs of teachers and curriculum reforms? **(Relevance).**

14. How effectively would you say member organisations (UNICEF, RDT, PI) have managed the delivery of intervention programmes including SIG, in recipient schools? **(Efficiency)**.
- 15 Do you identify any gaps, and how might these be addressed to enhance the education system? **(Efficiency)**.
16. To what extent do you think FCDO is effective in providing financial oversight to programmes by UNICEF, EDT, Plan International, and Think Equal? What improvements would you suggest? **(Efficiency)**.
17. What added value do programmes from organisations like UNICEF, EDT, PI, and Think Equal bring to Zimbabwe's education sector? **(Coherence)**.
18. How effective has partner coordination been among implementing organisations in ensuring coherent programme delivery? **(Coherence)**.
19. How effective have sector coordination structures, such as FCDO and GPE, been in ensuring coherent programme delivery? **(Coherence)**.
20. How effective do you believe ECOZI has been in collaborating with sector coordination structures to ensure coherent delivery of intervention programmes in Zimbabwe's education system? **(Coherence)**.

Thank you very much for your time and responses.

5.12.10. KII tool for Professional Teachers Union of Zimbabwe

KII with PTUZ

My name is I am part of an independent Evaluation team of researchers who are conducting an impact assessment of the Teacher Effectiveness and Equitable Access for Children (TEACH) programme in Zimbabwe. The assessment is expected to generate insights into the effectiveness of the programme in achieving its intended outcomes and impact. The implementing organisations include UNICEF, EDT, Plan International and to a lesser extent Think Equal. I /We would, therefore, like to ask you some questions about your experience with the implementing organisations since they are members of your coordinating efforts. The results of the evaluation will help FCDO, MoPSE and other key education stakeholders to improve the activities of this and similar programmes and to better understand the impact of such programmes on education outcomes for Zimbabwe.

The interview takes about 30-40 minutes. Your participation in the interview is voluntary; we are grateful if you agree to participate. During the interview, you are free to skip any questions that you do not wish to answer or to end the interview any time. Your decision to participate (or not) will not affect you in any way. Your individual data and responses will only be accessible to the research team and used for purposes of the TEACH Impact Assessment only. The survey is completely anonymous. If you have any question, please ask me or contact the team leader.

Do you consent to participate in the interview? (If yes) I would like to record audio of our interview to help me write the interview notes. Do you consent to allow me to record audio? Thank you for participating in this interview.

Interview Questions for Professional Teachers Union of Zimbabwe

1. How would you assess the impact of the activities conducted by EDT, UNICEF, and Plan International in the following areas:
 - i) Improved access to equitable quality and inclusive education?
 - ii) Production of relevant, demand-driven skills for industry, commerce, and the public sector?
 - iii) Improved governance within schools?
 - iv) Resource mobilisation for the recipient schools? (Impact)

2. From TUZ perspective to what extent do you think TEACH has contributed to enabling effective learning outcomes within the Zimbabwean education system? **(Impact)**

3. What has TEACH identified as the primary barriers to achieving effective learning outcomes in the Zimbabwean education system? (Impact)

4. How do you think organisations such as UNICEF, EDT, and Plan International have contributed to alleviating the barriers mentioned? Has PTUZ, as a coordinating institute, observed or recorded any significant impacts? **(Impact)**

5. How do you assess the differences in the following factors between schools with intervention programmes from organisations such as UNICEF, Plan International, and EDT, compared to the rest in the country? Could you cite evidence-based improvements for each factor:
 - i) Teacher motivation in delivering quality education for all groups of learners (incl. girls and PwFDs)?
 - ii) School management capacity- in terms of changes that have occurred in the management capacity of teachers and school leaders.
 - iii) Learning environments and quality of education (esp. for girls and PwFDs)? **(Impact)**

6. How effective do you believe the use of the School Improvement Grant (SIG) has been in purchasing resources to ensure that all groups of learners (incl. girls and PwFDs) fully engage with the national curriculum? **(Impact)**

7. How effective do you find the monitoring efforts by national, provincial and district inspectorates in schools implementing various intervention programmes such as TEACH (incl. Generating and utilising disaggregated data on gender and PwFDs)? Are there specific examples of changes in practice that you can provide? **(Impact/ Effectiveness/ Sustainability).**

8. Could you comment on the inclusivity of EDT training for populations such as girls, children with disabilities, and teachers with disabilities? **(Impact/ Effectiveness/ Sustainability).**
9. Can you comment on how SIG allocations align with the needs of recipient schools, particularly regarding the types of schools and the needs of children with disabilities and girls? **(Impact/ Effectiveness/ Sustainability).**
10. What improvements do you think can be made to SIG to ensure sustainability? **(Impact/ Effectiveness/ Sustainability)**
11. In what ways do you believe school community fairs have contributed to enhancing equitable access to education across various regions/ schools in Zimbabwe? **(Impact/ Effectiveness/ Sustainability).**
12. To what extent has partner engagement with MoPSE strengthened Zimbabwe's education system in terms of:
- i) Implementing policies, legislative frameworks, and data systems?
 - ii) Ensuring the sustainability of benefits from various intervention programmes? **(Impact/ Effectiveness/ Sustainability)**
13. What would you say have been the most significant developments in the education landscape since programmes such as TEACH began? How well have the intervention programmes by UNICEF, EDT, and Plan International adapted/responded to:
- i) The Education Amendment Act 2020?
 - ii) The Heritage-Based Education curriculum?
 - iii) Contextual shocks such as COVID-19 and drought?
 - iv) Needs of teachers and curriculum reforms? **(Relevance).**
14. How effectively would you say member organisations (UNICEF, RDT, PI) have managed the delivery of intervention programmes including SIG, in recipient schools? **(Efficiency).**
- 16 Do you identify any gaps, and how might these be addressed to enhance the education system? **(Efficiency)**
17. How effective do you believe the FCDO is in providing financial oversight to programmes by UNICEF, EDT, Plan International, and Think Equal? What improvements would you suggest? **(Efficiency).**
18. What added value would you say programmes from organisations like UNICEF, EDT, PI, and Think Equal bring to Zimbabwe's education sector? **(Coherence).**
19. How effective has partner coordination been among implementing organisations in ensuring coherent programme delivery? **(Coherence).**
20. How effective have sector coordination structures, such as FCDO and GPE, been in ensuring coherent programme delivery? **(Coherence).**

21. How effective do you believe PTUZ has been in collaborating with sector coordination structures to ensure coherent delivery of intervention programmes in Zimbabwe's education system? **(Coherence)**.

22. What lessons would you say you have derived from your interaction with Programmes such as TEACH? What recommendation would you give to improve the future implementation of similar projects?

Thank you very much for your time and responses.

5.12.11. KII tool for MOPSE

KII with MOPSE - General

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- *This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of MOPSE and its contributions and challenges at implementing various components of the TEACH programme in Zimbabwe. Hence, please skip the questions that are already answered by the respondent in the preceding questions*

Introductory questions:

1. Would you please briefly describe your roles and responsibilities at MOPSE?

2. FCDO's TEACH programme has been operating in the education sector in Zimbabwe since 2019. Can you describe the key components of the TEACH programme from your perspective and their contribution to the education system in Zimbabwe? (*Activity prompt: SIG disbursement and management, solarisation, school monitoring and inspection, ECD efforts such as community fairs and parent engagements, capacity building of teachers through TPD; leaders; systems strengthening such as EMIS, inspections Zela, policy support*)
3. Would you please describe the roles and activities of MOPSE in implementing, overseeing and/or monitoring components of the TEACH programme? *Probes: teacher capacity building, SIGs, school inspections, curriculum or policy implementation, M&E support, other technical support, inclusion of girls and PwFD etc.*

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

4. In your opinion, how has the TEACH programme evolved over time? In your opinion, what were the reasons behind these changes?
5. In your opinion, how effectively has the TEACH programme adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, Zimbabwe Early Learning Policy for ECD and ICT Policy

6. In your opinion, has the TEACH program adopted and integrated recommendations from MOPSE to enhance the education sector within its various components? Would you share any relevant case study/situation where MOPSE's suggestions were effectively fed/applied in the education system?

Probes: teacher capacity building, SIGs, school monitoring and inspections, curriculum or policy implementation, M&E support, other technical support, inclusion of girls and PwFDs etc

7. Have the various components of TEACH been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how?
8. How has the TEACH programme adapted to the needs of marginalised girls and pupils with functional difficulties?
Probes: Adaptation measures and best practices undertaken by EDT for teacher professional development, UNICEF for solarisation and SIG management, etc.

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

8. Beyond TEACH, what other external donor-supported education programmes or funding have benefited the education sector in Zimbabwe? In your view, how have these programmes contributed to changes in learning outcomes or access to education?

Probes: Synergies with TEACH, complementing vs Overlapping with the TEACH programme.

9. Overall, how does the TEACH programme complement or add value to other educational programmes implemented in the country - considering objectives to improve access and learning outcomes?

10. How happy are you with the collaboration between MOPSE/GoZ, FCDO, GPE and TEACH partners? What mechanisms do these stakeholders employ to ensure coherent delivery of the TEACH programme? What role has FCDO played?

Probes: frequency of meeting between MOPSE and TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind?

Status of the education sector:

11. From your perspective, how have learning outcomes in literacy and numeracy in Zimbabwe evolved in recent years at Grade 7 and Form 4 levels?

- Please discuss any notable trends (for boys, girls, learners with disabilities) and what you see as the main reasons for these changes or lack of change.

12. Which factors do you believe have contributed most to improvements (or hindered improvements) in examination pass rates?

13. Which specific TEACH components do you think had the strongest impact on learning outcomes? Which one had the strongest impact on access to education (E.g., teacher capacity building, community fairs, ECD interventions, school monitoring, etc.)

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

14. How have enrolment trends (for both boys and girls) changed over the last few years in the country? What evidence is there to support this?

Probes: Primary completion rate, Transition rate from Primary to Secondary education, Form 4 drop-out rates.

15. What do you believe accounts for any increases, decreases, or stagnation in these indicators? What evidence is there to support this?

Probes: Any differences across Grade 2, Grade 7 and Form 4 schools? Any differences across P3/S3/Satellite schools? What policies or interventions do you think have had the biggest influence on these trends?

16. Based on your observations and any available data, where do you believe the TEACH programme has contributed to improvements (if any) in access to education of students in Zimbabwe?

Prompts: drop-out rate for Form 4, enrolment of learners (girls, boys, PwFD) for primary (Grade 7) and secondary (Form 4)

Probes: How does this vary by school type? Which provinces/districts have demonstrated the most significant improvements? What data is available to verify this? What factors have contributed to improved access?

TEACH-specific contributions:

17. Are there any groups of learners and schools (e.g., PwFD, girls, remote communities, Primary vs Secondary school, Satellite Schools) for whom TEACH's contributions have been particularly significant?

Probes: What data is available to verify this? What factors have contributed to improved access?

18. In your opinion, to what extent are the improvements brought by the FCDO-TEACH – especially SIG, solarisation, teacher capacity, school leadership, and improved student learning outcomes – sustainable beyond the programme's duration?

19. In your opinion, how effective have schools outside the selected districts of the TEACH programme been at enhancing access to education and improving learning outcomes?

Probes: What key factors drive school improvement in these non-TEACH districts? Are there any unexpected trends in these areas that could inform future programme strategies? What evidence supports its effectiveness?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

20. Are there any national education reforms or policies (e.g., curriculum changes, ICT, data collection through ZELA/EMIS, research initiatives, or school inspections) that TEACH has supported to introduce or strengthen the education system in Zimbabwe?

Probes: If yes, in what ways do you see TEACH contributing specifically to these reforms? (e.g., funding, technical guidance, training)? Which other partners were involved (including FCDO)?

21. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

22. Have you (or your colleagues in different departments at MOPSE) received any training, capacity-building sessions, or other resources from TEACH?

Probes: If yes, how would you describe the effectiveness of that support in enhancing your knowledge and performance in areas like planning and budgeting, data analysis, research, monitoring, or addressing gender equality, disability, and social inclusion (GEDSI) concerns?

23. How has your office changed the way it uses data and evidence to guide decision-making as a result of any resources or research provided by TEACH?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

24. Under the supervision of MOPSE, how have regular School Improvement Grants (SIGs) been allocated and utilised in P3/S3/Satellite schools under TEACH (selection and utilisation criteria)?

Probes: What changes have you observed in school infrastructure, learning/teaching materials, and teacher support from SIGs? How does this differ by type of school? Are you aware of specific support for girls or pupils with functional disabilities?

25. How effective has the SIG model been and what contribution has SIG grants made to improving enrolment, retention and completion rates of learners, and/or learning outcomes, in P3/S3/Satellite schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Which provinces/districts have shown greatest impact on access outcomes due to TEACH-SIGs? How have SIGs supported access or reduced drop out amongst girls and pupils with functional disabilities?

26. How effective has solarisation of schools been and what contributions has solarisation of schools made to improving enrolment, retention and completion rates of learners, and/or learning outcomes, in P3/S3/Satellite schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Which provinces/districts have shown greatest impact on access outcomes due to TEACH-solarisation? How have solarisation of schools supported access or reduced drop out amongst girls and pupils with functional disabilities?

27. Are you aware of UNICEF-supported community fairs and parental outreach initiatives? If yes, what has been their role in improving equitable access to education (including in ECD A and B)?

Probes: What are some of the strengths and barriers while organizing the fairs?

28. In your opinion, what have been the limitations to TEACH UNICEF-component interventions, in terms of supporting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions and SIGs? If so, how?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

29. In your opinion, how has teacher training and school leadership training (implemented by EDT) contributed to i) improving schoolteacher quality? and ii) increasing the school management capacity of school leaders/head teachers? Can you provide some examples of this training and its benefits?

Probes: Especially regarding inclusive teaching practices and school management (for benefit of girls and PwFD)

30. With regards to Teacher Professional Development, how effective has the TEACH TPD and its trainings been at improving students' learning? What evidence supports its effectiveness?

Probes: which provinces/districts have shown greatest progress in overcoming challenges of inadequate teacher training and improving learning outcomes? Including for girls and pupils with functional disability.

32. In your opinion, what have been the limitations to TEACH TPD component interventions, in terms of supporting better learning outcomes?

Probes: Are there any TEACH-intervention districts where teaching quality and school leadership have remained stagnant or declined despite training and school leadership programmes? If so, in your opinion, what are some of the major barriers faced in these areas?

EQ4 – Effectiveness and Sustainability: To what extent has the TEACH programme supported a more accountable learning environment?

31. How have school inspections contributed to improving teacher quality and capacity, leadership effectiveness, and safeguarding measures within schools?

Probes: What evidence supports its effectiveness

33. We are also interested to understand how MOPSE ensures the accountability of its partners. Would you please explain what mechanisms are in place to monitor and evaluate TEACH programme at the provincial, district and local level to ensure that all TEACH implementation partners (such as UNICEF, EDT, Plan International and Think Equal) adhere to MOPSE's guidelines and effectively deliver their responsibilities?

Probe: MOPSE officials (such as provincial/district education officials) conducting inspection of TEACH schools, MOPSE conducting workshops/training programmes with

TEACH implementing entities, accountability in the distribution and utilisation of regular SIGs and solarisation funds

34. What are the strengths and weaknesses of these monitoring mechanisms?

35. What improvements have been made/have you observed in MOPSE's school inspections, in the past five years?

Probe: How do school inspections support equity and safeguarding in schools (gender and pupils with functional disabilities)? Can you provide examples of tangible improvements in schools following inspections facilitated by MoPSE?

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

36. In your opinion, does the TEACH programme provide good Value for Money in improving access and learning outcomes in Zimbabwe, and how? What evidence supports its effectiveness.

*Probes: **Economy indicators:** Provision of school visits facilitated through provision of fuel, Number of schoolteachers trained in selected schools on improved pedagogy (disaggregated by sex and disability); **Efficiency indicators:** Delivery of 2022 ZELA, Form 4 Dropout Rates, schoolteachers/school leaders trained to support curriculum implementation*

***Effectiveness indicators:** percent educators at cluster level reporting improved professional knowledge and understanding, percent of P3 and Satellite regular SIG supported schools with at least 75 percent retention rate up to Grade 7, percent of grade 7 pass rate, percent of form 4 pass rate, School leaders trained on school leadership for learning, schools inspectors trained in assessment and inspection based on reforms*

Recommendations

38. What main improvements to the TEACH programme could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in P3/S3/satellite schools, including for girls and PwFD?

Probes: improvements in components such as SIG, TPD, solarisation, implementation of curriculum reforms, needs of teachers, access to infrastructural and digital educational amenities to students, empower out-of-school adolescents, improve social emotional learning in ECD, community fairs, targeted parental engagements, etc.

37. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for girls and children with functional disabilities?

39. In your opinion, what are some of the national education policy and systems -level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools - including for girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.12. KII tool for CAMFED

KII with CAMFED

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of CAMFED. The tool also aims to understand CAMFED's contributions and challenges at implementing education sector programmes in Zimbabwe. Hence, please skip the questions that are already answered by the respondent in the preceding questions
- CAMFED has implemented education sector programmes with FCDO-GEC and GPE. Funded by FCDO-GEC, the '**Ultimate Virtuous Cycle of Girls Education**' (2017 –2022) enabled marginalised girls to transition to, progress through and succeed at secondary school. It then helped them to transition from school to a secure and fulfilling livelihood. Funded by FCDO, CAMFED also implemented the **Zimbabwe Girls Secondary Education (ZGSE) (2012 – 2023)**¹ to strengthen scope and quality of educational service by issuing bursaries, enhancing student access, retention and achievement in the secondary cycle with special attention to disadvantaged girls and boys in 1046 schools across 29 districts. Funded by GPE, CAMFED also managed² the **Girls Education Accelerator (GEA) (2023 – 2026)**³ provides critical resources to help girls stay in school and overcome systemic barriers to education. As mentioned in the GPE Partnership Compact, this programme supplements the System Transformation Grant (STG) and the Multiplier Grant⁴.

Introductory questions

1. Would you please describe your roles and responsibilities at CAMFED?
2. Would you please describe the education sector programmes that are funded by FCDO and implemented by your organisation? What specific activities are carried out under these programmes?

Probes: duration, funder, beneficiaries targeted, provinces/districts of implementation, key stakeholders involved. Does this programme also address the needs of marginalised girls and PwFD?

3. We are aware that CAMFED is also the grant agent for GPE-funded Girls' Education Accelerator (GEA) in Zimbabwe⁵. Would you please describe the activities conducted by CAMFED under the GEA programme?

Probes: duration, funder, beneficiaries targeted, provinces/districts of implementation, key stakeholders involved. Does this programme also address the needs of marginalised girls and PwFD?

¹ DevTracker Programme GB-1-203292

² download

³ Zimbabwe: Girls supporting girls to complete school | Blog | Global Partnership for Education

⁴ download

⁵ download

4. Apart from FCDO and GPE, does CAMFED also receive funding from other donors for education sector programmes? If yes, please describe them.

Probes: Who are the other donors? What is the funding model involved in targeting SIGs in schools, types of SIG fund, stakeholders associated, and activities conducted as part of the SIG disbursement by these funders?

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

5. In your opinion, how have various components of the TEACH programme been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how?

Probes: Given contextual challenges, how has TEACH adapted to the needs of marginalised girls and pupils with functional difficulties?

6. In your opinion, how effectively has the TEACH programme adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, Zimbabwe Early Learning Policy for ECD and ICT Policy

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

7. Does CAMFED have any engagements with the TEACH programme? If yes, what components of the TEACH programme has CAMFED supported?

8. Beyond FCDO, how has other external donor-supported programmatic funding benefited the education sector in Zimbabwe? How have they contributed to changes in access to education and/or learning outcomes?

Probes: Synergies with TEACH, complementing vs Overlapping with the TEACH programme

9. With regards to FCDO programmes, how effective has the collaboration between MOPSE/GoZ, FCDO, CAMFED, TEACH and other non-TEACH partners such as GPE, World Vision, ECOZI, Teachers Union of Zimbabwe (TUZ) been at ensuring improvement in the delivery of the education programmes?

Probes: Frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

10. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other CAMFED or GPE initiatives? Please provide examples of this

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, other committees/working/technical groups, etc.

11. Were/are there any overlaps in the geographic areas (provinces and districts) where FCDO's (such as TEACH, Zimbabwe Girls Secondary Education, Ultimate Virtuous Cycle of Girls Education, etc.) and GPE's (Girls Education Accelerator, etc.) were/are implemented?

Probes: Did/does CAMFED have a system in place to monitor and evaluate the outcomes of its interventions in areas where multiple programmes operate? What data sources did/does CAMFED rely on for this monitoring, and how were/are they utilised?

Activity prompts: Between 2019 and 2022, there could be overlaps between TEACH, ZGSE, Ultimate Virtuous Cycle of Girls Education; Between 2023 – 2026, there could be overlaps between TEACH and GPE (or other programmes)

12. Compared with other interventions such as GPE, how does the FCDO-TEACH programme complement or add value to other educational programmes implemented in the country - considering objectives to improve access and learning outcomes?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind?

13. Based on your observations, where do you believe the TEACH programme has contributed to improvements (if any) in access to education of students in Zimbabwe? Which components have the strongest impact on access to education?

Prompts: drop-out rate for Form 4, enrolment of learners (girls, boys, PwFD) for primary (Grade 7) and secondary (Form IV)

Probes: SIG, solarisation, teacher capacity building, supporting inclusive learning for adolescent girls and PwFD, community fairs, ECD interventions, school monitoring, inculcating social emotional learning in ECD level, etc.

14. Which specific TEACH components do you think had the strongest impact on learning outcomes?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

15. Are there any groups of learners and schools (e.g., PwFD, girls, remote communities, Primary vs Secondary school, Satellite Schools) for whom TEACH's contributions have been particularly significant?

Probes: What data is available to verify this? What factors have contributed to improved access?

16. In your opinion, to what extent are the improvements brought by the FCDO-TEACH – especially SIG, solarisation, teacher capacity, school leadership, and improved student learning outcomes – sustainable beyond the programme’s duration?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

17. Are there any national education reforms or policies (e.g., curriculum changes, ICT, data collection through ZELA/EMIS, research initiatives, or school monitoring) that CAMFED supported to introduce or strengthen the education system in Zimbabwe in complementarity with the TEACH programme?

Probes: If yes, in what ways do you see CAMFED contributing specifically to these reforms? Which other partners were involved (including FCDO)?

18. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

19. In your opinion, where has FCDO-TEACH had less impact in strengthening the education system, and how?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

20. How effective has the TEACH-UNICEF models for SIG and solarisation been and what contribution have these grants made to improving access to education in schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Improvements in school enrolment, completion of Form 4, reduction of dropout rates among learners, inclusion of girls and PwFD.

21. In your opinion, what have been some of the limitations to TEACH programme, in terms of supporting equitable access to learning and improved learning outcomes?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions? If so how?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

22. How effective has the TEACH- Teacher Professional Development (TPD) and its trainings been and what contributions has it made to improving learning outcomes? What evidence supports its effectiveness?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

23. In your opinion, does the TEACH programme provide good Value for Money in improving access and learning outcomes in Zimbabwe, and how? What evidence supports its effectiveness.

*Probes: **Economy indicators:** Provision of school visits facilitated through provision of fuel, Number of schoolteachers trained in selected schools on improved pedagogy (disaggregated by sex and disability)*

***Efficiency indicators:** Delivery of 2022 ZELA, Form 4 Dropout Rates, schoolteachers/school leaders trained to support curriculum implementation*

***Effectiveness indicators:** percent educators at cluster level reporting improved professional knowledge and understanding, percent of P3 and Satellite regular SIG supported schools with at least 75 percent retention rate up to Grade 7, percent of grade 7 pass rate, percent of form 4 pass rate, School leaders trained on school leadership for learning, schools inspectors trained in assessment and inspection based on reforms*

24. In your opinion, has TEACH explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

Recommendations

25. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for girls and children with functional disabilities?

26. What main improvements to the TEACH programme could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in P3/S3/satellite schools, including for girls and PwFD?

Probes: improvements in components such as SIG, TPD, solarisation, implementation of curriculum reforms, needs of teachers, access to infrastructural and digital educational amenities to students, empower out-of-school adolescents, improve social emotional learning in ECD, community fairs, targeted parental engagements, etc.

27. In your opinion, what are some of the national education policy and systems -level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools - including for girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.13. KII tool for Plan International

KII with Plan International

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of Think Equal and its contributions and challenges at implementing component 106 [Supporting Adolescent Girls Education (SAGE) Phase II]. Hence, please skip the questions that are already answered by the respondent in the preceding questions
- According to our preliminary document review: As part of the TEACH intervention, SAGE Phase I was funded by Girls Education Challenge (GEC) and has been moved to TEACH in 2023. SAGE Phase II – a **community-based learning model** is being implemented in 11 districts and aims to support foundational literacy and numeracy and skill training and/or non-formal education to out-of-school adolescent girls (5 percent pupils with functional difficulties)

Introductory questions:

1. Would you please describe your roles and responsibilities at Plan International?
2. Would you please briefly describe the different activities conducted by Plan International as part of the TEACH programme?

Activity prompts: Accelerated Teaching and Learning (ATL) - 88 community-based hubs; vocational skills training through the Integrated Skills Outreach Programme (ISOP); life skills support through Champions of girls' education (CoGE); safeguarding; Non-Formal Education (NFE) policy.

Continuous Professional Development (CPD); developing workbooks and teaching aids to provide essential educational materials and assistive devices to ensure inclusive learning, developing vocational curriculum, etc.

Probes: duration, beneficiaries targeted, provinces/districts where the programme is implemented, in which facilities are these activities implemented, are the SAGE Phase II intervention areas same as SAGE Phase I?

3. Does Plan International work with other partners to execute the intervention? If yes, please describe their activities as part of the TEACH-SAGE Phase II

Probes: Open University (UK), Christian Blind Mission (CBM) and Apostolic Women Empowerment Trust (AWET)

6. Apart from FCDO, does Plan International receive fundings from other donors for SAGE or similar projects targeting out-of-school (OOS) adolescents? If yes, please describe them.

Probes: Who are the other donors? What is the funding model involved in targeting SAGE among OOS adolescent girls, stakeholders associated, activities conducted

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

7. How has TEACH-SAGE programme (Phase I and Phase II) evolved over time, including any significant changes in funding, the log frame, and programme activities? What were the reasons behind these changes?

Probes: What major external factors have influenced the programme's development – in terms of activities, transition from GEC to TEACH, etc.

9. In your opinion, how effectively has SAGE Phase II adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, Zimbabwe Early Learning Policy for ECD and ICT Policy

8. Have the various components of SAGE been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how has SAGE Phase II built upon the adaptive strategies established in Phase I? Please provide evidence supporting its effectiveness

Probes: Given contextual challenges, how has SAGE Phase II adapted to the needs of out-of-school adolescent girls and pupils with functional difficulties?

5. Are there any other externally funded interventions similar to TEACH-SAGE? If so, please describe them.

Probes: Who are the other donors, activities conducted, provinces/districts targeted

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

11. How effective has the collaboration between MOPSE/GoZ, FCDO, TEACH and other non-TEACH partners such as GPE, CAMFED, ECOZI, Teachers Union of Zimbabwe (TUZ) been at ensuring improvement in the utilisation of SAGE or added value of TEACH interventions?

Probes: Frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

12. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other FCDO, TEACH, GEC or GPE initiatives? Please provide examples for this

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, etc.

13. Overall, how does the TEACH programme complement or add value to other educational programmes implemented in the country - considering objectives to improve access and learning outcomes?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

14. Are there any national education reforms or policies that Plan International's SAGE Phase II has supported to introduce or strengthen the education system in Zimbabwe under the TEACH programme?

Probes: If yes, in what ways do you see Plan International contributing specifically to these reforms? (e.g., technical guidance, training, etc.)? Which other partners were involved (including FCDO)?

15. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

16. Where has TEACH-SAGE had less impact on strengthening the education system, and how?

17. Have you (or your colleagues in different departments at Plan International) received any training, capacity-building sessions, or other resources from TEACH?

PROBES: If yes, how would you describe the effectiveness of that support in enhancing your knowledge and performance in areas like planning and budgeting, data analysis, research, monitoring, or addressing gender equality, disability, and social inclusion (GEDSI) concerns?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

18. How effective has SAGE Phase II been and what contribution has it made in improving access to education among adolescent girls and PwFD? What evidence supports its effectiveness?

Probes: Improvements in school enrolment, completion of Form 4, reduction of dropout rates among learners, inclusion of girls and PwFD, which provinces/districts have demonstrated the most significant improvements

Activity prompts: Accelerated Teaching and Learning (ATL), vocational skills training and life skills support (CoGE) and safeguarding, Continuous Professional Development (CPD), Integrated Skills Outreach Programme (ISOP), developing workbooks and teaching aids to provide essential educational materials and assistive devices to ensure inclusive learning, developing vocational curriculum, etc.

19. In your opinion, how effective is the continuous professional development (CPD) of community educators and what contribution has it made in improved educator quality to provide access to education? Can you provide some examples of this training and its benefits?

Probes: Community learning hubs, training of community educators, providing essential educational materials and assistive devices to ensure inclusive learning (for adolescent girls and PwFD), which provinces/districts have demonstrated the most significant improvements

20. How effectively has various components of TEACH-SAGE contributed to improving students' learning (literacy and numeracy)? What evidence supports its effectiveness?

Probes: which provinces/districts have shown greatest progress in improving learning outcomes among adolescents and PwFD? Including for adolescent learners (girls and boys) and PwFD

21. In your opinion, what are the limitations of SAGE Phase II, in terms of supporting better learning outcomes?

Probes: Are there any TEACH-intervention districts where learning outcomes remained stagnant or declined despite SAGE intervention? If so, in your opinion, what are some of the major barriers faced in these areas?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

22. Are there any overlaps in the geographic areas (provinces and districts) where Plan International's SAGE Phase II, EDT's TPD, UNICEF's SIG and Think Equal's Social and Emotional Learning (SEL) programme are implemented?

Probes: Does Plan International have a system in place to monitor and evaluate the outcomes of its interventions in areas where multiple programmes operate? What data sources does Plan International rely on for this monitoring, and how are they utilised?

23. In what ways do Plan International's SAGE Phase II and other TEACH components complement each other in enhancing student learning outcomes?

Probes: Has this collaboration/overlap brought any significant improvement in the quality of education for adolescent girls and PwFD, and other marginalised learners in rural versus urban areas

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

24. How has Plan International ensured and delivered (i) economy and (ii) cost-efficiencies in the TEACH programme?

*Probes: Economy indicators: improvement in average literacy and numeracy scores for adolescent out-of-school girls; **Efficiency indicators:** Learners achieving the benchmark learning results (Grade 5 level of learning)*

25. In your opinion, has Plan International's budget (under TEACH programme) maximised impact on (i) access and learning outcomes (cost-effectiveness) and (ii) equity?

*Probes: **Effectiveness indicators:** improvement in the average literacy and numeracy scores for adolescents out-of-school girls; **Equity indicators:** improvement of numeracy and literacy scores per each subgroup such as married girls, young mothers, girls with disability, girls never been to school, girls from ethnic communities, girls engaged in labour, and apostolic girls*

26. How well is VfM monitored by Plan International? Where are the gaps (if any)?

27. In your opinion, what financial or economic constraints have hindered effective implementation of SAGE Phase II in promoting quality access to education and improved learning outcomes?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH-SAGE interventions? If so how?

28. Has Plan International explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

Recommendations

30. What main improvements to the TEACH programme and SEL component could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in Zimbabwe (especially for marginalised girls and PwFD)?

29. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for adolescent girls and pupils with functional difficulties?

31. In your opinion, what are some of the national education policy and systems-level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes – including for marginalised girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.14. KII tool for GPE

KII with Global Partnership for Education (GPE)

Hello. My name is ____, and I work with____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and

marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- *This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of GPE. Hence, please skip the questions that are already answered by the respondent in the preceding questions.*
- *The Global Partnership for Education (GPE) funds multiple education programs in Zimbabwe, including the **System Transformation Grant (STG)** and the **Girls' Education Accelerator (GEA)**.*

Introductory questions

1. Would you please describe your roles and responsibilities at GPE?
2. Would you please describe the education sector programmes funded by GPE in Zimbabwe that focus on access and learning outcomes? Under which grants are these programmes run? Who are the grant agencies and implementing partners of these programmes? What specific activities are carried out under these programmes?

*Activity prompts: **Grants:** System Transformation Grants (STG) implemented by UNICEF, Multiplier Fund, System Capacity Grants (SCG), etc. **Components addressed:** ZELA, SIG, supporting drafting of ESSP 2021-2025, curriculum change, etc.*

Probes: Duration, beneficiaries targeted, provinces/districts of implementation, key stakeholders involved. Do these programmes also address the needs of marginalised girls and PwFD?

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

5. In your opinion, how have various components of the TEACH programme been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how?

Probes: Given contextual challenges, how has TEACH adapted to the needs of marginalised girls and pupils with functional difficulties?

6. In your opinion, how effectively has the TEACH programme adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, Zimbabwe Early Learning Policy for ECD and ICT Policy

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

8. How have external donor-supported (including FCDO) fundings benefited the education sector in Zimbabwe? How have they contributed to changes in access to education and/or learning outcomes?

Probes: Synergies with TEACH, complementing vs Overlapping with the TEACH programme

9. How effective has the collaboration between MOPSE/GoZ, GPE, FCDO, TEACH and other non-TEACH partners such as CAMFED, World Vision, ECOZI, Teachers Union of Zimbabwe (TUZ) been at ensuring improvement in the delivery of the education programmes?

Probes: Frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

10. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other FCDO or GPE initiatives? Please provide examples of this

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, other committees/working/technical groups, etc.

11. Were/are there any overlaps in the geographic areas (provinces and districts) where FCDO's (such as TEACH, ZGSE, etc.) and GPE's (GEA, etc.) programmes) were/are implemented?

Probes: Did/does GPE have a system in place to monitor and evaluate the outcomes of its interventions in areas where multiple programmes operate? What data sources did/does GPE rely on for this monitoring, and how were/are they utilised?

Activity prompts: Overlaps in SIG Regular funding, overlaps between TEACH and GPE's programmes (2023 – 2026), ZELA, curriculum change, etc.

12. How does the FCDO-TEACH programme complement or add value to GPE's programmes or other educational programmes implemented in the country - considering objectives to improve access and learning outcomes?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind?

13. Based on your observations, where do you believe the TEACH programme has contributed to improvements (if any) in access to education of students in Zimbabwe? Which components have the strongest impact on access to education?

Prompts: drop-out rate for Form 4, enrolment of learners (girls, boys, PwFD) for primary (Grade 7) and secondary (Form IV)

Probes: SIG, solarisation, teacher capacity building, supporting inclusive learning for adolescent girls and PwFD, community fairs, ECD interventions, school monitoring, inculcating social emotional learning in ECD level, etc.

14. Which specific TEACH components do you think had the strongest impact on learning outcomes?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

15. Are there any groups of learners and schools (e.g., PwFD, girls, remote communities, Primary vs Secondary school, Satellite Schools) for whom TEACH's contributions have been particularly significant?

Probes: What data is available to verify this? What factors have contributed to improved access?

16. In your opinion, to what extent are the improvements brought by the FCDO-TEACH – especially SIG, solarisation, teacher capacity, school leadership, and improved student learning outcomes – sustainable beyond the programme's duration?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

17. Are there any national education reforms or policies (e.g., curriculum changes, ICT, data collection through ZELA/EMIS, research initiatives, or school monitoring) that GPE supported to introduce or strengthen the education system in Zimbabwe in complementarity with the TEACH programme?

Probes: If yes, in what ways do you see GPE contributing specifically to these reforms? Which other partners were involved (including FCDO)?

18. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

19. In your opinion, where has FCDO-TEACH had less impact in strengthening the education system, and how?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

20. How effective has the TEACH-UNICEF models for SIG and solarisation been and what contribution have these grants made to improving access to education in schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Improvements in school enrolment, completion of Form 4, reduction of dropout rates among learners, inclusion of girls and PwFD.

21. In your opinion, what have been some of the limitations to TEACH programme, in terms of supporting equitable access to learning and improved learning outcomes?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions? If so how?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

22. How effective has the TEACH- Teacher Professional Development (TPD) and its trainings been and what contributions has it made to improving learning outcomes? What evidence supports its effectiveness?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

23. In your opinion, does the TEACH programme provide good Value for Money in improving access and learning outcomes in Zimbabwe, and how? What evidence supports its effectiveness.

*Probes: **Economy indicators:** Provision of school visits facilitated through provision of fuel, Number of schoolteachers trained in selected schools on improved pedagogy (disaggregated by sex and disability)*

***Efficiency indicators:** Delivery of 2022 ZELA, Form 4 Dropout Rates, schoolteachers/school leaders trained to support curriculum implementation*

***Effectiveness indicators:** percent educators at cluster level reporting improved professional knowledge and understanding, percent of P3 and Satellite regular SIG supported schools with at least 75 percent retention rate up to Grade 7,*

percent of grade 7 pass rate, percent of form 4 pass rate, School leaders trained on school leadership for learning, schools inspectors trained in assessment and inspection based on reforms

24. In your opinion, has TEACH explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

Recommendations

25. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for girls and children with functional disabilities?

26. What main improvements to the TEACH programme could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in P3/S3/satellite schools, including for girls and PwFD?

Probes: improvements in components such as SIG, TPD, solarisation, implementation of curriculum reforms, needs of teachers, access to infrastructural and digital educational amenities to students, empower out-of-school adolescents, improve social emotional learning in ECD, community fairs, targeted parental engagements, etc.

27. In your opinion, what are some of the national education policy and systems -level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools - including for girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.15. KII Tool for EDT

KII with EDT

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and

marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

[Background notes for the interviewer:

- *All questions posed to the respondent will aim to understand the effectiveness of TEACH intervention and its interplay with other stakeholders*
- *This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of EDT and its contributions and challenges at implementing **component 102 (teacher professional development)**. Hence, please skip the questions that are already answered by the respondent in the preceding questions*
- ***According to our preliminary document review: As part of the TEACH intervention, EDT is implementing TPD in P3/S3/Satellite schools in 42 districts.***

Introductory questions:

1. Would you please describe your roles and responsibilities at EDT?
2. Would you please briefly describe the different activities conducted by EDT as part of the TEACH programme?

Probes: duration, beneficiaries targeted, key stakeholders involved

(Activity prompts: pre- and in-service teacher training, school leadership training, school inspections, policy reforms supported and finalised, TPD literacy and numeracy materials uploaded on Learning Passport Platforms, capacity building of MOPSE/GoZ and other stakeholders, documentation of annual statistical reports like ZELA, etc.)

3. Would you please describe pre-service and in-service teacher training that EDT undertakes as part of the TEACH programme? What specific activities are carried out under this initiative?

Probes: duration, frequency of training, beneficiaries targeted, key stakeholders involved, types of schools targeted, contextual issues that teacher training addresses

4. Would you please describe school leadership training that EDT undertakes as part of the TEACH programme? What specific activities are carried out under this initiative?

Probes: duration, frequency of training, beneficiaries targeted, key stakeholders involved, types of schools targeted, contextual issues that teacher training addresses

5. Apart from FCDO, does EDT also receive funding from other donors to provide teacher training and school leadership? If yes, please describe them.

Probes: Who are the other donors? What is the funding model involved in TPD in schools, types of technical support provided, stakeholders associated, and activities conducted as part of the initiative

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

6. How has the TEACH-TPD programme evolved over time, including any significant changes in funding, the log frame, and programme activities? What were the reasons behind these changes?

Probes: What major external factors have influenced the programme's development?

7. Have the various components of TPD been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how?

Probes: Given contextual challenges, how has TPD adapted to the needs of marginalised girls and pupils with functional difficulties?

8. In your opinion, how effectively has the TPD intervention under TEACH adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, ICT Policy

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

9. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other EDT or GPE initiatives? Please provide examples of which ones are effective.

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, etc.

10. Beyond TEACH and TPD, how has other external donor-supported teacher training benefited the education sector in Zimbabwe? *E.g. under GPE, System Transformation Grant (\$19M, UNICEF, 2023-26)*

Probes: Complementarity vs Overlaps with the TEACH programme; synergies with TEACH.

11. Are there any overlaps in the geographic areas (provinces and districts) where EDT's TPD, UNICEF's SIG, Plan International's SAGE Phase II, and Think Equal's Social and Emotional Learning (SEL) programme are implemented?

Probes: Does EDT have a system in place to monitor and evaluate the outcomes of its interventions in areas where multiple programmes operate? What data sources does EDT rely on for this monitoring, and how are they utilised?

12. In what ways do EDT's TPD and UNICEF's SIG complement each other in enhancing student learning outcomes or access?

Probes: To what extent does TPD, school leadership, and school inspections support UNICEF's efforts of access to education in areas of SIG utilisation, solarisation, etc.?

13. How effective has the collaboration between TEACH partners and non-TEACH stakeholders such as GPE, CAMFED, ECOZI, Teachers Union of Zimbabwe (TUZ) been at ensuring improvement in access to quality education or added value of TEACH interventions?

Probes: frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

14. In your opinion, how has pre and in-service teacher training contributed to improved schoolteacher quality? Can you provide some examples of this training and its benefits?

Probes: Especially regarding inclusive teaching practices and school management (for the benefit of girls and PwFD)

15. How effective has this teacher training been in improving teacher retention (or reducing attrition rates), particularly in ensuring that the same teachers progress through different levels of the programme? What evidence supports its effectiveness?

Probes: What factors contribute to influence teachers to remain engaged in the programme over time? How does teacher continuity contribute to sustained professional development in your experience?

16. How effective has Learning Passport Platforms in digitising primary literacy and numeracy content and what is its contribution in improving the capacity of teachers and administrators in providing quality teaching and learning?

Probes: Who are its major beneficiaries? How frequently do teachers participate in the online courses and collect certificates? What are the observable trends in teachers' motivation due to Learning Passport Platform and online certification process? What evidence supports its effectiveness?

17. In your opinion, how has school leadership training contributed to increased school management capacity of school leaders/head teachers? Can you provide some examples of this training and its benefits?

Probes: Has it contributed to the TPD intervention and in what ways does TPD and school leadership quality drive overall school improvement?

18. With regards to Teacher Professional Development, how effective has the TEACH TPD and its training been at improving students' learning? What evidence supports its effectiveness

Probes: which provinces/districts have shown greatest progress in overcoming challenges of inadequate teacher training and improving learning outcomes? Including for girls and pupils with functional difficulties

19. In your opinion, how effective have schools outside the 42 selected districts of EDT-TPD been at enhancing access to education and improving learning outcomes?

Probes: What key factors drive school improvement in these non-targeted districts? Are there any unexpected trends in these areas that could inform future programme strategies? What evidence supports its effectiveness?

20. In your opinion, what are the limitations of TEACH TPD component interventions, in terms of supporting better learning outcomes?

Probes: Are there any TEACH-intervention districts where teaching quality and school leadership have remained stagnant or declined despite training and school leadership programmes? If so, in your opinion, what are some of the major barriers faced in these areas?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

21. Has this EDT-UNICEF collaboration brought any significant improvement in the quality of education for marginalised groups, such as girls, pupils with functional disabilities, and learners in rural versus urban areas?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

22. What national education reforms policies or systems (e.g., teacher training curriculum, ICT, data collection through ZELA/EMIS, research initiatives, or school inspections) has EDT supported to strengthen the education system in Zimbabwe under the TEACH programme, and how?

Probes: If yes, in what ways do you see EDT contributing specifically to these reforms? (e.g., technical guidance, training, school inspections)? Which other partners were involved (including FCDO)?

23. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

24. Where has TEACH, implemented by EDT, had less impact in strengthening the education system, and how?

25. How have school inspections contributed to improving teacher quality and capacity, leadership effectiveness, and safeguarding measures within schools? What evidence supports its effectiveness

Probes: How has EDT's transition from paper-based to digital inspections enhanced the monitoring of teaching quality and student learning outcomes in TEACH-supported schools?

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

26. How has EDT ensured and delivered (i) economy and (ii) cost-efficiencies on the TEACH programme?

*Probes: **Economy indicators:** Number of schoolteachers trained in selected schools on improved pedagogy (disaggregated by sex and disability); **Efficiency indicators:** schoolteachers/school leaders trained to support curriculum implementation*

27. In your opinion, has EDT's budget (under TEACH programme) maximised impact on (i) access and learning outcomes (cost-effectiveness) and (ii) equity?

*Probes: **Effectiveness indicators:** School leaders trained on school leadership for learning, schools inspectors trained in assessment and inspection based on reforms; **Equity indicators:** teachers trained related to PwFD*

28. How well is VfM monitored by EDT? Where are the gaps (if any)?

29. In your opinion, what financial or economic constraints have hindered effective implementation of TPD in promoting quality access to education and improved learning outcomes?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH-TPD interventions? If so how?

30. Has EDT's TPD explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

Recommendations

31. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for girls and pupils with functional disabilities?

32. What main improvements to the TEACH programme and TPD component could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in P3/S3/satellite schools, including for girls and PwFD?

33. In your opinion, what are some of the national education policy and systems-level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools – including for girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.16. KII tool for UNICEF

KII with UNICEF – School Improvement Grant (SIG)

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- *This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of UNICEF and its contributions and challenges at implementing **component 101 (equitable access to education through SIG)**. Hence, please skip the questions that are already answered by the respondent in the preceding questions*
- **According to our preliminary document review: As part of the TEACH intervention, UNICEF is implementing SIG regular in P3/S3/Satellite schools.**

Introductory questions:

1. Would you please describe your roles and responsibilities at UNICEF?
2. Would you please describe the different activities conducted by UNICEF as part of the TEACH programme (and which component or output of TEACH they fall under)?

(Activity prompt: SIG disbursement and management, solarisation, school monitoring, ECD, community fairs and parent engagements, non-formal education, etc. policy reforms, capacity building of MOPSE/GoZ, printing and distribution of School Finance Manual in all schools nation-wide, documentation of annual statistical reports)

Safe to Learn. Issues of child protection, policies were outdated. Transitioning to online, so need for protection. Need for teachers to be adequately trained. Plus also gaps in mental health provision. And facilitated linkages with community childcare . Recently completed trainings of teachers and supported school discipline departments on conducting investigations. 200k children reached. Over 7000 teachers trained. They cover outlier schools and was a national programme covering same districts as SIGs and also community fairs. Also conducted a policy analysis and review.

SDCs are now active in discussing these issues and also engaging parents and teachers taking action when report protection concerns. E.g. on transport issues. Also, evidence on changing social norms. But this is also a major challenge. Also need to integrate the training within the teacher training curriculum, and also the learning platforms that are available. This can be a challenge because of the two ministries involved – and especially the ministry for higher education on the pre-service training. It is a similar story for ICT training. Thirdly it can take time for cases to be dealt with.

They intend to deliver a protective environment for children. They will continue to push for policies but also need to secure political will to fund the implementation.

Community outreach fairs ended in 2023. But still doing the parents outreach.

Mobilise community to enrol in schools, then ministry also used them to inform them about other services. Most parents would enrol at ECD-B, so talking to parents to enrol them at right

age. Also provided platforms to do some psychological assessment, birth advice. In 2023 FCDO asked about the impact. FCDO asked for more data. Now a consultant is conducting an assessment for them (July). Although CAMFED is still supporting this.

Parental support now focuses on ECD. Parents are taken through the nurturing care framework. Districts are targeted based on bottom performing on ZELA. 6 districts at the bottom based on Zela, and then the districts direct them to the areas of need. So, 200 schools in total. Plus, training is cascaded to all schools in districts. E.g. focus on ECE reading books. Pilot was in 2022 under GPE, then when saw it worked rolled out under TEACH. Plus, they also have community reading camps, with reading champions at the district level. They are at infant level (4-8) but teachers also sending older children to help them catch up (e.g. at grade 7).

The results of the ZELA 2024 showed that on basic literacy and numeracy the bottom 6 had improved. So, 2025 they have moved onto the next bottom six districts.

This reflects one component of the early learning policy. So, they are just doing one component of it. And other donors working on ECD.

Not intentional to target districts with EDT TPD. Where there is some crossover, it has worked well in terms of parental engagement.

3. Would you please describe in more detail the School Improvement Grants (SIG) that UNICEF undertakes as part of the TEACH programme? What specific activities are carried out under this initiative?

Probes: types of SIG as part of TEACH, types of schools receiving grants (P3/S3/Satellite), rationale behind SIG/issues that SIG addresses, how SIGs are disbursed, beneficiaries targeted, key stakeholders involved

4. Apart from FCDO, does UNICEF also receive funding from other donors for SIGs? If yes, please describe them (regular, complementary, WASH, feeding) and how these are additional or complementary to TEACH SIGs.

Probes: Who are the other donors? Types of SIG funded, stakeholders associated, and activities conducted as part of the SIG disbursement by these funders

These are funded by KfW (school feeding); GPE (complementary, WASH). Their TEACH schools would receive these other SIGs. Just Satellite schools receive the complementary. They are aiming to support these schools to get registered.

Initially TEACH was part of the pooled fund. The EDF. And UNICEF was the lead. There was no specific coordination mechanism in place. Just the Education Coordination Group. This has progressively changed. Before there were 13 partners. Then partners pulled out. Then by the time of TEACH just KfW and FCDO, in 2019. Due to changing priorities. GPE was still there but not part of EDF. KfW then also exited education support in Zimbabwe. This wasn't helpful for the education sector.

Was already TEACH as a contribution to the pooled fund. Now stand alone TEACH. Helped FCDO with its visibility. But also, by exiting the EDF, FCDO pushed to develop a new partners governance structure – from July 2023. Including a GPE-TEACH steering committee. Alongside the ECG (quarterly), with the GPE-TEACH steering committee as a leg (quarterly), and then also two sub-Committees- implementation committees for GPE and for TEACH (monthly). Then in 2024 requested a modification – the GPE TEACH SG transformed into the Education Partnership Steering Committee covering any support from partners. For example Save work, or Plan International work. And Save and Camfed are now part of the ECG. And all working to the same Education Sector Strategic Plan. So far it is working well. Partly because it is all led by the Ministry, including the ECG. And now the EPSC is led by the PS. And also making progress on encouraging the government to stick to timelines and appointments. So far have met commitments in 2025.

Issues around SIG and monitoring raised, and also solar approach raised at these meetings. And have helped them to resolve problems. Also made progress on the school financing policy through these structures, after earlier blockages. UNICEF suggested to do a costed simulation model, which helped to unlock this progress. The policy is intended to ensure that schools are sufficiently financed to do their job, including Government contribution and aim is to reduce their reliance on donors. Governments have BEAM and safety nets but schools don't always receive them and BEAM in arrears. They are aiming for progressive shift to making education free and state funded basic education. So SIGs are not mentioned by name, but the funding is integrated within the costing model.

So now the challenge for SIG is sustainability. The amounts have reduced as partners left but insufficient advocacy for Government to take these up. This is why pushing so hard within the finance bill for Government to take this over. SIGs have been recognised as good practice because of a defined allocation to schools. And based on own priorities and School Development Plan. It should also have evolved towards a results based financing model – for example school B has achieved some major changes, but school A much less so. It has been discussed but now funding is not available FCDO not following this up. For example the non-readers, the pass rates, the fee collection.

FCDO was to support with reduced funding up to 2026. But now has been reduced further, and recalculating the number of schools that can be supported. They have maintained targets for TEACH and GPE for 2025 but will need to revise this for 2026. And GPE cannot compensate. So will have to cut significantly the number of schools, plus other interventions such as ECD, parent engagement may also have to be cut. This context will put pressure on the Government to take their social sector seriously. But challenging economic context for policy. But starting point is the policy commitment.

Monitoring of SIGs is carried out by the audit firms (10 percent sample) and they see improvement in compliance and reduction in fraud. Only 1 case of fraud in 2024. Schools were supported with school finance training. Also challenges in book keeping etc. Financial management training also on the learning passport. Then have the grants management team at the ministry, who go out every quarter to monitor use of SIGs. They are allocated funds from the TEACH programme to do this. They are also introducing grants management team to be accompanied by government internal audit.

They also conducted the SIG expenditure analysis to get a sense of what schools were spending the money on. But were not able to do a longitudinal study. Rely therefore on districts to give them data on performance of the schools.

Then district schools inspectors provided with fuel to help inspect the schools and are being encouraged to cover SIGs, as part of School Monitoring, Inspection and Supervision, mandated at district and provincial level. UNICEF supports district and provincial officials with FUEL, in the 72 districts in 10 provinces.

The monitoring is sector support-wide. They could not just monitor districts with TEACH interventions (TPD, SIG etc). UNICEF developed the tools, and the e-inspections, and then EDT took over the tools from 2019, whilst UNICEF supplied the FUEL. This is when the redefinition of monitoring and inspection took place.

The DSIs also have a monitoring tool for use of FUEL. Submitted to provinces and then consolidate reports and provide to UNICEF.

According to EDT, should be once or twice per year.

UNICEF haven't really seen the data, but real time data is collected on dashboards by the ministry. They have requested data on learners with disabilities.

There is also a need to continuously revamp the tools to take into account changes to the interventions (whilst also not overwhelming the inspectors).

UNICEF see this as a successful component of TEACH, since before Government was not supporting FUEL. Also seen that some provinces don't have vehicles, and so CA have loaned vehicles, and now Government has funded new vehicles.

Systems strengthening: this work started pre 2019.

Data, research and evaluation (EMIS, SIG impact study, a longitudinal research project (2017-20) on non-formal education, used in the development of the early warning system for drop-outs; also holistic organisational development study – on how the ministry operates)

Early learning policy; Education Amendment Act; Education Sector Strategic Plan; seculars
Also school monitoring and inspections

Speak to Maxwell.

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

5. How has the TEACH-SIG programme evolved over time, including any significant changes in funding, the log frame, and programme activities? What were the reasons behind these changes?

Probes: What major external factors have influenced the programme's development?

6. In your opinion, how effectively has the TEACH-SIG adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, Zimbabwe Early Learning Policy for ECD and ICT Policy

7. Have the various components of SIG been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how?

Probes: Given contextual challenges, how has SIG adapted to the needs of marginalised girls and pupils with functional difficulties?

8. How is UNICEF driving a focus on equality, diversity and inclusion through the SIG programme (especially for girls, PwFD, out of school children), and how has this evolved? What other TEACH components under UNICEF support inclusive education?

Community fairs have reached

Have supported the ministry to roll out model inclusive education facilities (MIEF) in infant education. Here teachers learn how to make their classroom more inclusive, so lots of capacity building. Rolled out to 6,000 schools to date. Years TBC. They have also supported the ministry to carry out clinical remediation and then do catch up lessons. Ministry with own resources have done profiling of 1m+ children to identify special needs and also gifted children.

Supporting PwFD now a key priority within the learners welfare department, and not only TEACH resources supporting the MIEF.

Also the Inclusive Education Handbook was printed (9,625) and distributed to schools, to provide guidance. This has also supported roll out of the MIEF.

Also infused within the SIGs, as schools with a resource unit (around 240) get an additional top up (these are schools with more than 7 learners with an identified disability, and then get dedicated teacher and class for these students) plus special schools (25). There is also a column/criteria for recording how special schools use the SIG, e.g.

e.g. infrastructure, adaptive teaching and learning materials, wash facilities, that normal schools cannot fund.

9. Beyond TEACH and SIGs, what other major donor-supported initiatives support the education sector in Zimbabwe particularly with regards to access to education and functional schools?

Probes: Synergies with TEACH, complementing vs Overlapping with the TEACH programme

297 satellite schools between august 2023- October 24 (from under 1000)

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

10. In what ways are UNICEF's SIG and EDT's TPD complementary to each other in enhancing student access and/or learning?

Probes: To what extent does TPD, school leadership, and school inspections support UNICEF's efforts of improving access to education, SIG utilisation, solarisation, etc.? To what extent does SIG, implemented by UNICEF, support EDT's efforts in areas such as TPD, school leadership, and school inspections?

EDT with on the ground inspections would be better to report on this. Even though all the components speak to the same outcome though.

It's also the duty of the evaluation to report on whether this is working.

11. Are there any other overlaps in the geographic areas (provinces and districts) where UNICEF's SIG, Plan International's SAGE Phase II, and Think Equal's Social and Emotional Learning (SEL) programme are implemented, and if so what complementarities or synergies exist or have been planned for?

SAGE only recently joined the TEACH framework. They have had conversations with THINK EQUAL on possible synergies. Their discussion was on where they have three components how do they best track progress here compared with where only have one intervention. Last year they carried out joint monitoring to see how joint results played out and whether they are connecting the dots. But they really need the government to lead – this was a lesson not to lead as their own personal programmes. To also support teacher ownership. Even extending to parent engagement.

12. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other TEACH initiatives? Please provide examples of this

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, etc.

13. How effective has the collaboration between MOPSE/GoZ, FCDO, TEACH and other non-TEACH partners been (such as GPE, CAMFED, ECOZI, Teachers Union of Zimbabwe) at ensuring coherence of SIGs with other education interventions or added value of TEACH interventions?

Probes: Frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

14. How effectively has SIG regular been allocated and utilised in P3/S3/Satellite schools under TEACH? How does UNICEF judge effective utilisation/outputs from SIGs?

Probes: How have schools prioritised the allocation of their SIG grant (does use of SIGs align with needs identified within for example school development plans or other audits; are teachers, parents or other community members involved in decision making)? What changes have you observed in school learning/teaching materials, and other school resources due to SIGs (compared with before the SIG allocation)? How have SIGs supported the effectiveness and overall functionality of schools? How does this differ by type of school?

They also see that if an active SDC and strong leadership of a school, this really makes a difference to use of SIGs and creating a functional school. But difficult to estimate what proportion of schools this is. There is no one indicator to measure functional schools. They can measure pass rates etc, but many contributors. Otherwise gleaned through monitoring visits.

15. Are you aware of specific SIG resourcing for girls or pupils with functional disabilities? What examples can you provide of this?

16. Is there any evidence of SIG grants improving access to education in P3/S3/Satellite schools (Grade 7 up to Form 4), in terms of enrolment, retention and/or completion?

Probes: Which provinces/districts have shown greatest impact on access outcomes due to TEACH-SIGs? What other factors may have contributed to improved access to education? How does this vary by school type?

Yes it can contribute to enrolment and retention, e.g. by supporting better transitions from primary and secondary to enhance learning environment (e.g. so not sitting on floor when get to secondary school).

We could look at this for example in Solar schools, also with parental engagement plus SIGs + TPD and compare this with schools with only 1 or 2 components.

Mary – targeted with a qualified and motivated teacher, a school that is functional, with a safe environment. So if they had all converged on one concentrated area the impact would have been greater, with all partners receiving their respective strengths. This is their recommendation.

She would recommend taking areas where EDT are working in, and mapping what else are in those districts. Then this would help partners with reporting, and what synergies and uptake is between different schools.

17. [if yes to above] Have SIGs supported increased enrolment and/or retention amongst (i) girls and (ii) pupils with functional disabilities?

18. Is it possible to compare this with any improvements in resourcing or access in schools outside the selected districts of UNICEF?

Probes: What key factors drive school improvement in these non-targeted districts? Are there any unexpected trends in these areas that could inform future programme strategies? What evidence supports its effectiveness?

19. Is there any evidence of SIG grants contributing to improving learning outcomes in P3/S3/Satellite schools (Grade 7 up to Form 4)?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

20. How have UNICEF-supported community fairs and parental outreach initiatives helped to improve equitable access to education (including in ECD A and B, and for girls, PwFD and out of school children)?

Probes: What are some of the strengths and barriers while organizing the fairs and conducting parent engagements as part of the TEACH programme?]

21. In your opinion, what have been the limitations or major challenges in the implementation of all components of TEACH by your organisation, in terms of supporting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions and SIGs? If so, how?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

22. Has this UNICEF-EDT collaboration brought any significant improvement in the quality of education for marginalised groups, such as girls, pupils with functional disabilities, and learners in rural versus urban areas?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

23. What national education policy or systems reforms (e.g., curriculum changes, ICT, data collection through EMIS, outcomes of research initiatives, or school inspections) have been achieved through UNICEF support under the TEACH programme?

Probes: in what ways do you see UNICEF contributing specifically to these reforms? (e.g., technical guidance, training)? Which other partners were involved (including FCDO)?

24. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

25. Where has TEACH, implemented by UNICEF, had less impact in strengthening the education system, and why?

EQ4 – To what extent has the TEACH programme supported a more accountable learning environment?

26. Based on UNICEF's assessment, what is the contribution of provision of fuel in the mobilisation of district, provincial and national staff for school monitoring activities? What evidence supports its effectiveness

Probes: How have improvements been made within schools following these inspections?

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

27. What has been the total SIG expenditure across all provinces since the inception of TEACH programme? What proportion of SIG expenditure has gone to equipment, learning materials, infrastructure, etc.?

28. In your opinion, what financial or economic constraints have hindered the TEACH-SIG intervention, implemented by UNICEF, in promoting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions and SIG allocations? If so, how?

29. How has UNICEF ensured and delivered good value for money in the delivery of SIGs, including on (i) economy and (ii) cost-efficiencies?

*Probes: **Economy indicators:** Provision of school visits facilitated through provision of fuel; **Efficiency indicators:** Delivery of 2022 ZELA, Form 4 Dropout Rates*

30. In your opinion, has UNICEF's budget (under TEACH programme) maximised impact on (i) access and learning outcomes (cost-effectiveness) and (ii) equity?

*Probes: **Effectiveness indicators:** percent educators at cluster level reporting improved professional knowledge and understanding, percent of P3 and Satellite regular SIG supported schools with at least 75 percent retention rate up to Grade 7, percent of grade 7 pass rate, percent of form 4 pass rate*

***Equity indicators:** percent of educators trained in practical gender responsive and inclusive approaches to classroom teaching, GPI Index (ratio) for forms 1-4 (Gross Enrolment Ratio), No. of marginalised children provided access to functional schools (P3/Satellite)]*

31. Has UNICEF explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

32. How well is VfM monitored by UNICEF? Where are the gaps (if any)?

Recommendations

33. What key improvements to the TEACH programme (including SIGs) would be helpful to enhance relevance and effectiveness in strengthening equitable access to education in Zimbabwe, in P3/S3/satellite schools?

34. What would specifically help enhance results for girls and pupils with functional disabilities?

35. What if any key improvements are needed to improve ways of working amongst TEACH partners?

36. In your opinion, what are some of the national education policy and systems-level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – and enhance the impact on learning outcomes in schools – including for girls and PwFD?

They don't have donors lining up to support. How can FCDO mobilise others donors to support education in Zimbabwe. As they know government resources are not enough. Also teachers are not motivated so how can they boost this. E.g. FCDO used to subsidise the salaries. It is not always sustainable, but can look at other incentives, such as solar. And also funding for more work books. For example they could target SIGs on fewer schools to support this. Plus also look at government school financing arrangements for SIG. In Malawi schools are held accountable for how they use SIGs against plans and also against school enrolment, and if not they have their funds withheld. In this way the community also gets more engaged in ownership and raising funds too. This is not in the DNA of FCDO. More parental engagement, school leadership and teacher motivation programmes will strengthen outcomes.

Finally they need to intervene where the teachers are initially trained and recruited at pre-service training stage. How can they engage and motivate them before they reach the school.

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.17. KII with UNICEF – Solarisation of schools

KII with UNICEF

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- *All questions posed to the respondent will aim to understand the effectiveness of TEACH intervention and its interplay with other stakeholders*
- *This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of UNICEF and its contributions and challenges at implementing **component 105 (equitable access to education through solarisation of schools)**. Hence, please skip the questions that are already answered by the respondent in the preceding questions*
- ***According to our preliminary document review: As part of the TEACH intervention, UNICEF is implementing solarisation in P3 schools.***

Introductory questions:

1. Would you please briefly describe your roles and responsibilities at UNICEF?
2. Would you please briefly describe the different activities conducted by UNICEF as part of the TEACH programme?

Probes: duration, beneficiaries targeted, key stakeholders involved

(Activity prompt: SIG disbursement and management, solarisation, school monitoring, solarisation, ECD efforts such as community fairs and parent engagements, policy reformations supported and finalised, capacity building of MOPSE/GoZ and other stakeholders, documentation of annual statistical reports, formal and non-formal education, etc.)

3. Would you please describe solarisation of schools that UNICEF undertakes as part of the TEACH programme? What specific activities are carried out under this initiative?

Probes: duration, beneficiaries targeted, key stakeholders involved, types of schools receiving clean energy, selection criteria for targeting schools for solarisation. What issues does the solarisation of school address?

4. Apart from FCDO, does UNICEF also receive funding from other donors for solarisation? If yes, please describe them.

Probes: Who are the other donors? What is the funding model involved in targeted solarisation of schools, types of schools, stakeholders associated, and activities conducted as part of the solarisation by these funders?

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

5. How has the TEACH-SIG programme evolved over time, including any significant changes in funding, the log frame, and programme activities? What were the reasons behind these changes?

Probes: What major external factors have influenced the programme's development?

6. Have the various components of solarisation been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how?

Probes: Given contextual challenges, how has solarisation adapted to the needs of marginalised girls and pupils with functional difficulties?

7. In your opinion, how effectively has the TEACH-solarisation adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: ICT Policy that aims to provide uninterrupted access and power ICT Labs

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

8. [Only if UNICEF mentions other donors in solarisation initiative] Beyond TEACH, how has other external donor-supported solarisation funding benefited the education sector in Zimbabwe? How have they contributed to changes in learning outcomes or access to education?

Probes: Synergies with TEACH, complementing vs Overlapping with the TEACH programme

9. How effective has the collaboration between MOPSE/GoZ, FCDO, TEACH and other non-TEACH partners such as GPE, CAMFED, ECOZI, Teachers Union of Zimbabwe (TUZ) been at ensuring improvement in implementing solarisation or added value of TEACH interventions?

Probes: frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

10. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other UNICEF or GPE initiatives? Please provide examples of this

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, etc.

11. Overall, how does the TEACH programme complement or add value to other educational programmes implemented in the country – considering objectives to improve access and learning outcomes?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

12. Are there any national education reforms or policies (e.g., curriculum changes, ICT, data collection through ZELA/EMIS, research initiatives, or school monitoring) that UNICEF has supported to introduce or strengthen the education system in Zimbabwe under the TEACH programme?

Probes: If yes, in what ways do you see UNICEF contributing specifically to these reforms? (e.g., ICT, solarisation scale-up, SIG disbursement and utilisation, technical guidance, training)? Which other partners were involved (including FCDO?)

13. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

14. Where has TEACH, implemented by UNICEF, had less impact in strengthening the education system, and how?

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

15. How have schools been allocated for solarisation and how are these resources utilised by UNICEF under TEACH?

Probes: What changes have you observed in school ICT labs and learning/teaching materials?? How does this differ by type of school? Are you aware of specific support for girls or pupils with functional disabilities?

16. How effective has the solarisation model been and what contribution has solarisation made to improving access to education in P3/S3/Satellite schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Improvements in school enrolment, completion of Form 4, reduction of dropout rates among learners, inclusion of girls and PwFD. How does this vary by school type?

17. Which provinces/districts have shown greatest impact on access outcomes due to solarisation? How have solarisation supported access or reduced drop out amongst girls and pupils with functional disabilities?

Probes: How has solarisation supported the effectiveness and overall functionality of schools?

18. How effective has the solarisation model been and what contribution has solarisation made to improving learning outcomes in P3/S3/Satellite schools (Grade 7 up to Form 4)? What evidence supports its effectiveness? What factors have contributed to improved learning outcomes?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

19. Are you aware of UNICEF-supported community fairs and parental outreach initiatives? If yes, what has been their role in improving equitable access to education (including in ECD A and B)?

Probes: What are some of the strengths and barriers while organizing the fairs and conducting parent engagements as part of the TEACH programme?

20. Based on UNICEF's assessment, what is the contribution of provision of fuel in the mobilisation of district, provincial and national staff for school monitoring activities? What evidence supports its effectiveness

Probes: How have improvements been made within schools following these inspections?

21. In your opinion, what have been the limitations in the implementation of all components of TEACH by your organisation, in terms of supporting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions and solarisation? If so, how?

22. In your opinion, how effective have schools outside the selected districts of UNICEF-Solarisation been at enhancing access to education and improving learning outcomes?

Probes: What key factors drive school improvement in these non-targeted districts? Are there any unexpected trends in these areas that could inform future programme strategies? What evidence supports its effectiveness?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership?

22. In what ways do UNICEF's solarisation and EDT's Teacher Professional Development (TPD) complement each other in enhancing student learning outcomes?

Probes: To what extent does solarisation, implemented by UNICEF, support EDT's efforts in areas such as improving teacher quality in ICT equipment, school leadership, etc.?

23. Has this UNICEF-EDT collaboration – particularly solarisation – brought any significant improvement in the quality of education for marginalised groups, such as girls, pupils with functional disabilities, and learners in rural versus urban areas?

24. Are there any overlaps in the geographic areas (provinces and districts) where UNICEF's solarisation, EDT's TPD, Plan International's SAGE Phase II, and Think Equal's Social and Emotional Learning (SEL) programme are implemented?

Probes: Does UNICEF have a system in place to monitor and evaluate the outcomes of its interventions in areas where multiple programmes operate? What data sources does UNICEF rely on for this monitoring, and how are they utilised?

25. Is UNICEF planning to scale-up the solarisation of schools to other districts or provinces? What enhancements can be made to the solarisation component to ensure long-term sustainability? What data is available to verify this

Probes: types of schools, in which provinces/districts, selection criteria for targeting particular districts and schools

EQ4 – To what extent has the TEACH programme supported a more accountable learning environment?

26. Based on UNICEF's assessment, what is the contribution of provision of fuel in the mobilisation of district, provincial and national staff for school monitoring activities? What evidence supports its effectiveness

Probes: How have improvements been made within schools following these inspections?

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

27. What has been the total expenditure on school solarisation across all provinces/districts since the inception of TEACH programme? What proportion of the expenditure has gone to installation of solar panels, ICT labs, teacher training on ICT equipment, other infrastructure, etc.?

28. In your opinion, what financial or economic constraints have hindered the TEACH-solarisation intervention, implemented by UNICEF, in promoting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions on solarisation? If so how?

29. How has UNICEF ensured and delivered (i) economy and (ii) cost-efficiencies on the TEACH programme?

*Probes: **Economy indicators:** Provision of school visits facilitated through provision of fuel; **Efficiency indicators:** Delivery of 2022 ZELA, Form 4 Dropout Rates*

30. In your opinion, has UNICEF's budget (under TEACH programme) maximised impact on (i) access and learning outcomes (cost-effectiveness) and (ii) equity?

*Probes: **Effectiveness indicators:** percent educators at cluster level reporting improved professional knowledge and understanding, percent of P3 and Satellite regular SIG supported schools with at least 75 percent retention rate up to Grade 7, percent of grade 7 pass rate, percent of form 4 pass rate*

***Equity indicators:** percent of educators trained in practical gender responsive and inclusive approaches to classroom teaching, GPI Index (ratio) for forms 1-4 (Gross Enrolment Ratio), No. of marginalised children provided access to functional schools (P3/Satellite)]*

31. How well is VfM monitored by UNICEF? Where are the gaps (if any)?

32. Has UNICEF's solarisation explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

Recommendations

33. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for girls and pupils with functional disabilities?

34. What main improvements to the TEACH programme and the solarisation component could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in P3/S3/satellite schools, including for girls and PwFD?

35. In your opinion, what are some of the national education policy and systems-level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools – including for girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Request support in obtaining any relevant documents that may emerge during the interview and could be beneficial to our study)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.12.18. KII with FCDO Zimbabwe

KII with FCDO

Hello. My name is ____, and I work with _____ (Athena Infonomics for interviews by Jonathan and Dr. Gatsi; JIMAT Consult for all others). Along with Athena Infonomics, we are conducting a study on behalf of the FCDO on the Teacher Effectiveness and Equitable Access for Children (TEACH) programme. We aim to assess the process and impact of the TEACH programme on learning outcomes in Zimbabwe, particularly its effectiveness and equity in reaching all learners, especially girls, pupils with functional difficulties (PwFD) and marginalised learners. Your insights will help us understand the TEACH programme's successes, challenges, and areas for improvement.

For this study, we would like to interview you to understand your experience as a _____ (please use the role of the respondent, e.g., Head Teacher). This discussion will take no more than _____ (1.5 hours for national stakeholders / 1 hour for other stakeholders) hour of your time. Please note that your participation is voluntary; you can choose not to answer any of the questions, and you may stop the discussion at any time. You may also ask me questions about the discussion topics at any time. There will be no direct benefits nor risks to you as a result of this interview. All of your answers today will be anonymous, and we will not include your name in any published documents. We also request that you keep all aspects of our discussion today confidential, and do not share anything discussed today with people outside of this group.

Note to interviewer: Invoke the Informed Consent Form and obtain approval/signature to proceed and to record the interview.

Background notes for the interviewer:

- *This is a broad questionnaire that aims to understand the effectiveness of TEACH from the perspective of FCDO. Hence, please skip the questions that are already answered by the respondent in the preceding questions.*

Introductory questions:

1. Would you please briefly describe your roles and responsibilities at FCDO?
2. While we are aware of the objectives of FCDO-TEACH programme, would you please describe the key activities undertaken by FCDO in funding, implementing, overseeing and monitoring the TEACH programme?

Probes: fund and resource allocation, capacity building, curriculum development, technical support, M&E support, policy reform- e.g. Zimbabwe Early Learning Policy for ECD, ICT Policy

3. Are there any other education programmes that FCDO funds and manages currently? Who are the grant agencies and implementing partners of these programmes? What specific activities are carried out under these programmes?

Probes: Duration, beneficiaries targeted, provinces/districts of implementation, key stakeholders involved. Do these programmes also address the needs of marginalised girls and PwFD?

EQ7 – Relevance: What have been the most significant developments in the education context since TEACH began, and how well has TEACH responded?

4. How has the TEACH programme evolved over time, including any significant changes in funding, the log frame, and programme activities? What were the reasons behind these changes?

Probes: What major external factors have influenced the programme's development?

5. We are aware that FCDO aims to holistically improve learning outcomes in education sector in Zimbabwe. Besides UNICEF and EDT, FCDO also funds Think Equal for social emotional learning at ECD A and B level and has rolled out SAGE Phase II to empower out-of-school adolescents. (i) What was the rationale for funding and supporting SAGE Phase II under TEACH (as SAGE Phase I was part of Girls' Education Challenge)? (ii) Who initially developed the Social and Emotional Learning (SEL) program implemented by Think Equal? What was the rationale for its introduction?

6. In your opinion, how effectively has the TEACH programme adapted to stay relevant to MOPSE/GoZ education strategies, policies, laws and curriculums? Could you provide examples to illustrate this.

Probes: Introduction of the Education Amendment Act 2020, Heritage based Education curriculum, Zimbabwe Early Learning Policy for ECD and ICT Policy , supporting the drafting of 5-year Education Sector Strategic Plan (ESSP, 2021 – 2025)

7. Have the various components of TEACH been flexible in adapting to contextual challenges such as COVID-19 disruptions, economic instability, natural calamities, and droughts among others, and how? Given contextual challenges, how has the TEACH programme adapted to the needs of marginalised girls and pupils with functional difficulties?

Probes: Adaptation measures and best practices undertaken by EDT for teacher professional development, UNICEF for solarisation and SIG management, etc.

8. What are some of the future plans of FCDO for improving learning outcomes in P3/S3/Satellite schools (especially among girls and PwFD) in Zimbabwe?

Probes: Transition of SIG to GPE as GPE is filling the gap by funding SIG Regular, etc.

EQ9 – Coherence: To what extent is the TEACH programme coherent across partners, externally and internally?

9. Beyond TEACH, what other donor-supported education programmes or funding (FCDO or non FCDO) have benefited the education sector in Zimbabwe? In your view, how have these programmes contributed to changes in learning outcomes or access to education?

Probes: Synergies with TEACH, complementing vs Overlapping with the TEACH programme

10. How effective has the collaboration between MOPSE/GoZ, FCDO, GPE, TEACH and other TEACH partners such as CAMFED, ECOZI, Teachers Union Zimbabwe 9TUZ) been at ensuring improvement or added value of TEACH interventions?

Probes: Frequency of meeting between MOPSE, TEACH and non-TEACH partners, joint monitoring, sharing of information, addressing the needs of marginalised girls and PwFD

11. How well does the education sector coordination structures promote coherent programming or help avoid duplication e.g. with other FCDO, TEACH, GEC or GPE initiatives? Please provide examples of this

Probes: Education Coordination Group (ECG), GPE and TEACH Steering Committees, FCDO, GPE, etc.

12. Overall, how does the TEACH programme complement or add value to other educational programmes implemented in the country - considering objectives to improve access and learning outcomes?

EQ1 – Impact: To what extent has the TEACH programme contributed positively to changes in learning outcomes in Zimbabwe: leaving no one behind?

13. Based on your observations, where do you believe the TEACH programme has contributed to improvements (if any) in access to education of students in Zimbabwe? Which components have the strongest impact on access to education?

Prompts: drop-out rate for Form 4, enrolment of learners (girls, boys, PwFD) for primary (Grade 7) and secondary (Form IV)

Probes: SIG, solarisation, teacher capacity building, supporting inclusive learning for adolescent girls and PwFD, community fairs, ECD interventions, school monitoring, inculcating social emotional learning in ECD level, etc.

14. Which specific TEACH components do you think had the strongest impact on learning outcomes?

Probes: examination pass rates (Grade 7 and Form 4), proportion of students (girls, boys and PwFD) who, after completing Grade 2, have reached or exceeded the expected level of proficiency in Maths and English

15. Are there any groups of learners and schools (e.g., PwFD, girls, remote communities, Primary vs Secondary school, Satellite Schools) for whom TEACH's contributions have been particularly significant?

Probes: What data is available to verify this? What factors have contributed to improved access?

16. In your opinion, to what extent are the improvements brought by the FCDO-TEACH – especially SIG, solarisation, teacher capacity, school leadership, and improved student learning outcomes – sustainable beyond the programme's duration?

17. In your opinion, how effective have schools outside the selected districts of the TEACH programme been at enhancing access to education and improving learning outcomes?

Probes: What key factors drive school improvement in these non-TEACH districts? Are there any unexpected trends in these areas that could inform future programme strategies? What evidence supports its effectiveness?

EQ6 – Effectiveness and Sustainability: To what extent has the TEACH programme supported and promoted a strengthened education system within Zimbabwe?

18. Are there any national education reforms or policies (e.g., curriculum changes, ICT, data collection through ZELA/EMIS, research initiatives, or school inspections) that TEACH has supported to introduce or strengthen education system in Zimbabwe?

Probes: If yes, in what ways do you see TEACH contributing specifically to these reforms? (e.g., funding, technical guidance, training)? Which other partners were involved (including FCDO)?

19. Which reforms are making the most progress or impact, and which ones are lagging behind? Why?

20. Have you (or your colleagues in different departments at FCDO) conducted any workshops/training, capacity-building sessions, or shared any resources with MOPSE?

Probes: If yes, how would you describe the effectiveness of that support in enhancing their knowledge and performance in areas like planning and budgeting, data analysis, research, monitoring, or addressing gender equality, disability, and social inclusion (GEDSI) concerns?

21. In your opinion, has the TEACH program adopted and integrated recommendations from MOPSE to enhance the education sector within its various components? Would you share any relevant case study/situation where MOPSE's suggestions were effectively fed/applied in the education system?

Probes: teacher capacity building, SIGs, school monitoring and inspections, curriculum or policy implementation, M&E support, other technical support, inclusion of girls and PwFD, etc.

EQ2 – Effectiveness and Sustainability: To what extent has the TEACH programme contributed positively to changes in equitable access to learning in Zimbabwe

21. How have regular School Improvement Grants (SIGs) been allocated and utilised in P3/S3/Satellite schools under TEACH (selection and utilisation criteria)?

Probes: What changes have you observed in school infrastructure, learning/teaching materials, and teacher support from SIGs? How does this differ by type of school? What specific support systems ensure inclusive access to education for marginalised girls or pupils with functional difficulties?

22. How effective has the SIG model been and what contribution has SIG grants made to improving enrolment, retention and completion rates of learners, and/or learning outcomes, in P3/S3/Satellite schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Which provinces/districts have shown greatest impact on access outcomes due to TEACH-SIGs? How have SIGs supported access or reduced drop out amongst girls and pupils with functional difficulties?

23. How effective has solarisation of schools been and what contributions has solarisation of schools made to improving enrolment, retention and completion rates of learners, and/or learning outcomes, in P3/S3/Satellite schools (Grade 7 up to Form 4)? What evidence supports its effectiveness?

Probes: Which provinces/districts have shown greatest impact on access outcomes due to TEACH-solarisation? How have solarisation of schools supported access or reduced drop out amongst girls and pupils with functional difficulties?

24. How effective have community fairs and parental outreach initiatives have been at improving equitable access to education (including in ECD A and B)?

Probes: What are some of the strengths and barriers while organizing the fairs?

25. In your opinion, what have been the limitations to TEACH UNICEF-component interventions, in terms of supporting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions and SIGs? If so how?

EQ3 – Effectiveness and Sustainability: To what extent has the TEACH programme affected the quality of teaching and school leadership (including for different groups)?

26. In your opinion, how has teacher training and school leadership training (implemented by EDT) contributed to i) improving schoolteacher quality? and ii) increasing the school management capacity of school leaders/head teachers? Can you provide some examples of this training and its benefits?

Probes: Especially regarding inclusive teaching practices and school management (for benefit of girls and PwFD)

27. With regards to Teacher Professional Development, how effective has the TEACH TPD and its trainings been at improving students' learning? What evidence supports its effectiveness?

Probes: which provinces/districts have shown greatest progress in overcoming challenges of inadequate teacher training and improving learning outcomes? Including for girls and pupils with functional difficulties.

28. How have school inspections contributed to improving teacher quality and capacity, leadership effectiveness, and safeguarding measures within schools?

Probes: What evidence supports its effectiveness

29. In your opinion, what have been the limitations to TEACH TPD component interventions, in terms of supporting better learning outcomes?

Probes: Are there any TEACH-intervention districts where teaching quality and school leadership have remained stagnant or declined despite training and school leadership programmes? If so, in your opinion, what are some of the major barriers faced in these areas?

EQ8 – Efficiency: To what extent have TEACH programme resources been used to promote Value for Money?

30. How has FCDO ensured and delivered (i) economy and (ii) cost-efficiencies on the various components of the TEACH programme?

*Probes: **Economy indicators:** A Provision of school visits facilitated through provision of fuel, Number of schoolteachers trained in selected schools on improved pedagogy (disaggregated by sex and disability); **Efficiency indicators:** Delivery of 2022 ZELA, Form 4 Dropout Rates, schoolteachers/school leaders trained to support curriculum implementation*

****PRIOR TO INTERVIEWS, NOTE KEY FINDINGS FROM FCDO VFM ANALYSIS IN ANNUAL REVIEWS**

31. In your opinion, has TEACH's budget maximised impact on (i) access and learning outcomes (cost-effectiveness) and (ii) equity?

*Probes: **Effectiveness indicators:** percent educators at cluster level reporting improved professional knowledge and understanding, percent of P3 and Satellite regular SIG supported schools with at least 75 percent retention rate up to Grade 7, percent of grade 7 pass rate, percent of form 4 pass rate, School leaders trained on school leadership for learning, schools inspectors trained in assessment and inspection based on reforms; **Equity indicators:** percent of educators trained in practical gender responsive and inclusive approaches to classroom teaching, GPI Index (ratio) for forms 1-4 (Gross Enrolment Ratio), No. of marginalised children provided access to functional schools (P3/Satellite)*

32. Overall, how well is VFM monitored? Where are the gaps?

33. In your opinion, what financial or economic constraints have hindered the effective implementation of TEACH in promoting equitable access to learning?

Probe: Are there particular provinces/districts that remain under-resourced despite TEACH interventions and SIG allocations? If so, how?

34. Has FCDO explored any alternative ways to achieve similar or better results with the use of fewer resources, and what was achieved?

35. As SAGE II and THINK EQUAL programmes have recently rolled-out, in your opinion are they on-track? How does FCDO plan to monitor and assess their effectiveness or to mitigate any potential risks in the months to come?

Recommendations

36. In summary, and going forward, what is the key additional support required to improve the effectiveness in delivering quality education in Zimbabwe? What would specifically help enhance results for girls and children with functional *difficulties*?

37. What main improvements to the TEACH programme could potentially enhance relevance and its effectiveness in strengthening access and learning outcomes in P3/S3/satellite schools, including for girls and PwFD?

Probes: improvements in components such as SIG, TPD, solarisation, implementation of curriculum reforms, needs of teachers, access to infrastructural and digital educational amenities to students, empower out-of-school adolescents, improve social emotional learning in ECD, community fairs, targeted parental engagements, etc.

38. In your opinion, what are some of the national education policy and systems -level challenges and barriers that still need to be addressed to improve student access and teacher effectiveness – to enhance the impact on learning outcomes in schools - including for girls and PwFD?

Closing remarks

- Would you be comfortable to share any additional documents with us to strengthen our understanding? (Seek support on receiving any documents that comes up during the course of the interview that we could likely benefit from)

- Thank you for sharing your insights. Your feedback is invaluable in understanding the effectiveness and equity of the TEACH programme and other underpinning contextual factors influencing Zimbabwean education system. If you have any additional thoughts or questions that you would like to ask us or any additional area of focus that we missed discussing about, during this conversation?

5.13. Ethical Approval Certificate

Telephone: +263 8644073772
E-mail: mrcz@mrcz.org.zw
Website: <http://www.mrcz.org.zw>



Medical Research Council of Zimbabwe
20 Cambridge Road
Avondale
Harare
Zimbabwe

APPROVAL

Ref: MRCZ/A/3330

19 July 2025

Jonathan France
46 Somerset Drive
Eastlea
Harare

RE: - Evaluation of the Teacher Effectiveness and Equitable Access for Children (TEACH) Programme in Zimbabwe Version 2, dated 22 April 2025

Thank you for submitting the application for review of research activity to the Medical Research Council of Zimbabwe (MRCZ). Please be advised that the MRCZ has **reviewed** and **approved** your application for the above-titled study.

This approval is based on the review and approval of the following study documents that were submitted to MRCZ for review: -

1. Full Research Proposal Version 2, dated 22 April 2025
2. FGD Consent Forms (English,Shona and Ndebele) Version 2, dated 22 April 2025
3. Head Teacher Consent Forms (English,Shona and Ndebele) Version 2, dated 22 April 2025
4. KII Consent Forms (English,Shona and Ndebele) Version 2, dated 22 April 2025
5. SMC and SDC Consent Form (English,Shona and Ndebele) Version 2, dated 22 April 2025
6. FGD School Committee (English,Shona and Ndebele) Version 2, dated 22 April 2025
7. FGD Parents (English,Shona and Ndebele) Version 2, dated 22 April 2025
8. Student with Functional Disability (English,Shona and Ndebele) Version 2, dated 22 April 2025
9. KII Head Teacher (English,Shona and Ndebele) Version 2, dated 22 April 2025
10. KII MoPSE (English,Shona and Ndebele) Version 2, dated 22 April 2025
11. KII Teachers (English,Shona and Ndebele) Version 2, dated 22 April 2025
12. Learner Survey (English,Shona and Ndebele) Version 2, dated 22 April 2025

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

- APPROVAL NUMBER : MRCZ/A/3330
- TYPE OF MEETING : Expedited
- APPROVAL DATE : 19 July 2025
- EXPIRATION DATE : 18 July 2026

After this date, this project may only continue upon renewal. For renewal purposes, a progress report on a standard form obtainable from the MRCZ Offices should be submitted **three months before the expiration date for continuing review**.

1. **SERIOUS ADVERSE EVENT REPORTING:** All serious problems related to subject safety must be reported to the Institutional Ethical Review Committee (IERC) and the MRCZ within three working days using standard forms obtainable from the MRCZ Offices or website.
2. **MODIFICATIONS:** Any changes to the Protocol (including changes to the consent documents) require prior MRCZ and IERC approval using standard forms obtainable from the MRCZ Offices.
3. **TERMINATION OF STUDY:** When a study terminates, a report must be submitted to the MRCZ using standard forms obtainable from the MRCZ Offices or website.
4. **QUESTIONS:** Please get in touch with the MRCZ by Telephone No. +263 8644073772 or by e-mail at mrcz@mrcz.org.zw
Other

1. Please remember to send in copies of your research results for our records and the Health Research Database.
2. You're also encouraged to submit electronic copies of your publications in peer-reviewed journals that may emanate from this study.
3. **In addition to this approval, all clinical trials involving drugs, devices, and biologics (including other studies focusing on registered drugs) require approval of the Medicines Control Authority of Zimbabwe (MCAZ) before commencement**

Yours Faithfully

MRCZ SECRETARIAT
FOR CHAIRPERSON
MEDICAL RESEARCH COUNCIL OF ZIMBABWE



PROMOTING THE ETHICAL CONDUCT OF HEALTH RESEARCH

5.14. Detailed Use and Influence Plan

Evaluation Products: Our evaluation product suite includes reports, presentations and participatory meetings. The main deliverables are: inception report and the final evaluation reports.

The characteristics of each product will cater to the range of primary, secondary, and tertiary stakeholders identified, and a mapping of learning products and their use to stakeholders is shown below.

Table 13: Dissemination products

Dissemination Products → Stakeholders ↓	Evaluation Report	Report's Executive Summary	Presentation (PPT)	Dissemination Webinars/ Meeting
FCDO	To inform programming and future decision making	For wide dissemination	To highlight learnings from the evaluation and lessons learnt	To organise stakeholders and disseminate learnings from the evaluation
Implementing Partners	To inform on effectiveness and impact of their respective components			To participate in dissemination and develop a dialogue about the learnings
MoPSE	To inform education policy and initiatives	For wide dissemination		To capture stakeholder interests and perspectives on evaluation outputs

The final evaluation reports and linked dissemination activities will inform the development of the business case and concept note for the upcoming phases of the TEACH programme. According to the FCDO SRO, the timing of these documents remains uncertain until the budgetary and strategic impacts of the recent cuts are worked through. While clear timeframes are unavailable, the core work of business case development will take place after end of this GEMFA contract, ensuring that the evaluation outputs will be on time to inform the business case development.

Annex 2: Glossary

1. **Early Childhood Development (ECD)**
The period of rapid physical, cognitive, emotional, and social growth from birth to around age eight, during which foundational skills for learning and wellbeing are established.
2. **Learner-to-Teacher Ratios (LTTR)**
An indicator of education system capacity, measuring the average number of learners assigned to one teacher; often used to assess class size and teaching workload.
3. **Foundational Literacy and Numeracy (FLN)**
Basic reading, writing, and arithmetic skills acquired in the early years of primary education, considered essential for all future learning.
4. **Social and Emotional Learning (SEL)**
An approach to education that develops learners' skills in emotional regulation, resilience, empathy, relationship-building, and responsible decision-making.
5. **Theory of Change (ToC)**
A visual or narrative model explaining how programme activities and inputs are expected to lead to outputs, outcomes, and long-term impact through defined causal pathways.
6. **Log Frame**
A structured results-management tool that links programme inputs, activities, outputs, and outcomes with specific indicators and assumptions for monitoring and evaluation.
7. **Counterfactual Groups**
Comparison groups used in evaluations to estimate what outcomes would have been in the absence of an intervention, thereby isolating programme impact.
8. **Non-Randomized Interventions**
Programme activities in which participants are not assigned randomly, but through purposive or administrative selection, affecting the type of impact evaluation methods that can be applied.
9. **Gender-Sensitive Pedagogy**
Teaching approaches that recognise and address gender-related barriers to participation and learning, ensuring equitable opportunities for girls and boys.
10. **Inclusive Pedagogy**
Teaching strategies designed to accommodate diverse learners — including children with disabilities, different learning styles, and marginalised backgrounds — so all can participate meaningfully.
11. **Mixed-Methods Approach**
A research or evaluation design that integrates both quantitative and qualitative data

to provide a more comprehensive understanding of programme outcomes and processes.

12. Qualitative Thematic Analysis

A method of analysing qualitative data (such as interview transcripts) by identifying, coding, and interpreting recurring patterns or themes.

13. Coding Framework

A structured set of categories or labels applied to qualitative data during analysis to organise information and support systematic interpretation.

14. Ordinary Least Squares (OLS) Regression

A statistical method used to estimate the relationship between one dependent variable and one or more independent variables by minimising the squared differences between observed and predicted values.

15. Pre-Post

A design that measures outcomes in the same group before and after an intervention to identify changes attributable to the programme.

16. Value for Money (VfM) / the 4Es

An assessment framework examining whether resources deliver good outcomes, using four dimensions: *Economy* (cost of inputs), *Efficiency* (conversion of inputs to outputs), *Effectiveness* (achievement of outcomes), and *Equity* (fair distribution of benefits).

17. Teacher Professional Development (TPD)

Ongoing training and learning opportunities provided to teachers to strengthen their subject knowledge, pedagogy, and classroom practice.

18. School Improvement Grants (SIG)

Financial resources given directly to schools to address immediate needs — such as learning materials, infrastructure, or learner support — with the goal of improving teaching and learning environments.

19. Zimbabwe Early Learning Assessment (ZELA)

A national, sample-based assessment measuring literacy and numeracy outcomes of Grade 2 learners to monitor progress in foundational learning.

20. Education Management Information System (EMIS)

A national database that collects, stores, and analyses administrative education data — such as enrolment, staffing, and infrastructure — for planning and policy.

21. GEDSI (Gender Equality, Disability & Social Inclusion)

A cross-cutting framework that ensures programmes address gender disparities, promote disability inclusion, and reduce barriers for marginalised groups.

22. Cascade Model for Training

A delivery approach where master trainers train regional or district trainers, who then pass on the training to school-level staff, enabling scale-up across the system.

23. Diagnostic Tools (Teacher/Learner Diagnostics)

Assessment instruments used to identify learners' current skill levels and gaps, allowing teachers to adapt instruction and provide targeted support.

24. Blended / Remote Delivery (Training Modality)

Training formats that combine in-person and digital/remote methods (e.g., WhatsApp, online modules, radio) to make professional development more flexible and accessible.

25. Washington Group Questions (WGQs)

A set of internationally standardised questions designed to identify people with functional difficulties, enabling better disability-disaggregated data collection.

Annex 3: Bibliography

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Annex 4: Terms of Reference of the Evaluation

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Terms of Reference for the Evaluation of the Teacher Effectiveness and Equitable Access for Children (TEACH¹) Programme in Zimbabwe

1. Introduction

- 1.1. The FCDO -funded [Teacher Effectiveness and Equitable Access for Children](#) in Zimbabwe (TEACH) programme began in July 2019 and will end in March 2026 (Total budget £55.54m). The impact and outcome statements of the programme are as follows:

Impact Statement: Contribute to a positive shift in the trajectory of learning outcomes in Zimbabwe: leaving no one behind

Outcome Statement: Strengthened and more sustainable national education system that is improving the quality of teaching and equitable access for all

- 1.2. This document outlines the Terms of Reference (ToRs) for appointing an evaluation Supplier, able to mobilise a team with strong local capacity and contextual understanding, to deliver an impact and process evaluation of TEACH, with special attention to the UNICEF-led Equitable Access component (101) and Education Development Trust-led Teacher Professional Development component (102). It will apply the DAC-OECD² [criteria](#) (relevance, coherence, effectiveness, efficiency, impact and sustainability). The evaluation will be framed within a review of the coherence and relevance of the existing programme Theory of Change (ToC). The evaluation will draw lessons to inform the priorities and design of future FCDO-funded education programming in Zimbabwe. The maximum budget available is £295,000 including all expenses and VAT.
- 1.3. .

2. Background

Country Context

- 2.1. The programme operates in a challenging environment. Zimbabwe has had a complex development trajectory, since achieving independence in 1980. There was substantial progress in the 1990s, during which there was massive expansion of the education system. Progress has foundered since the 2000s with repeated periods of instability including hyperinflation and economic crisis. Zimbabwe's population was estimated as [15.3 million](#) in 2022 ([61% rural](#)) with an estimated additional [5 million](#) Zimbabweans living in the diaspora. The number of Zimbabweans living in extreme poverty increased to [6.6m](#) in 2019.
- 2.2. Zimbabwe remains relatively rich in both human and natural resources, but investment is below potential, owing to a challenging business environment. This has affected public sector budgets, service delivery and foreign direct investment. Currency devaluations and inflation have stripped public budgets. Development outcomes are mixed and in some key sectors (e.g. health) have are comparable to

¹ All acronyms are spelt out in full or footnoted on first use. An Index of Acronyms is included at the end of the document.

² (DAC OECD) Development Assistance Committee of the Organisation for Economic Cooperation and Development

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low-income countries. Average life expectancy stands at [62 years](#), only recently exceeding the figure of 61 years previously attained in [1986](#).

- 2.3. The achievement of [near-universal access to basic education](#) is widely recognised as key achievement of Zimbabwe, post-independence, and the relatively well-educated population remains a national asset. The adult literacy rate stands at [90%](#) and remains one of the highest in Africa. The most recent available annual school census data (2022³) shows a total school population of 4.72m (2.36m boys, 2.36m girls). There are a total of 17,821 schools (across all levels of education) with 151,491 teachers (59,638 male, 91,853 female).
- 2.4. Education has been maintained as national priority articulated in the [National Development Strategy \(2019-2025\)](#) and the [Education Sector Strategic Plan \(2019 to 2025\)](#). The vision of the ESSP is “An education sector that provides access to quality, equitable and inclusive education for all.” – a statement which is mirrored in the outcome statement of the TEACH programme.
- 2.5. In recent years the education system has faced a series of shocks, which it has struggled to withstand. Cyclone Idai caused damage to 139 schools in the east of the country in 2019 and demonstrated Zimbabwe’s vulnerability to climate change. Covid 19 caused schools to close intermittently from [March 2020](#) to [September 2021](#) resulting in the loss of substantial learning time.
- 2.6. Annualised inflation rates have remained very high, peaking at [557% in 2020](#). The constant [erosion of the value of teachers’ pay](#) has had an adverse effect on teacher motivation and attrition. As of 2024 there is growing concern for food security, particularly in rural areas, because of drought, leading to government declared a disaster in April 2023, with an estimated [7.7 million people](#) expected to require food aid.

Access, Equity and Learning Outcomes⁴

- 2.7. A slow increase in total enrolment has continued over the past four years (4.4m in 2018 and 4.7m in 2022), but relatively rapid expansion at Early Childhood Development (ECD) level has masked declines at Senior Secondary Level. The Net Enrolment Rate⁵ has stagnated or declined at all levels except ECD. (ECD 32%-44% 2018-22; Primary 92%-88% 2018-22; Secondary 53%-54%). Female enrolment now equals or exceeds male enrolment at all levels education. However, It has been estimated that at least [500,000](#) children of school going age (5-18) remain out of school (50% girls).
- 2.8. Indicators of learning outcomes have stagnated over the past 4 years. A small improvement in Primary Grade 2 foundational learning has been registered in the ZELA⁶ assessment (P2 English 76% in 2018 and 77% in [2022](#)). However, other indicators have declined recently. Primary Grade 7 pass rate declined from 53% in 2018 to 47% in 2022 and the Secondary Form 4 O-Level pass rate declined from 34% in 2018 and 26% in 2022⁷. Girls’ performance now equals or exceeds boys at all levels. Serious concern has recently emerged at proportion of non-readers

³ MOPSE, (2022) Annual Statistical Report (not yet available online)

⁴ Statistics in this section sourced from MoPSE Annual Statistical Report [2018](#) and 2022 unless otherwise stated

⁵ Net enrolment rate is the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age.

⁶ Zimbabwe Early Learning Assessment – A sample-based assessment of P2 English and Mathematics.

⁷ ZimSEC Statistics captured in TEACH Logframe.

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within the system (estimated at 20% in primary, and 10% secondary). Work has been initiated (through TEACH) to quantify and address this issue.

- 2.9. Schools are classified into four groups. (i) Primary 1 and Secondary 1 schools are well-established high income urban schools; (ii) P2 and S2 schools are established medium-income schools in rural and high-density urban areas. (iii) P3 and S3 schools are low-income registered schools in rural areas and (iv) Satellite schools are not-fully-registered schools mainly in deprived rural and resettlement areas. Wide inequalities exist in expenditure by school category are documented in the [Education Sector Analysis](#) (2020) (new data needed). This correlates strongly with differences in access and quality indicators by Province and school category and socio-economic status. For example, P7 pass rate is 70% in urban Bulawayo but just 22% in rural Matabeleland North Province.
- 2.10. Financial reasons for drop out are [most commonly cited](#). Significant concern also remains about early marriage and pregnancy as causes of drop out. Government financial support for orphans and vulnerable children (OVCs) through BEAM⁸ has been [sporadically implemented since 2018](#). There has been a decline in the provision of Non-formal Education (NFE) opportunities for out of school children in rural areas, linked to a decrease in the availability of donor funding in this sub-sector.
- 2.11. It is hard to discern trends with respect to enrolment of Children with Disability (CwDs) because of poor data and changes in methods of identification. A total of 37,157 children with impairments enrolled all levels 2018 and 141,777 with difficulties in 2022. More-comparable data is needed. There remains a critical [shortage of assistive devices for CwDs](#).

Education System Inputs

- 2.12. Government has made positive commitments regarding the financing for education. In 2021, Zimbabwe signed the Kenyatta Declaration on education financing, committing to reach 20% of government expenditure on education by 2025. However, as of 2022 the education budget of US \$652 m represented only [13%](#). A very high proportion of education public expenditure is spent on wages (reaching [91%](#) in 2020). While donors only account for about [5%](#) of total sector expenditure, Ministry of Primary and Secondary Education (MOPSE), remains quite dependent on donors for non-salary expenditure. Parental contributions also make a significant contribution, in the form of levies and fees, and are equivalent to around 50% of Government allocations⁹. Fee payment in many rural 'Satellite' schools is very low (10-20%). A new School Finance Policy has remained in draft form for many years.
- 2.13. Teachers' salaries have been maintained as a spending priority and the number of teachers has increased at all levels over the past 4 years 2018-22: from 15,000 to 18,000 at ECD level; from 72,000 to 83,000 at Primary level; and from 46,000 to 49,000 at secondary level. The proportion of trained teachers has also increased from 85%-91%. Women teachers equal or outnumber men teachers at all levels but remain seriously under-represented in positions of leadership¹⁰. Nevertheless,

⁸ Basic Education Assistance Module

⁹ School financing policy. MoPSE Draft report. November 2018 UNICEF

¹⁰ EDT, (2023), Women in School Leadership Research Study.

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a shortage of STEM¹¹ teachers remains widespread (especially women). There is a strong demand for inservice teacher professional development, accentuated by the ongoing introduction of a new ('Heritage Based') curriculum.

- 2.14. The number of schools has steadily increased 2018-2022 (from 6,288 to 7,386, at primary level and 2,871 to 3,131 at secondary level. As a result, the proportion of schools, classified as unregistered ('Satellite') reached 12% by 2022. These schools are disadvantaged and frequently remote. A [shortage of vehicles](#) for school inspection impairs the capacity of districts to supervise and maintain quality.
- 2.15. The system struggles to keep up with infrastructure and resource requirements. The pupil: classrooms ratio has improved at ECD level but stagnated at other levels: ECD - 68:1 in 2018 to 51:1 in 2022; Primary - 45:1 in 2018 to 45:1 in 2022; Secondary - 42:1 in 2018 to 39:1 in 2022. The primary pupil: toilet ratio has worsened from 22:1 in 2018 to 26:1 in 2022. During the same period there has been a gradual decrease in the percentage of primary schools with no electricity from 45% to 33%. Shortages of textbooks and other teaching and learning materials are widely reported. During FCDO school visits, some children are observed without basics supplies such as pens.
- 2.16. Reliable and disaggregated (gender, disability, geographical area) statistical data about the education system is made available annually through the Annual Education Statistical Report, which is produced with technical assistance from UNICEF. This is complemented with national [population census data](#) (most recently in 2022) and the broad range human development data captured in the periodic UNICEF [Multiple Indicator Cluster Survey](#).

Predecessor Programmes to TEACH (UK-funded)

- 2.17. The UK has been the leading bilateral donor in the education sector for over a decade. Estimated FCDO Spend for the period 2014-24 is £190m (including CMPs¹²) and £130m (excluding CMPs). The most significant interventions have been as follows (further details available at the [FCDO DevTracker website](#)).
- 2.18. [BEAM](#) (Project number 203204); budget £27m; dates 2011-14: Provided fees and levies for up to 320,000 OVCs (2013). It scored 'A' on its Programme Completion Review (PCR¹³) which judged it successful in keeping vulnerable children in school.
- 2.19. [Education Transition Fund](#) (202641): UK budget £24m (2012-15). ETF was a pooled fund implemented by UNICEF, co-funded by European Union and KfW¹⁴ (among others), with a total value £77m. It supported recovery and stabilisation from economic crisis period. Support included: School Improvement Grants (SIGs), textbooks, science equipment and NFE. It scored 'A' in its PCR.
- 2.20. [Education Development Fund - Phase 2](#) (202641) £35m (2015-2019) implemented by UNICEF. Supported equitable access and learning outcomes through: SIGs, school inspection, curriculum review, provision of teaching and learning material and NFE (PCR score 'A').

¹¹ Science Technology Engineering and Maths.

¹² Centrally Managed Programmes (CMPs) funded directly from FCDO Head Quarter.

¹³ Programme Completion Review

¹⁴ Kreditanstalt für Wiederaufbau – the German state-owned development bank.

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- 2.21. Zimbabwe Girls Secondary Education Project (202392) £39.9m (2012-2023) was delivered through an accountable grant with CAMFED¹⁵. Supporting access and quality, through provision of bursaries for 63,000 vulnerable girls, 2,500 boys, and 1,000 CwDs in the 29 most disadvantaged rural districts. Complementary interventions included life skills training, counselling, community mobilisation, child protection, and low-cost boarding. The programme consistently scored A or A+.
- 2.22. Girls Education Challenge (GEC) (204766) (2013-2021) was a major centrally managed programme (CMP) which funded three large projects in Zimbabwe (i) CAMFED provided additional bursaries to 172,000 girls together with learning materials and livelihoods training (£29m). (ii) World Vision's IGATE¹⁶ project supported diverse interventions focused on girls' access learning and retention for 123,000 girls in 9 districts in Matabeleland (£27m) and (iii) GEC funded Plan International to implement the SAGE¹⁷ project which provided NFE for 40k out-of-school girls (£11.9m) in 11 districts.

Other Relevant Education Programmes

- 2.23. Since EU (2015) and KFW (2019) ceased funding the education sector, the UK has been the only significant bilateral donor. The only other significant donor is the Global Partnership for Education (GPE). GPE has provided a series of grants to Zimbabwe designed and implemented in coordination with FCDO programmes (FCDO services as Coordinating Agency for GPE Grants in Zimbabwe).
- (i) The Education Sector Performance Improvement Grant (ESPIG 1) - \$23.6m (2013-15)). UNICEF supported: learning resources and teacher professional development, school supervision, school management and infrastructure
 - (ii) (ii) ESPIG 2 - \$42.2m (2016-22). UNICEF supported: SIGs, maths teacher development, special needs education, and school leadership.
 - (iii) (iii) Covid 19 response grant (\$7m) (2020-22). UNICEF supported WASH¹⁸, remedial learning and learning materials.
- 2.24. Four GPE grants are current ongoing in Zimbabwe:
- (i) System Capacity Grant (SCG) - \$3.3m (2021-25): UNICEF supports interventions to strengthen MoPSE capacity including: Education Management Information Systems (EMIS), annual Education Sector Performance Reviews (ESPRs), Joint Monitoring Visits (JMV), and development and implementation of the ESSP.
 - (ii) System Transformation Grant (STG) - \$19m (2023-26): UNICEF leads interventions focused on alleviating key bottlenecks in the system including (1): Functionality and safety in Schools, (2) Strengthening foundational literacy and numeracy (3) Education Sector Leadership.
 - (iii) Multiplier Fund \$8.6m - (UNICEF 2023-26): matches 1\$ US for every 3\$ US of new donor funding coming into the sector. The £15m TEACH Cost extension therefore unlocked an addition £5m from GPE.

¹⁵ Campaign for Female Education

¹⁶ Improving Girls' Access Through Transforming Education

¹⁷ Supporting Adolescent Girls' Education

¹⁸ WASH – Water Sanitation and Hygiene.

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- (iv) **Girls' Education Accelerator (GEA)** \$12.4m (2023-26): CAMFED serves as Grant Agent for interventions enhancing access to quality education for girls. Activities build on previous UK-funding and include bursaries, an early warning system for drop out, enhanced school safety and life skills education.
- 2.25. FCDO serves as Coordinating Agency for GPE grants in Zimbabwe and plays a key role in sector coordination and communication with government and partners. This provides scope for influence and enhanced coordination GPE and FCDO bilateral spending. GPE is planning a Mid Term Review of its ongoing grants in Zimbabwe during 2024. The TEACH Evaluation outlined here must seek to maximise coordination between the two processes.
- 2.26. A few other ongoing interventions are worthy of note. UNICEF has a modest programme using its own resources with a focus on girls' education, climate in education, emergency prevention and use of ICT¹⁹ in Education. British Council runs a school leadership training programme (LL4GE²⁰) targeting 1,000 head teachers. Historically they have also funded 200 school-to-school links through the Connecting Classrooms Project. Numerous other smaller projects implemented by local and international NGOs fall under umbrella of the Education Coalition of Zimbabwe (ECOZI) including projects funded by the Roger Federer Foundation (mainly in ECD) and Higher Life Foundation (mainly bursaries).

TEACH Programme Overview

- 2.27. The TEACH programme [Business Case](#) was approved in May 2019 with an original budget of £39,842,000 and end date of July 2024. Two Addendums were subsequently approved. The first was a no-cost extension which moved the end date to October 2025 due to procurement delays for the Teacher Professional Development component (102). A second Addendum approved in July 2023, provided for an increased budget by £15,700,000 and further extended the end date to March 2026. The impact and outcome statements have remained the same throughout.
- 2.28. The rationale for intervention in the Business Case (BC) was to safeguard and extend gains in access and learning outcomes achieved through previous UK support. The BC highlighted the programme's consistency with UK's global priority on promoting girls' education as expressed in the DFID²¹ [Education Policy](#), and emphasised synergy with other ongoing interventions (principally under GEC and GPE) and with MoPSE priorities expressed in the previous ESSP (2016-2020).
- 2.29. A strategy was described that combined, (i) ensuring access and protection of school functionality, principally through delivery of SIGs, with a commitment to (ii) improve teacher effectiveness, and (iii) strengthen the functionality of the wider education system. This threefold strategy has remained unchanged. A strong evidence base for these envisaged interventions was presented and reviewed in the Strategic and Appraisal Case sections of the BC.
- 2.30. The delivery approach outlined in the Commercial Case made provision for (i) an MoU with UNICEF for the delivery of SIGs²² and other equitable access interventions and through (ii) a contract for the provision of the teacher

¹⁹ Information and Communication Technology

²⁰ LL4GE – Leading Learning for Gender Equality

²¹ Department for International Development

²² Referred to as School Equity Grants (SEGs) in the Business Case

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effectiveness interventions. Provision was also made for an evaluation and project support budget under the direct control of (then) DFID. The BC also made provision for a pilot project to bring solar electricity to schools that was largely rationalised in term of its impact on teacher motivation.

- 2.31. The 2023 Addendum for cost extension introduced the following new activities:
- (i) £5.2m to support 5,000 marginalised out-of-school who would otherwise have been left unable to complete a full cycle of Non-Formal Education (NFE).
 - (ii) £3.5m to provide additional SIGS at a reducing scale up to 2026 with a view transitioning the funding of SIG to GPE.
 - (iii) £1.5m to deliver an ECD social and emotional learning pilot in 1,000 schools.
 - (iv) £4m to invest in school solarisation in up to 200 schools.
 - (v) £0.5m to conduct a mixed methods evaluation of the UK education portfolio (as envisaged in this ToR)
- 2.32. Following this Addendum, the TEACH programme as a whole is currently composed of the following active components:
- Component 101: Equitable Access implemented through an MoU with UNICEF for the delivery of SIG in all rural districts nationwide and various other activities focused on improving access and system strengthening (Total Budget 2019 to 2026 = £32,348,715)
- Component 102: Teacher Professional Development (TPD) implemented through a contract with Education Development Trust (EDT) in 42 (out of 72) lowest performing districts in the country. (Total Budget 2021 to 2026 = £12,000,000)
- Component 103: Monitoring, supervision, technical assistance, and evaluation directly implemented by FCDO. (Total Budget 2022 to 2026 = £541,575)
- Component 105: Solarisation of Schools pilot, has so far reached 7 rural districts implemented through an MoU with UNICEF (Total Budget 2024-26 = £4,000,000)
- Component 403: Supporting Adolescent Girls Education (SAGE) implemented in 10 rural districts, through an Accountable Grant Arrangement (AGA) with Plan International (Total Budget 2023-2026 = £5,200,000)
- Component 404: Social and Emotion Learning in Pre-Primary pilot implemented through an AGA with Think Equal, aiming to influence attitudes to violence. Delivery has not yet begun (Total Budget 2023-25 = £1,500,000)
- 2.33. Across all components, implementing partners make maximum use of government systems to deliver inputs and activities, utilising MoPSE staff. SIGs are managed by a designated unit within the MoPSE Finance Department and TPD is delivered through MoPSE staff stationed at Provincial and District level.
- 2.34. Delivery of all components is coordinated through the TEACH Implementation Committee which meets monthly. Coordination with GPE and other activities and consultation with MoPSE is effected through the TEACH/GPE Steering Committee which meets quarterly (Chaired by the Permanent Secretary). Discussion of higher-level Policy and Planning are reserved for the Education Coordination Group, which also meets quarterly (Chaired by the Minister). The terms of reference of these two bodies were documented in 2023²³.

²³ MoPSE (2023), Education Sector Governance Structure.

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TEACH Programme Objectives

2.35. Milestones and Targets for all programme indicators at Impact, Outcome and Output levels, are captured in the latest iteration of the logframe approved by FCDO in April 2024.

Impact Level

2.36. The Impact Statement is: *“To contribute to a positive shift in the trajectory of learning outcomes in Zimbabwe: leaving no one behind”*. The logframe contains three impact level indicators the status of which as of the 2023 Annual Review is summarised below (based on 2022 EMIS data). Targets at both Impact and Outcome levels were reduced in the 2023 Addendum to take account of learning loss following Covid19 school closures, which lasted nearly 2 years.

#	Impact Indicator	Target by end programme	Milestone for 2023	2023 Results	Status
1	Examination pass rate at G7 (by sex)	47% with equity ²⁴	44% with equity	40.1% (M:36.2%, F:43.6%)	Off Track
2	Examination Pass rate at Form 4 (by sex)	30% with equity	28% with equity	25.6% (M:25.9%, F:25.3%)	Off Track
3	Gender Parity Index for Primary and Lower Secondary (F1-4) – Gross Enrolment Ratio (GER)	>0.95 – 1.05	>0.95 – 1.05	Primary: 1.00 L. Secondary: 1.04	On Track

Outcome level

2.37. The Outcome Statement is: Strengthened and more sustainable national education system that is improving the quality of teaching and equitable access for all. There are five indicators

#	Outcome Indicator	BC Target commitments by end prog.	Milestone for 2023	2023 Results (using 2022 EMIS data)	Status
1	Proportion of P3 and satellite SIG supported schools that have at least 75% retention rate up to grade 7	50%	At least 50% of regular SIG recipient schools	54.82%	On Track
2	Number of marginalised children provided access to functional schools (poorest primary/satellite)	1,700 schools each year (children not counted separately)	T: 968,514 learners M:485,973 F: 482,541 (2022)	T: 1,521,241 M: 763,098 F: 758,143	On Track
3	Dropout rate for secondary school learners (by sex)	3.4% (forms 1-6) (forms 1-6) – changed to: Form 4 and to form 5.	Form 4: 18%	Form 4 T: 10.18% M:8.88% F:11.47%	On track
4	% of children achieving at or above grade appropriate level of maths after completing Gr 2	58%	T: 73.1% M:70.6% F:73.5%	T: 75.9% M: 73% F: 78%	On track

²⁴ End of Programme Target reduced from 52% to 47% in Business Case Addendum July 2023.

5	% of children achieving at or above grade appropriate level of English after grade 2	81%	T: 75.3% M: 73.2% F: 77.3%	T: 77.1% M: 74.3% F: 79.9%	On track
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Output Level

- 2.38. The main expected outputs of the programme 2019-2026, as summarised in the 2023 Addendum are as follows.
- a. **Output 1: Equitable access**
 - (i) At least 1,000 schools supported through SIGs annually.
 - (ii) Up to 350 poorest rural remote schools with improved access to clean energy through solarisation.
 - (iii) Over 150,00 beneficiaries with improved access to clean energy in schools.
 - (iv) Contribute to improved gender equality in Zimbabwe through early intervention to address male and female attitudes to violence in schools and beyond with 1,000 schools with over 100,000 young boys and girls learning to 'Think Equal'.
 - b. **Output 2: Teacher Professional Development**
 - (i) 5,322 school leaders trained on school leadership for learning:
 - (ii) 69,236 teachers trained on improved pedagogy including sensitising on teaching children with disabilities (CWDs).
 - (iii) Teachers with Disabilities (TWDs)
 - c. **Output 3: Education System Strengthened**
 - (i) Supporting HR reform in revision of Teacher Development Information System (TDIS).
 - (ii) Mixed methods evaluation on the UK's support to education in Zimbabwe from 2019 to 2025.
 - (iii) Policy reform support in key areas on curriculum, assessment, inspection, early learning, ICT, and domestic financing.
 - (iv) Supporting the delivery of research studies jointly with MoPSE, to generate evidence to inform decision making and policy development in MoPSE.
 - d. **Output 4: Marginalised girls supported**
 - (v) 5,000 out-of-school girls (including 472 CWDs) will be supported to continue their education to the end of the cycle of both foundational literacy and numeracy up to grade 5 level, and with skills training.
- 2.39. Further Details of output indicators and their milestones and targets (gender disaggregated) are included in the annexed logframe (April 2024). The expected timing for the delivery of each output is specified in the logframe milestones. While some activities (e.g. provision of SIGs, and some elements of TPD) are delivered nationwide, other interventions only reach selected districts. An analysis of the geographical distribution of activities finds that there is no district where all components are being implemented together. (See Annex A).

Theory of Change

- 2.40. The Theory of Change (ToC), as embodied in the current logframe, may be articulated in words as follows:

If (Outputs) TEACH: (i) supports equitable access to schools for marginalised girls and boys including CWDs, (ii) Increases the capacity to teachers and administrators for quality teaching and learning, (iii) strengthens the education system and (iv) supports improved power supply to schools.

Then (Outcome Statement) this will result in a strengthened and more sustainable national education system that is improving the quality of teaching and equitable access for all.

This will contribute to (Impact Statement) a positive shift in the trajectory of learning outcomes in Zimbabwe - leaving no one behind.

A more detailed diagrammatic representation is presented in (Annex B)

- 2.41. The TEACH programme was designed to be flexible and has adapted to the challenges and shocks of operating in Zimbabwe since 2019 (e.g., financial crisis, COVID 19, and Cyclone Idai). However, the main purpose of the programme and key outcomes have not changed and the TOC logic, supporting evidence and assumptions hold. The logframe has been modified during implementation, with changes documented in successive annual review.
- 2.42. While the TEACH ToC remains in place, the intervention is increasingly closely coordinated with the wide range of complementary activities funded by the GPE grants (System Transformation, System Coordination, Girls Education Accelerator, Multiplier fund). The ToC is therefore nested within a broader ESSP Theory of change covering GPE and all other activities in the sector.
- 2.43. The strength of the evidence base for the original TEACH programme design is reviewed in detail in the Appraisal Case of the Business Case. This notes where evidence in support of the theory of change is strong or weak. Efforts have since been made within TEACH workplans to address some key gaps in the evidence as exemplified by for example the '[Independent Impact Study on School Improvement Grants](#)' (2021). '[The Women in School Leadership](#)' research study (2023) and '[Assessing Equitable Access to Quality Early Childhood Education in Zimbabwe](#)' (2024). Other relevant recent evaluations, reports and publications that have informed the focus this Terms of Reference and are described in 'Scope' section below.
- 2.44. For two activities where the local evidence base for intervention is relatively weak, the programme has been set up as a pilot with an impact and process evaluation built into the project workplan: (i) the impact of solarisation on teacher motivation and (ii) the Think Equal social and emotional learning intervention. The detailed evaluation of these components is therefore beyond the scope of this ToR.
- 2.45. Assessment of the validity and relevance of the TEACH Theory of Change will be an explicit objective of this evaluation (see below).

3. Objectives of the Evaluation of TEACH

- 3.1. The Specific objectives of this contract will be to:
 - Design and execute an evaluation as defined in this TOR
 - Disseminate findings and recommendations to relevant stakeholders.
- 3.2. This Evaluation is locally referred to as the TEACH Impact Assessment (TIA). The overall purpose will be to independently assess the TEACH 2019-25 against DAC OECD Evaluation Criteria (Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability).

- 3.3. TIA will emphasise the assessment of impact of programme activities and their effectiveness is realising the programme's intended outcomes. The main purpose will be placed on lesson learning.
- 3.4. TIA will frame its findings within a broader review of the relevance and validity of the TEACH Theory of Change as a whole.
- 3.5. The TIA will aim to be completed by March 2025 (one year before the end of TEACH), to allow sufficient time for Business Case development and procurement for a possible successor programme (informed by the TIA).

4. The Recipient

- 4.1. The primary recipients and audience of the TIA will be FCDO and MoPSE, because there is an expectation that TIA will inform the design of possible future FCDO-funded (and other) programming and policy development in the sector.
- 4.2. Existing implementing partners will also be a key audience, as TIA will inform delivery of TEACH during its final year of implementation. TIA will also be of interest to wider education stakeholders including other donors, developing country governments, NGOs and research organisations. It is expected that TIA will contribute to the global evidence base for comparable interventions focused on improving equitable access to quality basic education.
- 4.3. This evaluation contract has a maximum budget at Invitation to Tender stage of £295,000 including all expenses and VAT.

5. Scope

Evaluation Approach

- 5.1. Given the constraints of budget and time, and the availability of other existing sources of information, the TIA will focus on interventions for which the local evidence base is relatively weak or absent. The emphasis of empirical evidence gathering will therefore be placed on building the evidence base for Component 101 (Equitable Access under UNICEF) and Component 102 (TPD under EDT). These have been the biggest spending components and no other evaluation of them is planned.
- 5.2. The supplier will not focus on empirical investigation of the following components for the following reasons:
 - The Plan International SAGE Project (component 403) was the subject of a detailed GEC [Endline Evaluation](#) in 2023.
 - The Solarisation of Schools component (105) is already the subject of a separate, ongoing locally procured evaluation (ToR available).
 - The Think Equal component (404) has been delayed and will not be ready for impact assessment within the planned timelines of the TIA.
- 5.3. The supplier will however be expected to review existing information on these components, in order to frame the evaluation within a broader review of the relevance and validity of the TEACH Theory of Change, as a whole.
- 5.4. The supplier is expected to adopt a mixed methods approach that will blend qualitative and quantitative methods for empirical and secondary data gathering and analysis, guided by the agreed evaluation questions.

Evaluation Criteria

- 5.5. The supplier will apply all of the [OECD-DAC evaluation criteria](#), but prioritise them in the following ways:
- Impact** refers to the extent to which an intervention generates higher-level effects for targeted groups. This will be **high** priority. TIA will focus on impacts upon equitable access and learning, and whether impacts are attributable to TEACH. The Supplier should also consider what would have happened in the absence of TEACH interventions.
 - Effectiveness** refers to the extent to which an intervention achieves its objectives at both Outcome and Output level. This will be **high** priority. The evaluation should address whether we are changing key behaviours, and to understand factors affecting the effectiveness of interventions. Unintended consequences should also be considered
 - Relevance** refers to the extent to which intervention objectives and design respond to current needs, priorities and evidence. This will be a **medium** priority. The analysis in the 2019 Business Case should be updated in the light of new evidence emerging from this evaluation and from monitoring by FCDO and its partners.
 - Sustainability** refers to the extent to which net benefits continue or are likely to continue. This will be a **medium** priority. A key interest will be in whether the programme is effectively strengthening the capacity of the system to delivery future interventions.
 - Efficiency** refers to the extent to which an intervention makes good use of its resources. This will be **medium** priority. Partners report to FCDO against value for money (VfM) indicators as an integral part of the reporting cycle. This evaluation should verify and interrogate the existing VfM analysis in the delivery of key outputs and outcomes.
 - Coherence** refers to the extent to which interventions are compatible with other interventions in a country or sector. This will be a **low** priority. FCDO has invested considerable effort in mapping and coordination with other programmes.

Evaluation Questions

- 5.6. FCDO has not finalised evaluation questions at this stage. The supplier will be required to design these during the inception phase in collaboration with FCDO, MOPSE and implementing partners (UNICEF, EDT) based on the evaluation criteria, areas of interest and cross cutting issues described here, and any others that may emerge during inception.
- 5.7. The following table provides an indicative list of evaluation questions categorised by areas of interest and DAC-OECD Criterion.

Table 1 Indicative list of Evaluation Questions

Area of Interest	OECD DAC Criterion	Indicative Evaluation Questions
Context	Relevance	What have been the most significant developments in the education context since TEACH began and how well has TEACH responded?
Context	Relevance/ Effectiveness	How flexible, effective and relevant has TEACH been in responding to contextual shocks (e.g. Covid 19 and drought)
Equitable Access	Relevance	What are the most important barriers to access and how is TEACH contributing to their alleviation?

Area of Interest	OECD DAC Criterion	Indicative Evaluation Questions
Access Indicators	Impact	What significant trends are noted in indicators of equitable access since the TEACH began? Is TEACH contributing positively?
Access Indicators	Impact	What trends are noted in the enrolment of CWDs and why? Is TEACH contributing positively?
Inclusion	Relevance/ Effectiveness	How relevant and effective have TEACH activities been in addressing the needs of learners and teachers with disabilities?
Learning Indicators	Impact	What significant trends have been noted in learning outcomes (including ZELA, P7, D-level, A-Level). Is TEACH contributing positively?
Learning Indicators	Relevance	What are the most important barriers to improved learning outcomes and is TEACH contributing to their alleviation?
1: Equitable Access	Efficiency	How efficiently have SIGs been targeted and delivered? How could this be improved?
1: Equitable Access	Effectiveness/ Impact	How effective are SIGs in meeting the needs of disadvantaged schools?
1: Equitable Access	Efficiency/ Sustainability	How could the design of the SIG programme be improved and placed on a more sustainable footing?
1: Equitable access	Effectiveness	How effective have School Community Fairs been in fostering awareness and engagement?
2: TPD	Relevance	How relevant is the TPD component design to the needs of Teachers?
2: TPD	Effectiveness/ Impact	What evidence is there of TPD having a positive effect on the quality of teaching and learning?
2: TPD	Effectiveness/ Efficiency	How effective and efficient is the TEACH model in delivering TPD and how could it be improved?
2: TPD	Effectiveness/ Efficiency	How effective and efficient is TEACH TPD in positively influencing school inspection?
2: TPD	Effectiveness / Efficiency	How effective and efficient is the provision of fuel by TEACH in mobilising district staff for monitoring and inspection?
2: TPD	Effectiveness / Efficiency	How effective efficient is the TEACH TPD approach to professional development of head teachers?
2: TPD	Effectiveness	Are teachers trained by TEACH TPD are more gender sensitive and inclusive of special needs?
2: TPD	Relevance	How well placed is TEACH TPD to support implementation of the curriculum reforms?
2: TPD	Sustainability	How is TEACH TPD sustainably building capacity within the system to lead TPD and school monitoring?
3: System Strengthening	Effectiveness/ sustainability	How effective and sustainable is TEACH support in the production of the Annual Statistical Survey (EMIS) report?
3: System Strengthening	Effectiveness/ Sustainability	How effective has TEACH been in supporting finalisation and implementation of key policies (School Finance Policy, Early Learning Policy, ICT, Inclusive Education)
3: System Strengthening	Effectiveness/ Sustainability	What factors have influenced the timeliness and quality of ZELA assessments and MoPSE capacity to deliver them? How well is the data used?
3: System Strengthening	Effectiveness/ Sustainability	How influential have the research projects supported by TEACH been? Have they effectively built research capacity within MoPSE?
3: System Strengthening	Effectiveness	How effective has TEACH been in positively influencing the alignment of pre and inservice training?
VFM	Efficiency	What key trends have been noted in TEACH VFM indicators over the life of the project and why? Where appropriate indicators tracked?
Programme Management	Efficiency	How efficient has FCDO oversight of the TEACH programme been? How could it be improved?
Programme Management	Efficiency	How efficient have implementing partners been in managing delivery of the TEACH programme? How could it be improved?

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Area of Interest	OECD DAC Criterion	Indicative Evaluation Questions
Coordination	Coherence	How effective have sector coordination structures been in ensuring coherent delivery? And how well has coordination been supported by TEACH
Theory of Change	Coherence/ Relevance	How coherent and relevant is the TEACH Theory of Change in realising the Outcome and Impact Statements? How could it be improved.

Cross-Cutting Issues

- 5.8. The evaluation should incorporate multiple dimensions of inclusion, as cross cutting issues, wherever relevant, in data analysis and discussion of findings. This will include the following issues:
- Learner Gender: The evaluation should present disaggregated data and investigate differentiated baseline characteristics and impacts of intervention to maximise equity.
 - Teacher Gender: The evaluation should present disaggregated data and investigate differentiated baseline characteristics and impacts of interventions. Reference will be made to the EDT 'Women in Leadership Study'.
 - Learners and Teachers with Disability: The evaluation will assess the contribution of TEACH in addressing challenges faced by children and teachers with disability.
 - Geographical Location: The evaluation will investigate how the geographical location of schools (e.g. urban/rural, degree of remoteness, distance travelled by learners) has influenced programme impact, efficiency and effectiveness.
 - Economic Exclusion: The evaluation will investigate the extent which interventions have been effectively targeted to the poorest communities.

Methodology

- 5.9. The Supplier is expected to propose a valid approach and methodology using a range of methods that must include: desk review studies, analysis of existing data sets (including Annual Statistical Survey data stored electronically, national census and MICS), key stakeholder interviews, and site visits. The Supplier is requested to propose a sampling strategy for gathering empirical data from key stakeholders and participating schools. The methodology and sampling strategy will be finalised during inception.
- 5.10. It is unlikely that there will be scope for a control group in an experimental survey design, because of the challenge to do randomised targeting of schools within the list of P3, S3 and Satellite schools in Zimbabwe. However, a quasi-experimental design using a carefully selected comparison group may be possible, which will include schools and learners not directly targeted by the TEACH programme, but with similar observable characteristics to schools and learners directly targeted by the TEACH programme.
- 5.11. Target groups for data collection will include the following (disaggregated by gender and disability):
- Primary and secondary school teachers
 - Primary and secondary school learners (including CWDs)
 - School management (including School Development Committees)
 - Learners' parents/ parent support groups

- Government officials at national, provincial and district levels
 - Implementing partners/suppliers of the TEACH programme.
- 5.12. In planning fieldwork, the Supplier will take cognisance of term dates specified in the school calendar.
- 5.13. The Supplier will be expected to design the evaluation in collaboration with FCDO and MOPSE who will be the primary audience of this work. This would be done through design meetings, workshops and opportunities to comment on written designs. The Supplier will also be required to collaborate with the programme's implementing partners to ensure their inputs. FCDO will rigorously quality assure the design and oversee delivery of the TIA study. Space will be left for innovations proposed by the Supplier.
- 5.14. Where possible, the Supplier is expected to coordinate collaborate and communicate with the GPE Mid-Term Review, which is likely to be procured by UNICEF with similar timelines to the TIA study.
- 5.15. Through UNICEF, the Suppliers will be provided with access to available Education Management Information System (EMIS) Data. Implementing partners will also provide access to relevant project documentation.
- 5.16. The Applicant will be responsible for making and managing all travel and logistical arrangements required for the evaluation. These will be fully reflected in the evaluation project budget.
- 5.17. The Supplier is expected to document a robust approach to risk management in their proposal, with due consideration for the following categories of risk: Contextual, Delivery, Reputational, Fiduciary, Operational and Safeguarding. Contextual.
- 5.18. The supplier is expected to consider the following risks and their (among others)
- Contextual: The risk that natural pandemic or natural disaster prevents fieldwork and access to stakeholders.
 - Contextual: The risk that adverse weather conditions affect the ability to reach schools.
 - Operational: The risk that hyperinflation or economic crisis adversely affects the supplier's effective operations
 - Operational: The risk that research approvals are delayed or prevent fieldwork and access to stakeholders.
 - Operational: Challenge in collecting data, including the quality of enumerators and their language skills, compromises the validity of data and findings.
 - Operational: Lack of buy and support from MoPSE and Implementing Partners compromises delivery of the evaluation and uptake of recommendations.
 - Safeguarding: The risk that fieldworkers abuse or otherwise harm learners or other programme Stakeholders.

6. The Requirements

The Evaluation Team

- 6.1. The Team Leader should have the following skills and experience:
- Over 10 years of experience in conducting large-scale mixed-method evaluations of education interventions

- Over 3 years of experience in leading large-scale mixed-method evaluations and collaborating with donors
 - Excellent understanding of both qualitative and quantitative methods, with a proven track record in implementing a wide variety of them
 - Experience working in Zimbabwe preferred
- 6.2. The team (excluding team leader) should have the following skills and experience:
- Strong and proven expertise implementing a wide range of mixed-method evaluation methods and approaches, including quantitative experimental and non-experimental methods
 - Strong expertise in evaluating education programmes and the dissemination of evaluation findings
 - Strong data analysis skills including statistical analysis.
 - Strong understanding of the Zimbabwe context, and experience in overcoming practical challenges associated with data collection (such as getting ethical approvals, etc.)
 - Strong understanding of and experience in remote primary data collection
 - An equitable gender balance within the team
 - Where reasonable, the engagement of local consultants is preferred over international
 - Strong local language abilities for enumerators required.
- 6.3. The Team must be able to demonstrate its independence and that it has no current potential conflict of interest through association with the implementing partners or government departments whose work will be the subject of the study.
- 6.4. Copies of certified certificates and CV must be attached to the proposal.
- 6.5. The Applicant will demonstrate police clearance and be willing to undergo suitable vetting before being granted access to schools.

The Structure of Proposals

- 6.6. Documented Proposals are expected to use the following structure of subheadings:
- 1. Information about the Applicants (Not Scored)**
 - Names and addresses of lead consultant and team members
 - Organisational affiliations of the applicants
 - Organisation (s) type and legal status
 - Organisation address
 - Name of the contact person
 - Job title of the contact person
 - Phone number
 - Email Address
 - 2. Understanding of the Context and of the Assignment**
 - Understanding of relevant context, identification of beneficiaries and their needs.
 - An initial mapping of the stakeholders of the assignment
 - Understanding of gender, equity and social inclusion dynamics
 - Understanding of policy environment, and other related interventions
 - Understanding of relevant technical issues pertinent to the evaluation of equipment used
 - Overall, Understanding of the assignment
 - 3. Methodology**

Applicants must outline the process and approach to deliver this evaluation including:

- Approaches to, inception, sampling, data collection, data validation, data analysis, data synthesis and dissemination of findings
- A rationale for the selection of methods proposed
- Sampling strategy
- Applicants will describe their approach to stakeholder engagement
- Applicants may propose refinements to the suggested evaluation questions
- Applicants will demonstrate how the evaluation design will disaggregate and present data with respect to gender and inclusion
- Applicants will clarify their approach to the verification and quality assurance of data.
- Applicants will describe the necessary permissions required by Government of Zimbabwe to secure access to stakeholders

4. Draft Workplan and proposed Final Report Structure

- Applicants will provide a draft workplan for implementation of the evaluation assignment taking full cognisance of the school calendar.
- The Applicant will propose a draft report structure outlining the sections and subheadings to be included in the inception, interim and final reports.
- The Applicant will propose evaluation methods to meet the objectives set out in this ToR.
- The Applicant will outline approaches to the quality assurance of their reports prior to submission.
- Applicants will outline proposed methods of disseminating the report and communicating its findings.
- Applicants are invited to demonstrate innovative approaches to deliver this evaluation at good value for money and the best possible quality.

5. Demonstration of Capacity

- Description of the evaluation team and its structure
- Summary of the relevant experience and expertise of the team to the assignment.
- Demonstration of ability to work across required range of districts (with their different context, language, and culture).

6. Risk management and safeguarding approach

- Identify and describe key possible risks including child protection and safeguarding.
- Describe proposed risk management and mitigation approaches for key risks. Consider including discussion of risks associated with access to data, access to key stakeholders/beneficiaries, timing risks and safeguarding risks.
- Give due consideration to do no harm principals

7. Budget Summary and Value for Money

- Provide a draft budget for the implementation of the assignment
- Explain how the evaluation will deliver value for money

Expected Outputs and Performance Requirements

- 6.7. The Supplier will be expected to deliver the following Outputs. The two expected reports will each constitute a payment milestone (i) inception Report, (ii) Final Report. Payment will be withheld until reports meet FCDO's required standards of quality, clarity and accuracy.
- 6.8. The total anticipated timeframe for delivery of the assignment (including dissemination) is 5 months (20 weeks). The following milestones have been set:

- 6.9. **Inception Report (Week 3).** The Supplier is expected to spend the first 3 weeks of the contract consulting stakeholders and refining their methodology and workplans. They will submit the Inception Report to FCDO including updated drafts of: (i) The evaluation approach (including evaluation questions, methods and analytical techniques) (ii) Sampling strategy and confirmation of specific sites to be visited (iii) Presentation of the methodology. (iv) Proposed structure of final report (vi) Budget breakdown
- 6.10. **Inception Meeting (Week 4).** The inception meeting will provide feedback and clarification from FCDO and MOPSE on the finalising the inception report.
- 6.11. **Final Workplan (Week 5)** Suppliers will submit their final workplan and budget for approval by FCDO.
- 6.12. *Payment Milestone 1 (40%). FCDO reserves the right to break the contract if the Supplier fails to deliver an inception report of acceptable quality. (Alternative can be suggested by supplier in concept note)*
- 6.13. **Interim Update Meeting (Week 8) –** The Supplier will meet with the recipient and key stakeholders to present and discuss interim findings highlighting any emerging challenges or risks and providing an update on the next steps ahead of drafting the final report. The Supplier is required to share any essential reading with the recipient and key stakeholders ahead of this meeting.
- 6.14. **Draft Report (Week 15) –** At the end of the assignment, the Supplier will submit a draft final report that has been quality assured, including all relevant annexes, appendices and dissemination plans to FCDO for comment.
- 6.15. **Final Report (Week 16)** The Supplier will submit a final report incorporating feedback from FCDO, accompanied with a PowerPoint slide-deck and 2-page summary ('evaluation digest') providing a summary of the report.
- 6.16. **Final Meeting (Week 16).** The Suppliers will be invited to deliver a presentation of the final report to the recipient and key stakeholders. The final report should be validated by key stakeholders.
- 6.17. **Completion of Dissemination Activities (by Week 20).** An update strategy and a range of dissemination activities will form an integral part of the workplan. This will include a presentation to the TEACH GPE Steering Committee and other relevant fora identified during inception. This will be based on mapping of stakeholders that considers the use of evaluation findings both national and internationally beyond the immediate recipients and stakeholders.
- Payment Milestone 2 (60%) (Alternative can be suggested by supplier in concept note)*
- 6.18. All outputs will need to pass FCDO quality assurance processes prior to payment. The inception and final reports will be subject to quality assurance through FCDO's Evaluation Quality Assurance Service (EQUALS). Reviews take up to two weeks. EQUALS can also be drawn upon for technical assistance where required.
- 6.19. The applicant is required to demonstrate transparency at each stage of the evaluation contract. The applicant is required to share all primary and secondary data collected, analytical frameworks and other products used to develop the evaluation reports.

- 6.20. FCDO will have unlimited access to all material produced through this evaluation (as expressed in FCDO's general conditions of contract). This should also be shared with MOPSE in anonymised format.

7. Constraints and dependencies

- 7.1. During inception, the Supplier will review the full range of key relevant existing documentation and data sources including, but not restricted to:
- i. [TEACH Business Case](#)
 - ii. [TEACH Addendum 2023](#)
 - iii. [FCDO TEACH Annual Reviews \(2020-24\)](#)
 - iv. [TEACH Logframe](#)
 - v. Quarterly / Semi-annual Reports for all components
 - vi. Current Due Diligence Assessments
 - vii. Contracts and Accountable Grant Arrangements (including programme documents).
 - viii. TEACH Research reports and other knowledge products²⁵
 - ix. School and classroom observation data captured in the national 'e-inspection' database (supported by EDT)
 - x. Programme documents for current GPE Grants
 - xi. Education Annual Statistical Reports (2019-2023)²⁶
 - xii. Annual Education Sector Performance Reports prepared for Joint Sector Review meetings.
 - xiii. Key FCDO Policy Document including ([Development White Paper](#), [Women and Girls Strategy](#) and [Education Strategy](#))
 - xiv. Key MOPSE Policy documents and legislation including [Education Amendment Act](#)
 - xv. [Education Sector Strategic Plan \(2021-2025\)](#)
 - xvi. [Education Sector Analysis \(2020\)](#)
 - xvii. [UNICEF Multiple Indicator Cluster Survey \(MICS\) \(2019\)](#)
 - xviii. [Zimbabwe Population and Housing Census \(2023\)](#).

8. Performance Requirements and Reporting

- 8.1. The following key outputs are expected:
1. Inception Report (Week 3)
 2. Final Workplan (Week 5)
 3. Draft TIA Report (Week 15)
 4. Final Report (with Slide Deck) (Week 16)
 5. Delivery of dissemination activities and products agreed during inception (Week 20).
- 8.2. Each will be evaluated based on its, adherence terms of reference, overall quality and timeliness. All outputs will need to pass FCDO quality assurance processes prior to approval of payments. Evidence and feedback relating to the quality of productive collaboration with stakeholders will also be monitored by FCDO Zimbabwe.

²⁵ Documents v – viii, x and xi will be made available after contracting.

²⁶ Annual Statistical Survey Reports are produced annually with quality assurance by UNICEF. FCDO experience is that the data has good validity, but no formal assessment of data quality has been undertaken. Such a formal assessment is likely to be beyond the scope and budget of this proposed study.

- 8.3. All reports must be independently quality assured before publication. All reports will be published together with FCDO management responses to recommendations.
- 8.4. Timeliness is an important criterion. It is important to complete the TIA by the end of March 2025, to allow one year for business planning and procurement of a potential successor education programme before TEACH ends in March 2026.
- 8.5. FCDO may consider extension to time or budget if the Supplier encounters significant and exceptional challenges beyond their control.

9. FCDO Coordination

- 9.1. The Supplier will report to the FCDO Senior Responsible Officer (SRO) for the TEACH programme. The SRO will also ensure that the Supplier has the necessary access to TEACH Implementing Partners.
- 9.2. A monthly programme update meeting will be arranged, including FCDO, MoPSE and the Supplier. The Supplier will circulate a 1–2-page summary of progress against the agreed workplan in advance of the meeting.

10. Other Requirements

General Data Protection Regulation (GDPR)

- 10.1. Bids and any activity by the appointed Supplier are subject to UK [Data Protection](#) and [Freedom of Information](#) legislation. Any information and/or data provided to implementers as part of the project are to be used for the purposes of this specific project only and all intellectual property resides with FCDO.

Ethical Conduct

- 10.2. The Supplier will conform to international standards of ethical conduct in evaluation (including FCDO's [Ethical Guidance in Research and Evaluation](#)) This will include, if deemed necessary, formal approval of the Ethics or Institutional Review Board. The following principles apply:
 - Do no harm through any activities resulting from this contract, by actively seeking to understand their consequences and mitigating risks. This is particularly important with regard to vulnerable people.
 - Respect. Ensure an understanding and respect for the local context (social, cultural, religious values and beliefs).
 - Participation of targeted people in the evaluation that is equitable.
 - Inclusion. Ensure samples that are representative of the population of interest, including based on gender, disability, location, age, ethnicity and religion.
 - Feedback. Allow for opportunities to receive feedback at design stage and from targeted people in the implementation stage to ensure an effective and inclusive evaluation.
- 10.3. The Supplier will be required to adhere to high ethical standards in the collection and usage of data and will need to provide evidence of an excellent track record. This includes, but is not limited to:
 - Ensuring data integrity through ensuring a true reflection of views expressed in the collection of data and maintaining appropriate data storage and usage protocols.
 - Ensuring privacy during interviews
 - Ensuring confidentiality of any views expressed

- Anonymisation of data
 - Adherence to proper consent and assent protocols, taking particular care when interviewing children.
- 10.4. The Supplier will be required to do data collection with children for the beneficiary feedback. The Supplier will provide strong evidence of the team's ability to do this according to FCDO's ethical standards and international best practice.
- 10.5. The Supplier will be required to follow all formal ethical approval processes for doing primary research in Zimbabwe with beneficiaries. This should be sought through the Ministry of Primary and Secondary Education. The MEL supplier will be required to prioritise this task during the inception phase (with FCDO support).

Safeguarding

- 10.6. The Supplier will follow FCDO's guidance on safeguarding as set out in '[Enhanced Due Diligence – Safeguarding for External Partners](#)'. All organisations that work with or come into contact with children should have safeguarding policies and procedures to ensure that every child, regardless of location, race, age, gender, religion, culture or ethnicity, sexuality or disability can be protected from harm. There must be protection from violence, exploitation, and abuse through involvement, directly or indirectly, in place for FCDO programmes. This includes sexual exploitation and abuse but should also be understood as all forms of physical or emotional violence or abuse and financial exploitation. The Supplier will demonstrate that they have appropriate policies and robust procedures in place to expressly prohibit sexual exploitation and abuse and to receive, investigate and address reports of such acts.

Transparency

- 10.7. FCDO requires Suppliers receiving and managing funds, to release open data on how this money is spent, in a common, standard, re-usable format and to require this level of information from immediate sub-contractors, sub-agencies and partners. It is a contractual requirement for all Suppliers to comply with this, and to ensure they have the appropriate tools to enable routine financial reporting, publishing of accurate data and providing evidence of this.

Modern Slavery

- 10.8. FCDO is already taking action against modern slavery through current programming, and we are working to expand our reach and scale-up successful country office and centrally managed programmes. A large number of our programmes operating through country offices look at addressing the underlying vulnerabilities of people at risk of modern slavery, with a particular focus on those within indirect supply chains.

Disability

- 10.9. For FCDO disability inclusive development means that people with disabilities are systematically and consistently included in and benefit from international development. The Supplier will outline their approach to disability inclusion and how people with disabilities will be consulted and engaged throughout the project.

Delivery Chain Mapping

- 10.10. Delivery Chain Mapping is a process that identifies and captures, usually in visual form, the name of all suppliers involved in delivering a specific good, service or charge, ideally down to the end beneficiary. Addressing this is the actions/activities

required to manage regular and exceptional risk throughout the network to reduce exposure and vulnerability. With increasing project complexity influencing supplier/partner selection and impacting delivery chains, mapping the delivery chain down through every tier is the only way to improve visibility, provide a level of assurance and mitigate a growing burden of risk. This includes FCDO funds being distributed to each implementing (downstream or indirect) partner. Bidders / Implementers need to clearly indicate at bidding stage whether they intend to sub-grant specific portions of the project to other specialised organisations and outline the relevant delivery chain map.

Duty of Care

- 10.11. In its proposal, the supplier will outline how it will fulfil its obligations under this requirement and provide all necessary statements. The Implementer owes a duty of care to its personnel and is responsible for the health, safety, security of life and property and general wellbeing of such persons and their property and this includes where the Supplier's personnel carry out the services.
- 10.12. The Supplier must declare that it has and will throughout the duration of the contract:
- Carry out the appropriate risk assessment with regard to its delivery of the Services;
 - Provide the Supplier's personnel with adequate information, instruction, training and supervision.
 - Have appropriate emergency procedures in place to enable their provision of the services to prevent damage to the Implementer personnel's health, safety, security of life and property and general wellbeing.

Index of Acronyms

Acronym	In Full
AGA	Accountable Grant Arrangement
BC	Business Case
BEAM	Basic Education Assistance Module
CAMFED	Campaign for Female Education
CMP	Centrally Managed Programme
CV	Curriculum Vitae
CWDs	Children with Disabilities
DAC-OECD	Development Assistance Committee of the Organisation for Economic Cooperation and Development
DFID	Department for International Development
ECD	Early Childhood Development
ECOZI	Education Coalition of Zimbabwe
EDT	Education Development Trust
EMIS	Education Management Information System
EQUALS	Evaluation Quality Assurance Service
ESPIG	Education Sector Performance Improvement Grant
ESSP	Education Sector Strategic Plan
ETF	Education Transition Fund
FCDO	Foreign Commonwealth and Development Office
GDPR	General Data Protection Regulation
GEA	Girls' Education Accelerator
GEC	Girls' Education Challenge
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education

ICT	Information and Communication Technology
IGATE	Improving Girls' Access Through Transforming Education
KFW	Kreditanstalt für Wiederaufbau (German Development Bank)
LL4GE	Leading Learning for Gender Equity
MEL	Monitoring Evaluation and Learning
MICS	Multiple Indicator Cluster Survey
MOPSE	Ministry of Primary and Secondary Education
MoU	Memorandum of Understanding
NGO	Non-Governmental Organisation
NFE	Non-Formal Education
PCR	Programme Completion Review
SAGE	Supporting Adolescent Girls' Education
SCG	System Capacity Grant
SFP	School Finance Policy
SIG	School Improvement Grant
SRO	Senior Responsible Owner
STEM	Science Technology Engineering and Mathematics
STG	System Transformation Grant
TEACH	Teacher Effectiveness and Equitable Access for Children
TIA	TEACH Impact Assessment
ToC	Theory of Change
ToR	Terms of Reference
TPD	Teacher Professional Development
VAT	Value Added Tax
VFM	Value for Money
ZELA	Zimbabwe Early Learning Initiative

Annex A. List of Districts Benefiting from each TEACH Intervention

Province	District	UNICEF	Solar	EDT	Plan	Think Equal
Bulawayo	Bulawayo	No	No	No	Yes	No
Harare	Harare	no	No	No	Yes	No
Harare	Chitungwiza	no	No	No	No	No
Harare	Epworth	no	No	No	No	No
Manicaland	Buhera	Yes	Yes	Yes	No	Yes
Manicaland	Chimanimani	Yes	No	Yes	Yes	Yes
Manicaland	Chipinge	Yes	Yes	Yes	No	Yes
Manicaland	Makoni	Yes	No	Yes	No	Yes
Manicaland	Mutare	Yes	No	Yes	Yes	Yes
Manicaland	Mutasa	Yes	No	No	Yes	No
Manicaland	Nyanga	Yes	Yes	No	No	Yes
Mash Central	Bindura	Yes	No	No	No	No
Mash Central	Guruve	Yes	No	Yes	No	Yes
Mash Central	Mazowe	Yes	No	Yes	No	Yes
Mash Central	Mbire	Yes	No	Yes	No	Yes
Mash Central	Mount Darwin	Yes	No	Yes	No	Yes
Mash Central	Muzarabani	Yes	No	No	No	No
Mash Central	Rushinga	Yes	No	Yes	No	Yes
Mash Central	Shamva	Yes	No	No	No	No
Mash East	Chikomba	Yes	No	Yes	No	No
Mash East	Goromonzi	Yes	No	No	No	No
Mash East	Marondera	Yes	No	No	No	No
Mash East	Mudzi	Yes	No	Yes	No	No
Mash East	Murehwa	Yes	No	No	No	No
Mash East	Mutoko	Yes	No	Yes	Yes	No
Mash East	Seke	Yes	No	No	No	No
Mash East	UMP	Yes	No	Yes	No	No
Mash East	Wedza (Hwedza)	Yes	No	Yes	No	No
Mash West	Chegutu	Yes	No	Yes	No	No
Mash West	Hurungwe	Yes	No	Yes	No	No
Mash West	Kariba	Yes	No	Yes	No	No
Mash West	Makonde	Yes	No	Yes	No	No
Mash West	Mhondoro-Ngezi	Yes	No	No	No	No
Mash West	Sanyati	Yes	No	Yes	No	No
Mash West	Zvimba	Yes	No	No	No	No
Masvingo	Bikita	Yes	No	No	No	No
Masvingo	Chiredzi	Yes	No	No	No	No
Masvingo	Chivi	Yes	No	Yes	No	No
Masvingo	Gubu	Yes	No	Yes	No	No
Masvingo	Masvingo	Yes	No	No	No	No
Masvingo	Mwenezi	Yes	No	Yes	No	No
Masvingo	Zaka	Yes	No	Yes	No	No
Mat North	Binga	Yes	No	No	No	No
Mat North	Bubi	Yes	No	Yes	No	No
Mat North	Hwange	Yes	No	No	No	No
Mat North	Lupane	Yes	No	Yes	No	No
Mat North	Nkayi	Yes	No	Yes	No	No
Mat North	Tsholotsho	Yes	No	Yes	No	No
Mat North	Umguzi	Yes	No	Yes	No	No
Mat South	Beltbridge	Yes	Yes	Yes	No	Yes
Mat South	Bulilima	Yes	No	Yes	Yes	Yes
Mat South	Gwinda	Yes	Yes	Yes	No	Yes
Mat South	Insiza	Yes	Yes	Yes	No	yes
Mat South	Mangwe	Yes	No	Yes	No	yes
Mat South	Matobo	Yes	Yes	Yes	No	Yes
Mat South	Umzingwane	Yes	No	Yes	No	Yes
Midlands	Chirumhanzu	Yes	No	No	No	No
Midlands	Gokwe North	Yes	No	Yes	No	No
Midlands	Gokwe South	Yes	No	Yes	No	No
Midlands	Gweru	Yes	No	No	No	No
Midlands	Kwekwe	Yes	No	Yes	No	No
Midlands	Mberengwa	Yes	No	Yes	No	No
Midlands	Shurugwi	Yes	No	Yes	No	No
Midlands	Zvishavane	Yes	No	No	No	No

Annex B TEACH Theory of Change

