



**IGREJA EVANGÉLICA ASSEMBLEIA
LIVRE EM MOÇAMBIQUE**

EVALUATION OF THE IGREJA EVANGELICA ASSEMBLEIA LIVRE (IEALM) SECONDARY SCHOOLS PROJECT

FINAL REPORT

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Acronyms

ABCD	Asset-based community development approach
DOE	Department of Education
IEALM	Igreja Evangelica Assembleia Livre em Moçambique
MDI	Missionaries of God International
NPM	Norwegian Pentecostal Mission
OD	Organisation development
PSC	Project Steering Committee
SSP	Secondary Schools Project
TOC	Theory of change
TOR	Terms of reference

Executive Summary

Introduction

As part of its social mission, the Igreja Evangelica Assembleia Livre e Mozambique (IEALM) undertakes a Secondary Schools Project, which is implemented by its Secondary Schools Project Team and is supported by NPM/Digni. The overall goal of the project is to increase access to secondary school in rural areas of Mozambique as a strategy to empower young women and improve gender equality. The purpose of the project is to provide an enabling set of interventions to ensure that girls, in particular, complete secondary school.

The target group is young people between 12 and 19 years old. Barriers to completion include lack of money, early pregnancy, and early marriage.

SSP activities include interventions in classrooms, the establishment of clubs in schools, establishing relationships between schools and hospitals, home visits to support the return of young people who dropped out of school, and seminars with parents, caregivers and communities. All of these activities are infused with moral and health education which promotes civic leadership and responsibility with a strong message of the necessity for girls to complete their schooling. The current phase of the project has been implemented since 2014.

Prior to this, the first phase of the project was steered by a development unit called MDI which, although it had church members on its board, operated at some distance from the church. In order to strengthen ties between the project and the church to enhance the impact and sustainability of the project, the project became part of IEALM. An organisation development (OD) process was conducted to enable a successful incorporation of the project into IEALM and to enable SSP to become strongly anchored in the church structure.

As the current project cycle was drawing to an end, IEALM contracted Catherine Collingwood to undertake a formative evaluation in order to reflect on the outcomes of the project in order to support evidence-based decision making about project design should it be decided that SSP would go into a second phase of implementation, and to assess the strength and effect of the institutional relationship between the church and the project.

Approach

An empowerment approach was employed by involving the Project Team in gathering and analysing data and by ensuring that the bulk of field trip time was dedicated to securing the participation of, and hearing the voices of the youth, the main target group,

Methodology

The evaluation used a mixed methodology of data collection: a qualitative component, and a quantitative component:

- Data on enrolments, dropouts and early pregnancies was provided by the Department of Education (DOE) and participating schools and analysed;
- Project data on activities and numbers and outcomes was analysed;
- 16 pupils who were “rescued” from dropping out were individually interviewed;
- Four focus group interviews were conducted with a total of 44 parents and caregivers, including the chair and vice-chair of one of the school governing bodies;
- One focus group was conducted with seven general community members;
- Seven teachers from six schools were interviewed in pairs or small groups;

- Five school principals were interviewed;
- Two district education officials were interviewed;
- Five activists were interviewed individually;
- One group interview was conducted with the five members of the Project Steering Committee;
- One learning workshop was conducted with the Steering Committee, the Project Team, activists employed by the project, and activists who volunteer in the church girls' clubs.

Further individual and focus group interviews were conducted via Skype with:

- Torild Almnes, Stig Stordal, and Nigel Erwin of NPM;
- The National Chair (Pastor Chaurindza) and the General Secretary (Pastor Moulido) of the IEALM;
- Eighteen members of six different church girls' clubs (one focus group interview);
- Twenty adults involved with church girls' clubs including pastors, pastors' wives and those responsible for youth (one focus group interview).

In addition:

- Questionnaires were completed by Signy Nilssen, Harry Ottar-Nilssen, Elin Romsdal and Yngvar Aarebrot of Filadelfia Church, the project partner Church in Norway.

Summary of findings

Selected data to show spread of primary project activities and quantitative outcomes

Spread of project activities and numbers reached through each activity (Source: project data)

Year	No. counselled	No. of girls' club members in schools		No. of dropouts	No. rescued	No. of pregnancies	No. of community meetings for public awareness	No. of community members (including parents) attending public awareness meetings
		F	M					
2014	2 768	185	53	132	73	7	5	750
2015	2 327	207	44	80	63	18	7	1 525
2016	2 604	237	97	69	50	16	9	2 509
2017	2 995	317	169	43	29	16	14	6 313

Perceptions have shifted

All respondents were of the opinion that girls should complete all grades at school. The right to education emerged as the most important human right for girls, followed by freedom of expression for girls.

The perception of the adults in the church has shifted.

- *"It has unveiled our eyes as pastors and counsellors for the youth. It made me pay attention as a Mama pastor (pastor's wife). Sometimes before there were things we weren't talking about - we thought it was taboo but during the trainings we saw that the same children in the church are the same children in society and in the schools they are taught, so why can't we teach them in the church?"*

- *“The biggest impact the project has made in the church is the change in mentality. Before we were thinking in another way, both as counsellors, the teenagers and the youth. We had a small way of thinking or knowing but when we had the training and spoke about puberty we can now speak in a deep way about that subject.”*

Drop outs and early pregnancy rates have decreased amongst participating schools

Quantitative data shows evidence that the introduction of the project has had an immediate and significant positive impact on the rate of girls dropping out and falling pregnant in participating schools.

There was a 67% decrease in the number of dropouts over the four years of this phase of SSP.

In 2014, pregnancies reduced by 73%, in 2015 there was a 30% reduction from the baseline, in 2016 a 38% reduction and in 2017 a 38% reduction from the 2013 baseline.

The reduction in dropping out and early pregnancy can be attributed to the project intervention

The most regular, intensive and multi-faceted intervention to reduce dropping out and early pregnancy at participating schools is the girls’ club project. Although no comparative drop-out data has been gathered in schools in which there is no girls’ club, one principal mentioned that, compared to other schools, the rate of early pregnancy is now much lower. When asked if there was a difference in dropout and pregnancy rates between girls’ club and non-girls’ club schools, the representative of the Ministry of Education in the District of Boane stated:

- *“Yes, there’s a huge difference. That’s why we invited the project into more schools, because in the schools where they weren’t operating we saw more pregnancies”.*

In the absence of other interventions targeting dropping out, it can be reasonably claimed that the reduction in dropping out and early pregnancy at participating schools is attributable to the girls’ club project.

Boys are also at risk of dropping out and they benefit from girls’ club

The quantitative data shows that dropping out affects boys as well as girls, and that participating in girls’ club has prevented both girls and boys from dropping out. The qualitative data shows that both girls and boys have found value and succour in participating in girls’ club.

Pupils, parents, teachers and church workers are all empowered through the project

In terms of the Digni Empowerment Model, the project data shows evidence of empowerment attainment at Level 3 – the level of individual and/or community where civil society has been strengthened; perceptions have been positively shifted towards equality for young women; the sense of individual agency amongst young women has improved; access to education has increased; and gender equality has increased.

Pupils had this to say about the empowerment value of the project:

- *“To respect myself because I have value as a human being...”*
- *“You learn how to defend your rights.”*
- *“Now I’m able to say ‘no’ to certain things even when someone older than me - when I know it’s something wrong, I can say ‘no’ now. Because I used to think I had to respect everything anyone older than me says.”*

- *“I have to do what is my will. I cannot let others force me. Mainly when a man forces me I can’t accept. Because I must be able to decide for myself.”*

The project has successfully challenged gender stereotypes

Boys and girls encounter each other as team members in girls’ clubs. Issues are debated, not just taken for granted.

- *“The girls now have a vision for themselves for the future and for the boys, they have changed their view of life. In the past they viewed girls [were] educated to take care of the family and boys [were] educated to provide. Now they know it’s not limited to this.” (Principal)*

The church stresses that boys and girls are jointly responsible for sexual health:

- *“In our meetings we bring teaching about responsibility, that every young girl and every young boy is accountable for their behaviour. We share [about] the risks for both of them and advise them to be careful.” (Pastor)*

There is a slight shift away from stigmatising pregnant girls

There are welcome signs that the stigmatisation of pregnant girls is beginning to diminish amongst stakeholders. In one school, the rules had been “bent” so that a pregnant girl could remain in the morning shift. Girls’ club members stated that “pregnancy is not a disease” and a male teacher and two male parents observed that pregnancy affects girls and boys, as girls do not get pregnant on their own.

- *“Girls don’t impregnate themselves. It’s important to teach both sexes to delay adult life, to share with them that if they are not prepared academically before starting adult life, they will struggle.” (Pastor)*

However, while there is less scapegoating of pregnant young women in the church community and amongst some teachers and principals involved with the project, there was evidence of stigmatisation persisting in some schools as illustrated by this comment from a principal:

- *“Pregnant girls go to afternoon schools so they are not a bad influence on other girls.”*

Girls continue to experience unique risk factors

There were no accounts of boys dropping out due to having to parent their children or having to marry early. This was only the case for girls.

Furthermore, girls alone experience added financial stress due to the need for sanitary products during menstruation. As the evaluation found out, what could be a time of monthly celebration of womanhood is often acutely stressful and sometimes unhygienic when there is no money for care products.

The social outreach capacity of the church and its development has been strengthened

More church leaders and members are involved in social outreach through the opportunity provided by the project to connect with the community beyond its congregation.

The project has provided a common and unifying focus for the various branches of the church network and leadership to debate issues of democratic governance, and good governance. The project has also provided an active collective experience of church outreach in society. Strong

project governance coupled with OD seminars has strengthened church governance, resulting in the development of a Church Code of Conduct.

Why the model works

The model resources the teacher and the principal

Principals and teachers feel supported by the presence of the activista in the classroom and the knowledge that there is a girls' club to refer pupils to.

Parents feel supported

The girls' club facilitates communication between parents and their children.

Pastors and youth workers feel more confident

The skills training offered by the project empowers pastors and youth workers to talk positively with young people about sensitive matters regarding sex and sexuality.

The community serves as a field which reinforces the message of school completion for girls

Outside the school gates, in the community and in the church, pupils encounter the same protective message of the necessity for girls to complete school.

Pupils have a trusted adult and peer group formation where they can talk freely

Pupils are talking about their issues and asking questions in these spaces because they feel safe to do so.

Peers provide a circle of support in which to develop "grit"

Positive peer support through membership and presence of girls' club activates agency in the face of difficulty, which builds personal resilience.

The school-going experience is positively enhanced

Pupils have an extra reason to enjoy going to school as they enjoy expressing themselves creatively in the club and participating in dialogue to make democratic decisions about the content of club sessions, and about strategies for rescuing school drop outs.

Pupils experience the power within to make change

The model activates pupils' capacity to help others and therefore deepens their sense of purpose beyond the challenges most participants face to stay in school.

Cost: benefit

Using a simple formula of total activity budget divided by each key activity, the evaluation revealed that, in 2014, it cost \$223.10 per student rescued over that year, \$68.42 was dedicated to each girls' club member for the year, and it cost the project \$5.89 to counsel one pupil during that year. By 2017, it was only costing the project \$44.06 to enable one girls' club member's to attend two meetings per week, with an activista in attendance.

The data shows that the number of drop outs decreases as girls' club membership grows, and as there is an increase in the number of pupils counselled. If girls' club membership and counselling are correlated with a decrease in dropping out, then the activity cost to the project

of each drop out prevented is only \$20.43. If the total activity plus administrative cost is applied to the aforementioned formula, then the cost to the project of each drop out prevented is only \$24.60.

There is therefore a high social return on project funds invested in preventing school drop outs.

Recommendations

Consolidate, institutionalise, emphasise sustainability

Institutionalise the model, with an emphasis on increased sustainability. The focus should be on learning about what adjustments are necessary where the project currently exists to enable the girls' clubs to become independent of IEALM.

Expand, involve parents, advocate for DOE psycho-social support, change the role of activistas

In new schools, begin with getting parents and teachers more involved and, in schools where the project is currently in place, involve parents. However, the involvement of parents should be carefully considered because one of the strongest benefits identified by girls' club participants is that club is a space where they can talk freely. While the involvement of parents is valuable, it must be done in such a way that it does not compromise the confidentiality of girls' club meetings.

Work though parents who have shown willingness as well as the school governing parent body.

DOE has agreed to assign two teachers to provide psycho-social support. In the next phase, activista support should emphasise teacher training and mentoring of teachers and girls' club leaders. SSP should advocate for extra time for the psycho-social content to be covered in classes dedicated to biology and/ or for a dedicated teacher interested in participating in girls' club meetings to be assigned this responsibility.

In Grades 11 and 12, continue to have activista support for pupils who want to start girls' clubs. The activista should broker the presence of girls' club with parents and principals but the project should give consideration to shifting the activista role to more of a support role and less a direct intervention role in schools where the project is already in place, and to do capacity building of this nature from the outset in new schools.

All the above should be done without doubling the size of the project team. Rather, the role of the activistas currently engaged in schools which have had a four-year experience of the model should be scaled down in order to free up project personnel resources for the project to be introduced in new schools. However, geographical expansion beyond the provinces in which the project is currently active will require extra staffing.

Add financial content to the curriculum of girls' club meetings

Include asset-based community development (ABCD) input into the financial empowerment training for young people to grow their capacity for being able to generate their own income. A sustainability initiative in the form of a chicken-raising project is already being considered amongst church youth groups. The school girls' clubs could benefit from the lessons learned from this initiative.

Investigate partnerships with other organisations working with orphans

Since a high proportion of children dropping out of school come from families where parents have died, consider building strong partnerships to counteract the financial consequences of orphanhood on school attendance.

Establish stronger relationships of interdependence with gender coordinators in schools

Each school has a gender coordinator, who is also a teacher. They also give classroom lectures on prevention of disease and early pregnancy and encourage young women to continue studying. While it is clear that gender coordinators rely on activistas (who can dedicate all their time at the school to preventing dropping out), involving gender coordinators in training seminars as well as girls' club meetings would improve the sustainability of the intervention.

The gender coordinators' mandate is the well-being of girls. The SSP could explore options for reducing the risk of girls dropping out due to absenteeism and anxiety when they menstruate with the gender coordinators.

Revisit purpose of girls' club network meetings

Consider introducing resolutions into the format of the girls' club network meetings that can be used to decide on common actions, thereby taking them beyond the sharing of information and experience.

During the evaluation, the possibility of establishing a National Youth Forum was raised. Should this idea be pursued, the project could deepen its empowerment impact on youth.

Consider inviting a representative from each school parent governing body to the Annual Network Meeting as they could become champions for a psycho-social element to education in all schools.

A national forum has the potential to bring together people committed to inclusive education and preventing dropping out, as well as developing a voice that can influence education at a policy level. A united voice may also be able to expose corruption related to accessing school vacancies.

Monitoring and evaluation

Develop the existing handwritten attendance register into a simple template to be completed at each girls' club meeting. This will assist with explaining why the model works as well as tracking the gender profile of the club.

Obtain baseline of drop outs (including pregnancy) at Malagatana Secondary School (where the first pupil-initiated girls' club started) from 2015 and 2016 to determine whether there was any change by end of 2018. Tracking attendance and outcomes of the self-initiated club will help to deepen understanding about how the model works when the activista plays a less direct role.

Involve the girls' club members as co-researchers to strengthen the empowerment aspect of the model, as well as to grow the body of evidence for the model's efficacy.

Obtain baseline figures of dropping out and pregnancy from the new schools joining the project before girls' clubs are established for post-intervention evaluation purposes.

Although schools and the DOE are willing to provide data on enrolment, dropping out and early pregnancy, early warning tracking could be strengthened. Up-to-date and easily accessible data from systematic tracking of indicators at school level such as learner attendance, grade retention and academic performance could lead to earlier identification of pupils at risk.

Strengthen advocacy

Request data from the DOE about non-participating schools. Being able to conduct comparative evaluation will provide powerful evidence for the claim that it is the project that makes a difference rather than other variables. Use the evidence to advocate for the dedicated psycho-social peer support model which has now been successfully tested by the project.

Consider calculating the cost of dropping out and early pregnancy to the Department of Education and the Mozambican economy for advocacy purposes.

Begin a conversation with DOE on the systematic tracking of indicators at school level in currently participating schools and include this when establishing a relationship with new schools. This conversation could have the potential to develop a national school drop-out prevention strategy.

Strengthen sustainability through intra-institutional and inter-organisational learning

Consider establishing a national IEALM Social Development Department to coordinate learning between social projects.

Consider partnering with a church network aligned with IEALM's values and objectives to increase the possibility of project expansion without increasing project institutional costs.

Conclusion

The IEALM Secondary Schools Project has developed a successful, innovative psycho-social peer and community support model for reducing the risk of pupils dropping out of school early. Should the model be implemented in more schools, it will have a positive impact on the future of Mozambican society.

Catherine Collingwood

June 2018

*'This is School Girls Club which fights against dropping out,
Combats HIV,
Sexually transmitted diseases*

*We want an education that is inclusive and committed and of quality'
(Song composed by members of girls' club)*

1 Introduction

As part of its social mission, the Igreja Evangelica Assembleia Livre em Moçambique (IEALM) undertakes a Secondary Schools Project (SSP), which is implemented by its Secondary Schools Project Team and is supported by NPM/Digni. The overall goal of the project is to increase access to secondary school in rural areas of Mozambique as a strategy to empower young women and increase gender equality. The purpose of the project is to provide an enabling set of interventions to ensure that girls, in particular, complete secondary school.

The target group of the project is young people between 12 and 19 years old. Barriers to completion include lack of money, early pregnancy, and early marriage.

The project activities include interventions in classrooms, the creation of clubs in schools, establishing relationships between schools and hospitals, home visits to support the return of school drop outs, and seminars with parents, caregivers and communities. All of these activities are infused with moral and health education which promotes civic leadership and responsibility with a strong message of the necessity for girls to complete their schooling.

The current phase of the project has been implemented since 2014 which marked a significant change for IEALM. Prior to this, the first phase of the project was steered by a development unit called MDI which, although it had church members on its board, operated at some distance from the church. In order to strengthen ties between the project and the church to enhance the impact and sustainability of the project, the project became part of IEALM. An organisation development (OD) process was conducted to enable a successful incorporation of the project into IEALM and to enable SSP to become strongly anchored in the church structure. The OD intention for the current phase of the Secondary Schools Project was to incorporate MDI's mission, activities and organisation into an integrated relationship with the Pentecostal church in Mozambique.

As the current project cycle was drawing to an end IEALM contracted Catherine Collingwood to undertake a formative evaluation in order to reflect on the outcomes of the 2014-18 project phase in order to support evidence-based decision making about project design should it be decided that SSP would go into a second phases of implementation, and to assess the strength and effect of the institutional relationship between the church and the project.

1.1 Terms of reference

Objectives

The terms of reference (TOR) specified that the objectives of the evaluation included:

- Assessing the extent to which the planned goals and outputs have been met so far;
- Identifying measurable change that has occurred as a result of the project locally and any unforeseen results on both the direct and indirect beneficiaries;

- Making recommendations on the way forward for the future of IEALM SSP and its sustainability; and
- Assessing what adjustments have been made and what others might be necessary.

Focus of the evaluation

The evaluation focused mainly on the quality and relevance of the project design, assessing the continuing appropriateness and relevance of the design, and assessing any changes that have arisen during the course of the project to the project context, and the associated threats and opportunities.

Impact and performance

The TOR required the evaluation team to:

- Assess and verify how and to what extent the specific project objectives, anticipated outcomes and possible impact have been achieved so far;
- Identify and analyse any significant changes, including unanticipated ones, that occurred as a result of the project among the direct and indirect beneficiaries in relation to the project goal;
- Assess the cost effectiveness, allocation and use of resources in the project in relation to implemented activities and timelines;
- Identify important supportive and obstructive factors including those beyond the project's control that could have influenced the changes and achievements of the project results and impact so far;
- Determine to what extent the project is contributing to a long-term positive effect on girls in particular and on people and respective communities in general; and
- Determine the long-term impact from an economic, socio-cultural, institutional and environmental point of view.

Program design, relevance and sustainability

The TOR required the evaluation team to:

- Assess how the project's general design, including the existence or lack of a clear baseline, could have influenced the achievements of its objectives and assessment of results/ impact of the project;
- Assess how the project work has been linked to the IEALM church;
- Assess the influence and effectiveness of the project's monitoring, evaluation, learning and networking process on the project results outcome and management;
- Identify and assess to what extent the project has been gender-responsive and how an emphasis on gender, or lack of emphasis, affected the results of the project;
- Assess and make recommendations on the key strategic options for the future of the project i.e. exit strategy, replication, continuation or major modifications to strategy; and
- To review all other factors that the evaluator/ evaluation team considered relevant and to present these in their final evaluation report.

Key lessons and implications

The TOR required the evaluator/ evaluation team to:

- Identify key insights and lessons from assessing impact, performance and design of the project; and
- Provide recommendations to respond to what will have been identified as key insights and lessons in order to enhance the effectiveness and sustainability of IEALM SSP's work.

1.2 A scan of the literature

A comprehensive review of international literature on dropping out of school was recently undertaken by Dr Andrew Hartnack.¹ Points from his review that are pertinent to the IEALM SSP intervention are presented below.

The causes of school drop out are multi-dimensional

There is a consensus in local and international literature on school dropping out that there “is no single risk factor that can be used to accurately predict who is at risk of dropping out” (Hammond et al. 2007: 1), but that dropout should not be understood as a single event, but rather the result of a long process of disengagement; a cumulative, multidimensional process caused by the convergence of a number of factors over time (Branson et al. 2013; De Witte et al. 2013; Dockery N.D.; Hammond et al. 2007; Sabates et al. 2010). In fact, over 40 different risk factors relating to dropout have been identified, which makes both identifying the cause of a specific case of dropout, and tracking such risk factors, a very difficult task (Dockery N.D.: 8).

Pupils feel the pressure to contribute to the financial well-being of their families

With pressure on households to earn enough for survival and other pressing needs, young people withdraw from schooling early in search of income-generation opportunities (Gustafsson 2011: 23; Sabates et al. 2010: 13).

Family atmosphere can push a child out of school

Another important family factor is whether or not the family is relatively free from stressors, and is warm and supportive (Frank 1990). A family in which there is high stress and limited support and warmth creates an environment in which school drop out becomes more of a risk. Furthermore, the level of parental support and involvement with a child's education and life in general, as well as the “emotional climate” of the parent-child relationship has been found to impact school dropout, either positively or negatively depending on the nature of the relationship (De Witte et al. 2013: 11; Duchesne et al. 2009).

¹ Hartnack, A. 2017. *Background document and review of key South African and international literature on school drop out DGMT School Drop Out Initiative*. Cape Town: South Africa.

Lack of financial means does not on its own cause drop out

As Dieltiens and Meny-Gibert (2009) argue, while absolute poverty does play a role in school dropout (inability to afford uniforms, transport and stationary – even when school fees are covered by the state), it cannot on its own explain why learners leave school early.²

Dieltiens and Meny-Gilbert (2009: 49) argue that while absolute poverty may account well for why poor learners commence school late and repeat grades, “relative poverty” – and how children experience poverty in their daily lives – offers a much more convincing explanation for why learners leave school prematurely, as “inequalities between learners [make them] more vulnerable to drop out”. For poor families, female learners may be forced to be habitually absent or even to drop out due to lack of access to sanitary pads during their menstrual cycles – which is a common problem throughout Africa (see Tegegne and Molla 2014).

Support from high achieving peers, works

De Witte et al. (2013) found that positive pressure from high-achieving peers can have a beneficial effect.

Targeted intensive support promotes learner engagement

It is important is to ensure that learners enjoy sustained and meaningful relationships with caring adults since this “is one way to promote student engagement in school and mentoring has reduced risky behaviours and absenteeism while promoting communication, social, and academic skills” (De Witte et al. 2013: 15; Sabates et al 2010: 14-16). GW-CEEE (2012: 8) call for adults and near-peer young adults to provide targeted and intensive support to learners, including home visits, social services referrals, counselling, group work, and peer support.

Interventions must strengthen resilience

In studies at schools and other settings, teacher-turned psychologist Angela Duckworth has found that talent is less important than a focused persistence she calls “grit” (Duckworth 2016).³ Duckworth calls for more attention on how to get vulnerable learners to develop the quality of “grit” – in other words, to develop a very clear sense of their long-term goals and to develop passion, determination and resilience to reach these goals, and never give up even when they face setbacks. Interventions which include “grit” as a focus – over and above PSS, academic supports and other aspects – are therefore highly advisable.

Social attachment among learners reduces the risk of drop out

Developing the social skills of young people is another crucial aspect in drop out prevention, including communication skills, problem-solving, emotional intelligence, goal-setting, conflict resolution, peer resistance and appropriate behaviours (Charmaraman and Hall 2011; Dockery N.D.: 16; Hammond et al. 2007: 53). As De Witte et al. (2013: 15) point out, facilitating social attachment among learners, especially in key transitions periods, is important. Life skills

² See Fleisch et al. (2009) on absolute poverty (the minimum standard of goods and services needed to meet basic needs) and its link to dropout.

³ Duckworth, A.L. (2016). *Grit: The Power of Passion and Perseverance*. New York: Scribner.

programmes are also key (Mihalic 2005; Charmaraman and Hall 2011), and of 50 exemplary drop out programmes identified in the USA, life-skills development was the most common activity (a core activity of 60% of interventions – Hammond et al. 2007: 53). It has been pointed out by Spaul (2015: 39) that life skills training around teenage sex and pregnancy is crucial to stem the prevailing problem of drop out caused by teenage pregnancy and childbirth. Equally important are programmes which encourage learners to develop a positive view of their future prospects, and what they must do to achieve realistic goals.

2 Methodology

2.1 How do you measure what doesn't happen?

The SSP is a prevention programme. Therefore, evidence of its success will be based on the problem it is trying to address *not* happening. To evaluate prevention programmes, Wilder Research⁴ suggests four key steps: 1) define what prevention means for your programme; 2) specify a programme theory; 3) develop your process evaluation (a process evaluation measures *how* the programme is implemented); and 4) develop your outcome evaluation (measure the programme effects in the target population).

The evaluation used a mixed methodology of data collection: a qualitative component, and a quantitative component.

- A desk review was done of project documents: annual reports, initial project document, donor reports;
- A field trip was undertaken between 2 and 13 April 2018) during which a scan of project data-capturing and record-keeping was conducted;
- Data on enrolments, dropouts and early pregnancies was provided by the Department of Education (DOE) and participating schools and analysed; and
- Project data on activities and numbers and outcomes was analysed

A mixture of individual and group interviews were held:

- A total of eleven focus group interviews with between 8 and 12 participants were conducted with members of school girls' clubs, totalling 96 pupils. Two focus group interviews were conducted with pupils from Grades 6 and 7, six focus group interviews with pupils from Grades 8 to 10, and one focus group interview with Grade 11s.
- At each of the nine schools a group of between 25 and 40 members of the girls' club were present before the focus group Interview began. Each club performed a range of its self-composed poems, songs and dances conveying the messages of girls' club.

Girls Club members therefore formed the largest project participant group sampled in the evaluation. In addition:

- 16 pupils who were "rescued" from dropping out were individually interviewed;
- Four focus group interviews were conducted with a total of 44 parents and caregivers, including the chair and vice-chair of one of the school governing bodies;
- One focus group was conducted with seven general community members;

⁴ Evaluating Prevention Programmes Wilder Research ([www.wilder.org/Wilder - Research/Publications/Studies/Programmes](http://www.wilder.org/Wilder-Research/Publications/Studies/Programmes))

- Seven teachers from six schools were interviewed in pairs or small groups;
- Five school principals were interviewed;
- Two district education officials were interviewed;
- Five activists were interviewed individually;
- One group interview was conducted with the five members of the Project Steering Committee; and
- One learning workshop was conducted with the Steering Committee, the Project Team, activists employed by the project, and activists who volunteer in the church girls' clubs.

Further individual and focus group interviews were conducted via Skype with:

- Torild Almnes, Stig Stordal, and Nigel Erwin of NPM;
- The National Chair (Pastor Chaurindza) and the General Secretary (Pastor Moulido) of the IEALM;
- Eighteen members of six different church girls' clubs (one focus group interview);
- Twenty adults involved with church girls' clubs including pastors, pastors' wives and those responsible for youth (one focus group interview).

In addition:

- Questionnaires were completed by Signy Nilssen, Harry Nilssen, Elin Romsdal and Yngvar Aarebrot of Filadelfia Church, the project partner Church in Norway.

Data-gathering activities included:

- A desk review of project documents: Annual reports, initial project document, donor reports; and
- A field trip (2 - 13 April 2018) during which a scan of project data-capturing and record-keeping was conducted; and

(See Appendices 1 - 7 for interview questionnaires)

The Project Team was involved in gathering data from the schools, inputting this into spreadsheets and analysing it.

An empowerment assessment of the project's outcome was undertaken using the Digni Empowerment Tool.

2.2 Limitations

As the pupil focus group interviews were prioritised and took at least two hours each to accomplish with translation, this sometimes meant that the teachers left before the focus group interviews were completed, which led to teachers at some schools not being interviewed.

One school, Ingrid Chawner, was not included and a focus group interview with the Project Steering Committee took place instead. By that stage, which was the final day of the field trip, nine focus group interviews had been held with pupils but the scheduled focus group with the Project Steering Committee had not been able to take place as planned due to delays caused by traffic. It was decided that a sufficiently representative sample of pupils had been included in the evaluation at that point and that it was a better use of the field trip team's limited time to reflect with the PSC on the OD and institutional arrangements of the project.

3 Description of the project

3.1 Theory of change

Midway through the field trip, during the learning workshop attended by the SSP Team and the Project Steering Committee, the project's theory of change (TOC) was formulated. The process worked with three stimuli for discussion: the theory distilled from project documents, initial interviews with the Project Coordinator and activists; a proposed theory developed by the consultant based on the preceding five days of focus group and individual interviews; and the insights emerging from participants in the learning workshop.

The TOC initially presented for discussion was:

If girls attend the girls' club meeting X times a week, they will feel encouraged and supported to stay at school.

While the group emphasised that girls' club membership is the core of the intervention, after the group had engaged with a presentation on data emerging through the field trip, the TOC was expanded in the way described below.

The table below shows the TOC informing all the activities of the project, the mechanisms (which flow out of the activities, they are not the activities themselves) which are the 'reasons/assumptions' for why the theory works in action or what it activates when implemented and the effects of these mechanisms being present, which may be what is driving the change potential of the girls' club intervention.

Theory of change	Mechanisms	Effects
Activista		
If girls receive information about the importance of completing school and how delaying sexual activity can protect them and there is someone to talk to after receiving the information so that they can use a trusted adult to seek advice from and to intervene with the school and parents/caregivers and	Pupils digest information that there is an alternative way	Biology lessons more interesting, curiosity piqued
	And they could have a different future and they could be in danger and	activates a wider perception of themselves activates self-protective impulse
	there is support available there is someone who cares about them, a champion, someone in solidarity	opportunity to confide in private, safety experienced with one trusted adult
Girls' club meetings		
Regularly go to a place where support from friends is on hand,	A place to belong	Reducing isolation
	peer support	
Information is deepened through dialogue with others persisting in staying at school despite difficulties and they	Peer reinforcement	Other girls believe in the importance

Theory of change	Mechanisms	Effects
		and benefits of school completion
Express themselves in this place	construct knowledge for themselves by bringing their own questions for discussion	Alternative pedagogy - learning is enjoyable
Engage in creative activities in this place	have fun at school	Look forward to going to school
And in performances in school and	opportunity to shine	Practice leadership
Collectively take action to prevent	experience solidarity	Use POWER WITH each other
Girls in the club and outside of the Club from dropping out	Feel needed, have an important role to play, have a sense of purpose	Experience POWER TO change A situation
And the messages about health risks	Reducing risk factors, encouraging protective factors	Widening potential circle of support
and the benefits of school completion are reinforced in the community and in church		
They will therefore persist with their schooling And will remain in school		Girls find POWER WITHIN to make a decision

If that is the theory of change, how are the participants experiencing the theory in action?

4 Feedback from project participants

4.1 Girls' club members

Profile of girls' club members

The setting up, training and supporting of girls' clubs is the second most intensive activity of the intervention (the first being activista intervention and counselling). As the model outlines, establishment of the girls' clubs is based on selecting pupils with leadership qualities.

- *"Our main goal of our project is to eradicate drop outs. We do this by supporting the strong to strengthen the weak."* (Project Coordinator).

Indeed, leadership quality is strongly present in members of girls' clubs:

- 67 of the 96 focus group participants are in positions of leadership at school, and/ or church and/ or in the broader community. (70%);
- 59 of the 75 focus group participants from Grades 8 to 10 are in leadership positions;
- 16 of the 75 focus group participants from Grades 8 to 10 are not in leadership positions;
- 10 of the 22 focus group participants from Grades 6 to 7 are in leadership positions;

- 12 of the 22 focus group participants from Grades 6 to 7 are not in leadership positions; and
- If not holding leadership positions, girls' club members are active contributors to the life of a community, e.g., as members of the church choir.

4.2 Value of girls' club

I get information I wouldn't otherwise get

- "I learned things I didn't know, especially about ourselves as girls."
- "In the girls' club I have a chance to know how girls behave and I know how to behave in the future."
- "Why it's good to stay at school."

I am valuable, I have power within myself and I have rights

- "To respect myself because I have value as a human being."
- "You learn how to defend your rights."
- "Now I'm able to say 'no' to certain things even when someone older than me - when I know it's something wrong, I can say 'no' now. Because I used to think I had to respect everything anyone older than me says."
- "I have to do what is my will. I cannot let others force me. Mainly when a man forces me I can't accept. Because I must be able to decide for myself."
- "When the time comes to start having a relationship, it can't be with different people. It must be with one and we must prevent diseases."

I learn about my body, especially how to protect it

- "We learned to take care of our bodies."
- "How to prevent getting diseases."
- "Not to have sex early because our bodies aren't ready."
- "How to be hygienic when I'm menstruating."

Someone cares about me

- "With our questions we can get clear answers from the activista for the real situations we find."
- "Even if you have the internet for information, you can't talk to it."
- "Talking to the activista and getting advice on how to solve my questions and other people's problems."

I have a place to belong

- "It's a place to belong. We are almost all the same age – it's easy to talk about things with each other."

I enjoy helping others

- "It's a way of motivation and it trains me to help others."
- "I learn about how to help others and encourage them."

- *“It helps me to help other people.”*
- *“I like to help others because it makes me feel good. It’s good for me.”*
- *“I like counselling.”*
- *“How to help girls not at school but at home.”*
- *“How to help others who are not coming to school.”*
- *“I enjoy rescuing those who are not coming to school.”*
- *“Because I’m in the girls’ club and I’m a boy I can advise boys not to give up school.”*
- *“We help the students who don’t have money. We talk to them so they don’t feel like the poorest person in the world.”*
- *“We give advice to the girls to carry on studying because pregnancy is not a disease.”*
- *“I helped someone – he’s a boy. His father used to only give him 20 MTS to come to school. He couldn’t get home. So I decided to walk with him one way and to take the Sharpa with him the other way”.*
- *“I feel free to get information to help other people with problems.”*

I practice my talents

- *“I like giving lectures.”*

I have fun

- *“We also sing. We entertain ourselves and also those who come when they are not happy and it’s a way to encourage them.”*

I have a more fulfilling relationship with my parents

- *“I used to be shy of my mother and sometimes feel fear for her. But since I joined the club, in 2017, now I can talk to my mother. Now I’m able to share some things I used to tell myself I would never be able to share with her. Now, when I am talking with my mother I feel I am talking with a friend, not a distant person like it was before and that makes me feel good.”*

I get ideas for how to help myself financially

- *“I started to prepare nuts and roast them and put them in a small bag to help my mother. Then the activista gave me a small amount and my friends in girls’ club helped me on how to manage that amount.”*
- *“I learned in the club that I must be clever about how I use the money my relatives give me - and that I must always be thankful for it.”*
- *“We get ideas in the club for how to use our money. Biscuits are much easier to bake - and to sell bananas and oranges.”*

There is an intention to undertake tertiary study

- All girls’ club focus group respondents have an idea of what they would like to do beyond Grade 12. Some intend to become service providers such as police officers and nurses, others teachers and border control guards.
- Those who wish to obtain a degree would like to become astronauts, journalists...

- Probing revealed that most of the respondents who intend to obtain a university degree would have to get a job to save money to study further.

4.3 Teachers' views on value of girls' club

Presence of a trusted adult

- *"When its someone paying attention to them it keeps the girls in school" (School principal)*
- *"There is something different. In the past there was no one to care about them - even if they give up they will come back because someone goes after them." (School principal)*

4.4 Parents' views on value of girls' club

- *"My daughter has learned how to save money. Even if I give her money for transport she uses it to buy materials."*
- *"Before she was shy to talk about issues but since girls' club, she is more open and wants to share with me."*
- *"She is even more responsible with her studies compared to other girls in the community who are pregnant but mine is still in school and she tells me that she learns this at girls' club."*
- *"When I used to talk to my son, he used to be arrogant and not take me seriously but since he's in the girls' club he's much more respectful."*
- *"Girls' club teaches the child the right way of living and trains the child to spread the information to other members. It's even better when a child gives information to another because a child has their own language and they are an example, even if they can't speak, they can behave to give direction to others."*

4.5 Members' suggestions for improvement

- More time should be made available to give more lectures in the school.
- Invite more boys and girls to be part of girls' club - increase membership.
- Include Grades 1 - 5 in lectures.
- Go out into the community to spread the word.
- Have a room or a tent in which to meet.
- Have a vehicle in which club members can travel further to spread the word.

4.6 Teachers' suggestions for improvement

- Have a small supply of sanitary products available.
- Have pamphlets and brochures to distribute to other students with information about health and the importance of coming to school, but also to advertise what the club is about.

4.7 Parents' suggestion for improvement

- Involve parents.
- Have a budget to support those who can't afford transport.
- Talk about the club outside of the school to make everyone aware.

- Teach pupils skills like sewing, so they can raise their own money.

4.8 It is clear that all stakeholders find value in the Project, but is the intervention addressing the problems leading to disengagement from school?

The overall Goal of the SSP is, “To increase the access to secondary level and improve the participation and create conditions that the girls stay at the school and finish secondary level through moral and health education” (New Project Document 2014 - 2018 Final, p. 24).

One of the ways the project sought to create conditions for girls to stay in school was to shift parent and community perception about the right of girls to education. The project problem analysis identified a number of barriers to girls completing their education, one of which was the ideas held about the girls role in society being primarily to take care of others and for this one does not need to complete school. After the four-year intervention of the project with pupils (girls and boys), teachers, parents and other community members, the perception of girls’ right to access education was strongly evident.

4.9 All stakeholders *do* think education is the most important human right for girls (and boys)

Everyone interviewed was in agreement that education is the most important human right of girls (and they think this is true for boys too), and that girls and boys should complete Grade 12.

For girls’ club members, the next most important human rights, in order of importance are:

- To belong to a family;
- To have respect for yourself and to respect others;
- Freedom to express;
- Information;
- Dignity;
- Protection from abuse;
- To have a name; an
- To have a future.

For parents and for teachers, the right to information was the second most important human right.

The consensus around the importance of education for girls amongst all stakeholders in the project provides a strong platform and support base for the intervention. The presence of the belief that all girls have a right to education provides one of the supportive, protective conditions for an intervention to keep girls in school.

4.10 Completing schooling *is* a shared vision across all stakeholders

Every focus group respondent (pupils, parents, school representatives and community members) declared that completion of Grade 12 was necessary for girls and for boys, even if this meant that some might leave for technical courses such as agronomy at the end of Grade 10.

The main reasons given were that it’s easier to get a job if you have a Grade 12 certificate, to enter tertiary training a Grade 12 certificate is needed, and two respondents felt it develops the country if girls especially have Grade 12 since they have been previously discriminated against and the government wishes to address this.

The problem analysis also identifies the following as barriers to completion of schooling by girls: early marriage either forced by parents or through falling pregnant; taking care of the household upon the death of a parent, particularly due to HIV and AIDS; early pregnancy; lack of school vacancies, long distances to travel, and financial difficulties.

4.11 What do stakeholders think are the causes of disengagement from school?

Girls' club focus groups

- Too far too walk.
- Not enough money for transport.
- No vacancies.
- School conditions discourage pregnant girls from attending school. Girls are moved into the afternoon class where they won't be a bad example to others.
- There is a need because those girls who sell themselves to get material goods (no, I don't personally know anyone like this. It's very rare around here).
- Not enough money for transport.
- Boys using alcohol and drugs mentioned in 3 girls' club focus groups.
- Early marriage (one rescued drop out confirmed the existence of this phenomenon during the evaluation, another respondent gave the story of her cousin).
- Early marriage due to pregnancy mentioned in three focus groups (two examples provided to illustrate this, two respondents testified to this using their own experience).
- Pregnancy (one respondent confirmed this with her own testimony during interview, stories of another seven instances were given by respondents illustrating this about girls they know).
- Pregnancy - they think others will discriminate, so its uncomfortable for them to be at school.
- Some suffered abuse and they are ashamed to come to school.
- Some know others who have completed school but haven't found a job, so they think "What's the use? They give up and they go to South Africa to try to get a job".
- In some rural places the schools are very far and that's one of the reasons they drop out.
- There are no materials at schools - sometimes when they don't have material they don't feel like coming. If you won't find a seat, you won't want to come.

Parents focus group

- Early pregnancy - affects both girls and boys, because some families hold them responsible and they have to leave school to support the family.
- Failed their classes.
- Some boys are involved in drugs and drinking.
- Parents don't contribute financially for the children to go to school, they say they must work.
- Family abuse of girls and boys.
- Misunderstandings - where the mother and father are fighting and the child might get frightened and want to leave and thinks that early marriage will be better because they don't find comfort at home.

- Pupils are under pressure to have the latest clothes and braiding - and they get mocked when they go to school and don't have these things and then they feel marginalised going to school and they try to find ways to get the same things as everyone else.

Teachers

- Early pregnancy - usually about two or three a year. Girls have to interrupt their studies because her parents force her or the boyfriend's parents force her or sometimes she feels ashamed and other girls are uncomfortable because she is not in the same situation.
- When she gets pregnant, the girl has to study at night. She can't come to the morning shift. It's an example so she doesn't influence others, so the school makes her study at a distance from the other girls. The Ministry of Education has decided this. And also - some girls who are pregnant don't feel comfortable coming to school in their old class.
- Children have to take care of family when parents have died, so have to make money, so [they] drop out of school.
- Parents have died, so children [are] staying with grandparents who can't afford or don't have authority or don't encourage them to come to school.
- Parents drift apart. Parent who takes child doesn't transfer them properly into another school.
- Not having enough money for transport or materials.
- Poverty in general - some small problems are all caused by poverty.
- Pregnancy.
- No financial support.
- Walking long distances.
- Health issues - high blood pressure causes girls to faint a lot and also they are hungry because there is no food at home and they can't afford to buy [food] at school.
- Malaria.
- Especially when it comes to menstruation and because they use not the right materials they get infections and increase stress - they tell me "I'm not feeling well, I have to go home". They have to run back home because they are in pain and they don't have sanitary pads.
- Girls in our country get responsibility at an early age and this troubles their process at school.
- Sometimes in Maputo they call for girls from other provinces to take care of their children, but forget they need to go to school as well.
- Main problem is meeting boys. Sometimes a girl leaves home and the parent thinks she is at school but she's not - she's in the middle.
- First reason is poverty, the second is orphans. There is a lack of parents and the children have to live in families where they are mistreated.
- Premature marriages.
- Some boys give up school to go hunting because they get paid for the animals, and they show off to other boys who then join them.
- Poverty.

- Because of HIV/ AIDS we have many children that become orphans. Some can be integrated into substitute families, but many have to support themselves and there's less time for school because they have to survive.
- Most girls drop out because of poverty
- Hard work - they do heavy work at home and come to school very tired and just sleep at school.

All of the above problems mentioned by stakeholders are identified in the problem analysis which guided the design of this phase of the project

In the focus group held with pastors, youth counsellors and parents in the church, one other problem was mentioned by two participants. It concerned corruption in the case of two pupils who were expected to pay a teacher in order to get a school vacancy. In one case, the pupil got a job and earned enough money to pay for her place. In the other case, the pupil did not have the money. It was brought to the attention of the church and with the intervention of the activista, the vacancy was granted without money changing hands.

4.12 If it wasn't for girls' club where would you be?

- *"I wouldn't have grown in my mentality. It changed my thoughts. Before, myself, I thought if I could do Grade 10 and get married that would be enough. But now I'm not thinking that way."*
- *"Maybe I would be the mother of somebody because here at school some boys lead us in the wrong way. I would have fallen into temptation. Because we are teenagers - we like to try and test everything and we would try to test things that are not good."*
- *"We would be afraid to talk about when we start our periods."*
- *"I would be pregnant or taking drugs because I used to go out with friends who take drugs."*
- *"I would miss lessons a lot. I wouldn't get into the classroom. I would be a street boy."*
- *"It's helpful to have a club because we encourage each other."*
- *"I would be married this time. Even now my relatives when they visit ask me 'why aren't you married?'"*
- *"I would not be alive at this time."*

4.13 What do rescued "drop outs" say?

Rescued drop outs are those who stayed away from school and were helped to return through the intervention of the project. Sixteen rescued pupils were individually interviewed. They were all female.

Why did they stay away? And what brought them back?

Table 1: Reason for drop out and factors that facilitated return, as provided by rescued drop outs

Pupil	Grade	Reason for drop out	Support that facilitated return
1	9	Pupil forced to attend night shift due to pregnancy rule. School too far to travel safely at night. Pupil stayed away to care for child	Activista obtained vacancy when pupil ready to return
2	6	Pupil forced into early marriage	Police removed pupil, activista applied for proof of poverty to enable pupil to attend for free

Pupil	Grade	Reason for drop out	Support that facilitated return
3	10	Humiliation due to stigmatisation of HIV AIDS status	Activista and girls' club members visited, encouraged back to school, and provide ongoing emotional support
4	9	Ill-health due to headaches	Activista took pupil to hospital, pupil now in girls' club
5	9	Ill-health leading to death of parent, pupil looked after parent and got food for household, felt suicidal	Practical and emotional support from activista and girls' club
6	9	Ill-health leading to death of parent. No financial provision for school materials or uniform. Pupil living alone.	Practical and emotional support from activista and girls' club. Activista persuaded sister to take pupil into her home.
7	10	Ill-health and death of parent	Activista helped pupil to apply for proof of poverty
8	10	Despair due to no finances	Girls' club members help with school materials and contributed to fees
9	10	Family conflict with stepfather, left home	Girls' club members visited and then activista counselled pupil back
10	9	No support from caregiver, infection due to unhygienic sanitary wear for menstruation	Pupil approached activista after classroom lecture. Activista took pupil to hospital, provided advice on home-made menstrual wear. Girls' club members provide emotional support
11	8	No support from caregiver	Activista helps with exercise books. Girls' club members provide emotional support
12	9	Parents died, uncle is caretaker, pupil lost interest in school	Accepted activista's encouragement to return and accepted invitation to join the girls' club
13	10	Persuaded by friend to go out with boys and stay away. Failed Grade 10	Girls' club visited pupil at home. Pupil approached activista to help her return to school.
14	10	Didn't know the importance of school and didn't enjoy going to school	Activista visited at home and talked with mother. Pupil joined girls' club
15	9	Didn't enjoy school. Preferred singing outside with friends	Activista visited home. Parents accompanied pupil to school. Pupil joined girls' club
16	12	Didn't know how to prevent pregnancy. Got pregnant	Activista helped pupil to return after baby was born

For many, there were multiple difficulties that caused them to stay away.

a.

"My mom and dad are divorced. I live with my Dad and stepmother. They aren't working. There's no money for uniforms and materials. Sometimes I don't have a tie so I borrow a tie from my friend when she's finished the first shift. I stopped coming to school in the third term last year. I had no money to enrol for this year so I didn't see the point of carrying on."

b.

"We were living in a house and then the owner took the house away so our mother took us to live with our auntie. Since we started our aunty only brought us one pen but she won't buy more because she says we are growing up and we can find our own things. She buys school materials for her own children but not for us. When I write, I have to ask my friend to use her pen. When I started my periods, my auntie didn't help with materials and I ended up infected."

"We only had two exercise books, the others we got from the activista. Our auntie shouts at us when we say we need money for school. Sometimes she does give but she always shouts. Sometimes our cousins do naughty things and put the blame on us and then our auntie says she

won't give because we've done something wrong. When we ask for money she says we must use it for food, not for school."

c.

"I didn't have a good relationship with my relatives. I was telling them I wanted to go to school but they weren't supporting me - they were saying I had to go find food for the family. My parents died and I live with my uncle. My uncle is an alcoholic and wasn't working. I was forced to find food."

d.

"I live with my mom and my stepfather. He isn't nice to me. When I do something wrong at home he shouts and tells the neighbours about me. Once last year I came to school and I had to stay later to do homework with others and so I came home late and so he beat me. I was tired of that so I planned to commit suicide. I took a lot of pills and I felt too weak to come to school. My mother helped me to go to the hospital and then I stayed at home. My mom called my aunties and uncles and after this my stepfather stopped beating me but he was still shouting at me. He tells me I'm not part of the family, that I don't work, so I can't use the things he buys for the family. I tried to find a job, but my mother didn't allow me. So I decided to leave to go and live with my grandmother. But my mother fetched me back home."

For some, the problems were simply and catastrophically due to the death of their sole parent.

e.

"In 2016 she passed away. When she passed away I said I was so lonely I didn't want to know about nothing else. I wanted to go to the street to die. I stayed away from school for three weeks."

f.

"She passed away in 2014. I stayed alone at home because I had no uniform or school materials. I was away for more than two months. I kept suffering because I didn't have enough food and I was alone at home."

g.

"Last year I had health problems and spiritual problems. I was failing at school. I was being discriminated against. Some days the teachers said I should stay at home until my problems are solved. Other girls gossiped about me in the Sharpa and in front of my mother. In the third term my teacher told me 'if you don't drop out now I will make you fail'. Last year I stayed at home for a few days and then my parents helped me to come back to school because the activista and my class mates from the girls' club encouraged me to come back. I was already in the girls' club. I came back but I faced some problems and I fainted twice so the Principal sent me home. My teacher is the physical education teacher and he says, for him, I have already failed."

In 10 of the 16 cases the activista made the initial intervention with follow-up support from girls' club members. In two of the 10, the activista and girls' club members visited the family. In one of the 16 cases, the girls' club initiated a home visit.

"I get a lot of support from the activista and the girls' club. She has spoken to the teacher, but he doesn't respect the Director. I keep coming to school because I want to finish Grade 12 so that I can go for training and be independent."

“I wanted to go to the street to die. I stayed away from school for three weeks. But the activista didn’t leave me alone. She promised to help me with what she could so I could continue my studies. She kept on counselling me. That’s when she brought me to the girls’ club so I could distract myself a little bit. I did manage to finish Grade 12.”

“The activista said, ‘Come to school’. I said, ‘No, I have nothing to eat and I can’t leave my mother’. That’s when the activista gave me some money. I got ground nuts and toasted them. I also bought cabbages to grow at home. At the beginning it was the profits from ground nuts I could survive. But the activista also gave me maize meal and after a certain time I started to sell the cabbages I had planted and I would come to school.”

“Last year I stayed at home for a few days and then my parents helped me to come back to school because the activista and my classmates from the girls’ club encouraged me to come.”

“The activist came to my house and talked to my mother. I didn’t come to school because I didn’t enjoy it. Now I enjoy school because of the club.”

“Two of my friends who were in the girls’ club started visiting me at home and they were talking about the club and about not getting pregnant. After that I decided to come to school. I talked to the activista to help me get back in and to join the club. Now I feel good about being at school and in the club. It’s more fun coming to school now that I’m in the club.”

“I talked to the activista because she spoke to us in a lesson talking about personal hygiene and said if anyone wants to talk to me after the lesson, you can, so I went to talk to her. Then the activista told me about how to make home-made sanitary pads and she helped to buy us the material.”

In the above examples, the support offered was of both a practical and an emotional nature, addressing layers of the problems that were presented.

Twelve of the sixteen cases were not members of girls’ club at the time they stayed away from school. Four were members of the girls’ club when they stayed away. Seven joined due to having been rescued. Two did not join because they had to care for their babies after school, one because she is in primary school, one because she has to look after her caregiver’s children before she attends the second school shift, and one because she could not make the time of the club meeting.

- One dropped out in Grade 6.
- One experienced difficulties in Grade 8.
- Seven dropped out in Grade 9.
- Six dropped out in Grade 10.
- 1 dropped out in Grade 11.
- 1 dropped out in Grade 12.

From this sample, it seems that Grade 9 could be the most vulnerable time for dropping out.

In addition to data from the drop outs themselves, some of the parents also provided information about their children who had stayed away from school and are now part of girls’ club.

Table 2: Reasons for drop out and factors that facilitated return, provided by parents of rescued drop outs

Pupil	Reason for staying away	Intervention
1	Daughter came to school but didn’t attend classes	Activista visited home. Daughter joined girls’ club and attends classes

2	Daughter had epilepsy which caused her to not want to go to school	Activista took daughter to hospital and girls' club helped daughter at home. Daughter felt better about attending school
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From the accounts of these 18 pupils, the risk factors for dropping out appear to be:

- Not enjoying classes;
- No financial means at all without parents;
- Engaging in sexual behaviour without realising the potential consequences;
- Discrimination;
- Stigmatisation;
- Listening to friends who declare school to be a waste of time and entice them into other activities;
- Emotional instability at home;
- Ill health; and
- Early marriage.

Seven of the eighteen had experienced the loss of both of their parents and were living with relatives with whom they reported an uncaring and neglectful relationship, specifically around financial suffering.

Some pull factors appear to come from inside the family (e.g., needing to earn income to support the family, therefore missing school or lack of interest from caregivers), others are push factors due to school regulations such as those which discriminate against pregnant girls and the requirements of school such as finances for fees and materials. Stigmatisation and boring lessons also appear to be push factors, as does the lack of attention to absences.

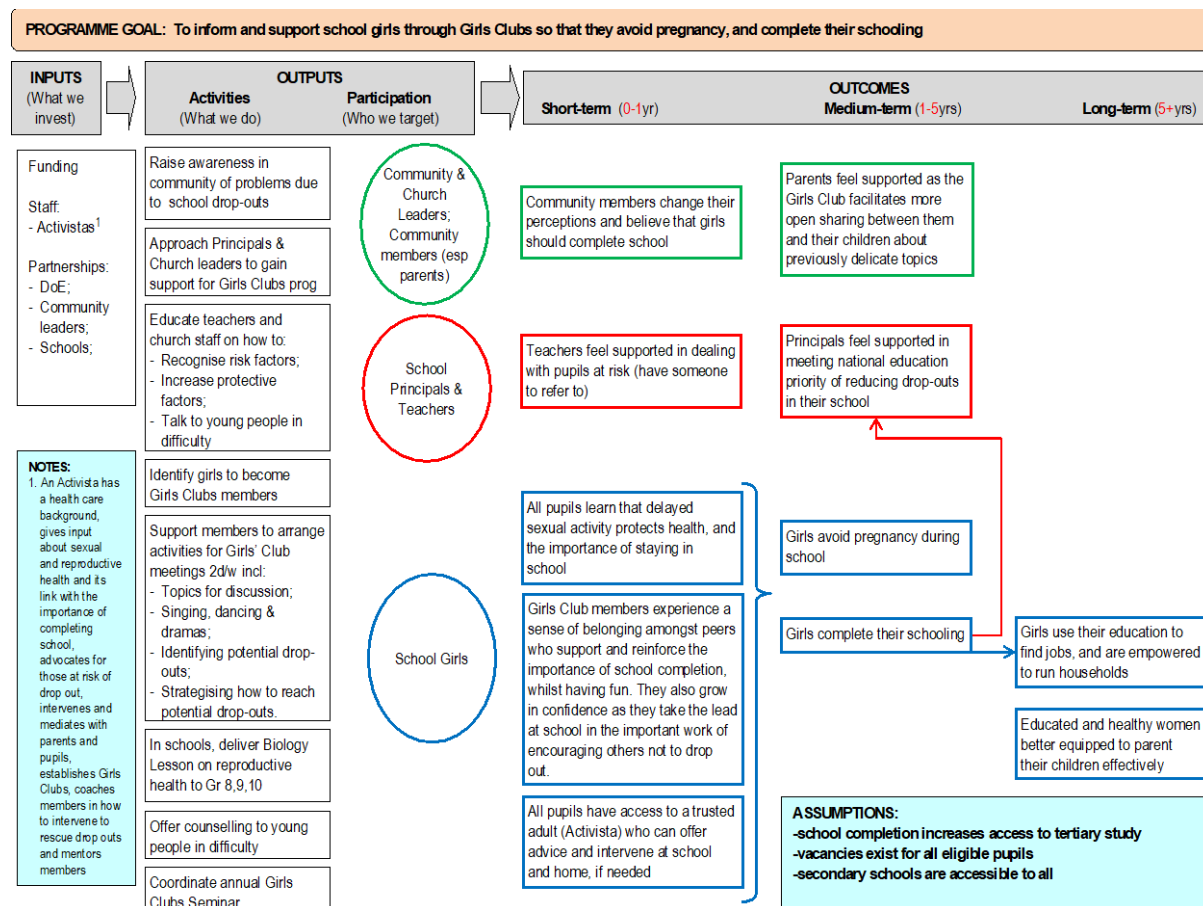
The focus group discussions with pupils revealed that staying at school is financially difficult for many of the pupils participating in girls' club. Many pupils spoke of the strategies they use to meet the financial demands of staying in school. These include walking one way and using the money they save to buy sweets which they then sell at school; using money from their parents to buy groundnuts to roast and sell at school; sharing items of school uniforms with siblings and/or friends who do a different shift at school; and keeping any extra money from parents to buy school materials including handouts.

While financial management is not part of the girls' club curriculum, many of the focus group respondents said that the activista advises them to start small businesses where they can.

Some of the pupils participate in "Shatiki", which is a form of co-operative savings, at a classroom level.

5 The model

Having looked at a description of the problems, the project theory about how these problems can be addressed, and a glimpse of the benefits the stakeholders experience of the project, the model will now be scrutinised. The diagram below is a visual portrayal of the model, illustrating the pathways of change involved.



5.1 The model in narrative form

At its most faithful to the initial design, these are the activities in the model:

- IEALM makes contact with DOE, explains the project, and selects the schools with DoE.
- Project Coordinator makes contact with the community leader.
- Project Coordinator makes contact with community leader. Activista participates in the community meeting to raise awareness of dropping out as a problem, reasons for dropping out and how to prevent them and deal with them, and why completion of school is important.
- Project Coordinator makes contact with the school principal, explains the project. Principal agrees to allow the project to be conducted at the school.
- Activista addresses the parents at school parent meeting to explain the project and ask if parents will agree to them talking about reproductive health during the biology lessons of the grade 8, 9, and 10s, and establishing girls' clubs.
- Activista receives permission from parents.
- Principal informs the teachers.

- Activista then makes contact with the teachers and enlists assistance with identifying two pupils from each class to become members of girls' clubs. These are pupils who have shown the leadership qualities of being disciplined, responsible, and able to express themselves.
- Activista is given time during biology lesson during which she talks about the importance of completing school and how dropping out should be prevented at all cost. The activista gives information and about sexual and reproductive health (how to keep themselves clean and safe, the dangers of early sex, the dangers of early pregnancy, the importance of staying in school) and offers to be available for further conversations after class. The activista then invites the pupils identified to meet with her, explains the purpose of forming a girls' club.
- The activista then provides individual counselling to those pupils who approach her. This takes the form of psychological support for emotional difficulties as well as social support where mediation between parents and pupil or pupil and school authorities is required (psycho-social support).
- The activista establishes a girls' club and one student is appointed "chief". The activista meets with the girls' club twice a week. In between the meetings, the members keep an eye out for fellow pupils who are absent from school or have problems that come to their attention. The members of the girls' club persuade and encourage and support others to remain at school.
- At the twice-weekly meetings, either the activista prepares the topic or the members decide on a topic, or ask questions and rehearse songs, drumming and theatre about the message of preventing dropping out. Also at the meeting, the members also bring to the attention of the activista pupils who they think are in danger of dropping out. Warning signs are those who have been absent for a few days, those who come to school but do not attend classes, those who share that they are finding it difficult to stay in school, those who are pregnant, those who are known to be using substances.
- Together the activista and the members decide on a strategy to address the situation. Sometimes the activista will go on a family visit on her own or approach the teacher and/or principal on her own. Depending on the situation, the activista may broker, mediate, support, encourage, or facilitate in the pursuit of keeping a child in school. Sometimes a "rescue team" is formed, where the activista and some members will go together to speak to the pupil and/or the family. In other instances, some members will go on their own to speak to the pupil and/or the family.
- During the intervention the reasons for staying away will be discussed and problem solving will be undertaken. Parents encourage and support their children to remain at school.
- The teachers also refer pupils at risk of dropping out to the activista.
- Teachers receive training in how to recognise the risk factors and increase the protective factors, including how to talk with young people experiencing difficulties.
- After the intervention of either the activista, activista plus girls' club members or just members, potential drop outs decide to return to school, join the girls' club, testify and share their story of success with others at risk, and stay at school until completion of Grade 12.

- Other interventions include the members of the girls' clubs standing in front of classes and conveying the message of prevention of early sexual activity, early pregnancy and the importance of staying at school.
- Club members also undertake cultural performances at school, spreading the message of "avoid diseases", "fight against HIV" and "don't get married early".
- The activista also addresses leaders of the community in which the school is located. Parents and other community members, including parents of church girls' school girls' club members, attend the meetings where they hear the message of preventing dropping out, increasing the protective factors, and explaining why it is important for girls to complete Grade 12.
- The activista also addresses church meetings and forms girls' clubs in the church.
- Every year, there is a seminar where all girls' clubs (school and church) come together to share experiences, learn from each other, and be reinforced in their efforts. This seminar is also attended by pastors, community leaders, representatives from schools, as well as representatives of the Department of Education.

It is important to adequately understand the model in the event of replication in new schools.

6 Findings

6.1 Outcomes

What does the quantitative data from the project tell us about the outcomes of the project?

Table 3: Data showing levels of drop out, rescue, pregnancy and counselling (Source: 2016 IEALM SSP Annual Report and 2017 SSP data)

Drop outs				
2013	2014	2015	2016	2017
270	132	80	69	43
Rescued				
2013	2014	2015	2016	2017
-	73	63	50	29
Pregnancy				
2013	2014	2015	2016	2017
26	7	18	16	16
Counselling				
2013	2014	2015	2016	2017
26	7	18	16	16

The difference between the number of drop outs in 2014 and 2017 is 67%. However, if the baseline is taken to be the figure in 2013, the rate of decrease is even higher, 84%, with the most dramatic decrease occurring in the first year of this phase of the SSP.

As the project had not started this phase by 2013, there were no rescues. In 2014 the rescue rate of drop outs was 55%; in 2015 it was 78%; in 2016 it was 72%; and in 2017 it was 67%. It is surmised that by 2015 the activists and the girls' club members had by then built experience of rescuing, and could put this to use to achieve a higher rescue rate in 2015. While this rescue rate begins to reduce from 2016, this may be due to the fact that new schools came on board

and relationships had to be established. It could also be a factor of the drop-out profile – it is possible that by then the drop outs with whom the project was not successful (or who perhaps had not come to the attention of the activista or girls’ club members) were those whose reasons for dropping out may not have been amenable to change.

With regard to pregnancy rate, we are able to compare with a baseline from 2013. In 2014, pregnancies reduced by 73%; in 2015 there was a 30% reduction from the baseline; in 2016, a 38% reduction; and, in 2017, a 38% reduction in pregnancies from 2013.

The figures show that the introduction of the project has an immediate and significant positive impact on drop out and pregnancy rates in schools.

In terms of numbers counselled (this figure does not include those rescued, only those who approach the activista after the class lecture or during girls’ club meetings both at school and at church for a one-on-one conversation to seek advice), the figure in 2013 is for pupils at primary schools during the previous phase of the project. The increase in numbers of pupils counselled between 2013 and 2014 shows that in 2014, 1 705 secondary school pupils were counselled and that this figure had increased by 1 290 by 2017.

Table 4: Numbers of enrolments, drop outs and rescue, by gender (Source: data from the participating schools)

	2014		2015		2016		2017	
	M	F	M	F	M	F	M	F
Total pupils enrolled	8 812	4 833	11 041	6 306	13 391	7 343	12 521	7 276
Total drop outs	132	92	80	59	69	49	42	27
Total rescued	73	53	63	44	50	35	28	17

The data from the schools confirms a continual reduction in numbers of drop outs from the second year of project presence in the schools, as well as an increase in rate of rescues from dropping out.

When these figures are looked at in relation to the numbers of those counselled, they suggest that 23% of pupils enrolled across the ten schools in 2017 received one-on-one counselling. If it were possible to show that those counselled presented with risk factors for dropping out and were likely to have dropped out, then a figure for prevention might look something like Table 5.

Table 5: Number of pupils prevented from dropping out (pupils counselled plus pupils rescued)

	2014	2015	2016	2017
Total enrolled	8 812	11 041	13 391	12 521
Total rescued plus counselled and therefore prevented from dropping out	2 841	2 390	2 654	3 023

Another fact revealed by the data is that from 2014 to 2017, boys made up on average 28% of the drop out total, and this figure jumped to 53% in 2017. While from 2014 to 2016 more girls than boys dropped out, in 2017 more boys than girls dropped out of school. The figures also show that boys also benefitted from the project since they feature in the rescue rates.


The quantitative data shows that drop out affects boys as well as girls and that both boys and girls have been prevented from dropping out. The qualitative data shows that both girls and boys have found value and succour in girls' clubs.

6.2 Impact

At provincial level, the Department of Education closely monitors the outcome of the project in participating schools. Interviews with provincial representatives revealed knowledge of and interest in the specifics of the project. There is also close collaboration at the level of information sharing. The Department of Education provides the project team with easy access to data on enrolments, number of drop outs, and pregnancies, demonstrating that the issue of school disengagement is a matter of shared concern. The DOE has used the data showing the reduction in drop out and pregnancy at participating schools as a basis for motivating further schools to participate in the project. All principals claimed a reduction in drop out and pregnancy since the start of the project and, in interviews, were able to produce the school records with quantitative evidence of this, which they attributed to the project.

Although policy change was not mentioned in interviews, all DOE representatives and a number of principals and teachers referred to government's intention to decrease pregnancy and early marriages as being part of the reason they support the project being in schools, i.e., because it is in line with government objectives.

While it is not possible to draw a direct causal link between the project and the government's subsequent examination of the constitutional article which permits early marriage, it seems likely that the regular communication between the project team and the DOE about the factors causing drop out amongst girls (i.e., the evidence collected by the project of the effects of early marriage and pregnancy) would have contributed to the 2018 policy alteration reported on below.

	<p>Mozambique aims to curb early marriages</p> <p><i>MAPUTO Mozambique's parliament announced on Monday that it was working to remove the specific article from the family law that allows girls to get married when they are 16 years old, as long as their parents agree.</i></p> <p><i>"Presently we are working on the alteration of the family law in order to remove the article that says girls can get married when they are 16 years old, as long as their parents consent. Now we think that they can only marry after 18 years old," parliament spokesperson Veronica Macamo told the press.</i></p> <p><i>The decision follows an increase of early marriages in Mozambique, which has drawn frequent criticism and complaints from civil society saying that the article concerned is violating children's rights.</i></p> <p><i>Parliament also said it was discussing girls who fell pregnant while in school. - Xinhua</i></p>
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6.3 Attribution and contribution

While the data shows a reduction in drop outs, including pregnancy rates from the time of the presence of the girls' club which provides a strong case for claiming that the project has contributed to this improvement, to what extent can the reduction be attributed to girls' clubs?

In some of the schools, there are other health interventions. In one school there is an activista who visits to give lectures about the dangers of alcohol and drugs. He is part of a government-initiated volunteer programme.

One of the schools mentioned material assistance for orphans provided by "Cubaserano". However, this is only active with young orphans and vulnerable children in Grade 7.

One school mentioned the presence of an organisation advocating for children's rights.

The representative of the Ministry mentioned the magazine "The Globe" – *"all the children's rights are written in there and it gives prizes to the children"*. The Department coordinates the competition on behalf of The Globe. This magazine was also mentioned by the self-initiated girls' club at Malangatana High School, some of whose members have appeared in the magazine.

A number of the schools have sports clubs.

However, the most regular, intensive and multi-faceted intervention to reduce drop outs at the participating schools is girls' club.

Although no comparative drop-out data has been gathered with schools in which there is no girls' club, the teachers, principals and ministry representatives all stated that it was the girls' club (meetings plus activista) that had brought both drop outs and pregnancy rates down at their schools. One principal mentioned that compared to other schools, their rate of pregnancy is now much lower. When asked if there was a difference in drop out and pregnancy rates between girls' club and non-girls' club schools, the representative of the Ministry in the District of Boane stated,

- *"Yes, there's a huge difference. That's why we invited the project into more schools, because in the schools where they weren't operating, we saw more pregnancies."*

In the absence of other interventions targeting drop outs, it can be reasonably claimed that the reduction in drop out and pregnancy rate is attributable to the girls' club intervention.

7 Why does the model work?

The following elements appear to be the reasons for the project's success.

7.1 The model resources the teacher and the principal.

The presence of the activista and the girls' club makes teachers feel less helpless when confronted with a child who is manifesting difficulties as they are able to feel helpful by being able to refer the child somewhere. They are more likely to investigate since they know they will not have to address the problem on their own. With stress reduced, teachers able to get on with the curriculum. Principals feel that drop outs are being addressed and they are therefore being supported to deliver on one of the national education priorities which is the reduction of drop outs

- *"Every year, we used to face problems, but when the girls' club got involved in the problem, it became possible to rescue the girls."*

- *“In the national curriculum, there is no lesson that talks about sexual life, just one or two teachers who talk about this. The project is very useful.” (Principal)*
- *“The girls’ club is valuable – we’ve seen in the classroom that more girls are participating in class, fewer girls are missing class, and fewer girls are getting pregnant because they talk to the activista about things they don’t talk about at home”.*
- *“In the classroom, they volunteer themselves to help other girls. They are more participative and they get good marks. They are more present in the classroom – they are kind of teachers because they help others because they are more informed.”*
- *“If a teacher were to talk about these things, it would be hard to end the lesson.” (Principal)*
- *“I get to understand more about my pupils through the activista, she helps me to know what kind of children I’m teaching. Now I’m not just teaching a child, I’m teaching a child that’s sick.”*
- *“The club keeps the young boys and girls busy in between school shifts. Instead of being noisy when there are no lessons, they use the time to concentrate on their future and this helps us.”*

7.2 Parents feel supported as girls’ club facilitates communication

Parents appreciate the presence of girls’ club in facilitating more open sharing about previously delicate topics between them and their children. They enjoy hearing about the girls’ club topics and activities.

- *“My daughter is more open and questions a lot since joining girls’ club. She talks about cancer, early pregnancy and so she provokes a dialogue at home. We didn’t used to have specific issues to talk about, and now she names things, without fear.”*
- *“I didn’t have instruction and my mother used not to talk to me. Although I am friendly to my daughter I still have a lack of information. Thanks to the presence of the girls’ club, I see my daughter’s future is different to mine.”*

7.3 The community serves as a reinforcing field

The model reaches beyond the school, into the communities from which the pupils come and adds a supportive layer to the messaging promoting girls’ completion of education.

Each year of the project has seen increasing numbers of community members (including parents of church girls club members) attending public awareness meetings, from 750 in 2014 to 6 313 in 2017.

Table 6: Figures showing increase in numbers attending community meetings over the course of the project

Year	No. of community and parents meetings for public awareness	No. of community members (including parents) attending public awareness meetings
2014	5	750
2015	7	1525
2016	9	2509
2017	14	6313

Interestingly, the number of drop outs since the project began was lowest in 2017, as can be seen from Table 7, suggesting a correlation between reaching as widely into the community as possible to increase protective factors, and a decrease in dropping out.

Table 7: Spread of project activities and numbers reached through each activity (Source: IEALM 2017 SSP data)

Year	No. counselled	No. of girls' club members in schools		No. of drop outs	No. rescued	No. of pregnancies	No. of community meetings for public awareness	No. of community members (including parents) attending public awareness meetings
		F	M					
2014	2 768	185	53	132	73	7	5	750
2015	2 327	207	44	80	63	18	7	1 525
2016	2 604	237	97	69	50	16	9	2 509
2017	2 995	317	169	43	29	16	14	6 313

Changing perceptions in community means more people in the community believe girls must complete school. The model creates a reinforced field for the message of the benefits of school completion for girls – there are people in their communities who can be allies.

The model offers a safe space for pupils to talk freely

- *“It’s like a family. I don’t feel alone. I feel free to talk about anything.”*
- *“In the club, I’m free to speak without fear like at home.”*

Being able to ask questions without fear of punishment or judgement or causing discomfort is a crucial component that encourages young people to engage in dialogue and provide a window onto their lives. The objective stance and older age of the activista appears to be an important variable which makes pupils decide to trust the activista with their questions and concerns. The fact that the trusted adult in the club is not part of the family, nor part of the school management hierarchy, appears to be one of the mechanisms producing the success of the project.

7.4 Positive peer support activates perseverance in the face of difficulty

Table 7 shows that, in 2017, girls’ club schools membership was at its highest and drop outs were at their lowest in the project’s history. The figures show a trend of increase in girls’ club membership with a simultaneous decrease in drop outs, suggesting that the presence of girls’ club has a strong influence on those at risk deciding whether or not to drop out.

7.5 The model empowers pupils

The Digni Empowerment Tool contains the following definition of empowerment “The process through which those who are currently disadvantaged achieve equal rights, resources and power.” (Mayoux 2008)

Digni uses a notion of empowerment conceptualized by Naila Kabeer.⁵ Kabeer points to three fundamental dimensions of empowerment, defining empowerment as *“the expansion in people’s ability to make strategic life choices where this ability was previously denied them. Changes in the ability to exercise choice in order “to live the life one values” involve three inter-dependent dimensions”*:

⁵ Kabeer, Naila. 2001. Resources, agency, achievements: Reflections on the measurement of women’s empowerment. In *Discussing Women’s Empowerment – Theory and Practice*. Stockholm: SIDA. (Sida Studies; 3.)

1. *Resources* - the conditions under which choices are made (being).
2. *Agency* - the process /power by which choices are made (doing).
3. *Achievements* - the outcomes of choices, i.e. the outcome of a person's resources and agency (capability).

Agency refers to the ability to define one's goal and act upon it. An individual or groups decision-making ability to choose and act is inevitably linked to issues of power and social relations. Power can be visible, invisible or hidden. Kabeer and Duncan Green⁶ talk about four levels of power/empowerment:

- *"The power within"*: Agency is more than the observable action. It also encompasses the meaning, motivation and purpose by which individuals carry out their activity. It is about personal self-confidence and sense of rights and entitlement. It encompasses not only decision- making, but also bargaining, negotiation, resistance, protest, as well as intangible cognitive processes of awareness, reflection and analysis.
- *"The power with"*: Is the collective power obtained through organisation, solidarity and joint action.
- *"The power to"*: Refers to people's capacity to define their own life-choices and to pursue their own goals, even in the opposition of others.
- *"The power over"*: Refers, for instance, to the power to control the ownership and realisation of one's resources and translate them into achievements. It is the power to determine/ control the outcome.

Practice shows that unless people first develop a sense of self-worth and confidence and a belief in their own rights (*power within*), efforts to help them organise (*power with*) and demand a say (*power to*) may not bear fruit.

Table 8: Empowerment assessment, showing that the Project attained Level 3 in terms of empowerment outcomes (Template source: Digni Empowerment Tool)

		Degree and level of empowerment				
		Level 1: Output individual or community	Level 2: Output individual or community	Level 3: Output individual or community	Level 4: Outcome community and/ or society	Level 5: Impact community/ society/ structural
Thematic areas of result	Strengthening civil society (mandatory)		X	X		
	Shifting perceptions towards equality for young women	X	X	X		
	Increasing agency amongst young women	X	X	X		
	Increasing access to	X	X	X		

⁶ Green, Duncan. 2016. How change happens. Oxford: Oxford University Press, Page 33, p. 4 of Digni Empowerment Assessment Tool.

	education (resources)					
	Gender equality (mandatory)	X	X	X		
	Total assessment of project			X		

Focus group respondents were asked what they thought the most important right was for girls. The overwhelming response was “education”.

As an indicator of empowerment, respondents were then asked where they had experienced fighting for this right and others they mentioned.

- *“Once I helped a girl fight for her right to study. She was living far away from school and her father was demanding she come home early and miss lessons. I asked for her father’s telephone number and I phoned and told him, No, she can’t get home at that time. Her father felt disobeyed. He came to the school and said I mustn’t get involved. I told him, ‘You are where you are because you had the opportunity to go to school’. Ever since, the girl comes freely to school. I got this courage because that’s what we discuss in girls’ club and also because we’ve rescued a lot of girls back to school and with the help of the activista, I could do it.”*
- *“The activista and club helped me to realise I had to fight for my right to study. That’s how I managed to finish Grade 10.”*

It became clear that for most of the pupils, maintaining school attendance is a daily struggle. Examples provided of fighting for the right to education included walking long distances to school when there was no money for transport, coming to school even when there was no food, attending class even though there may not be a seat left for you, and foregoing paying for transport to use the money to buy sweets to sell in order to buy school materials and handouts. To keep coming to school requires strong self-belief in the future – drawing on power within, to fulfil their right to education

- *“First they work inside themselves and become more open and participative.” (Principal)*

The most striking example of empowerment as expanded upon by Kabeer concerns the initiation of a girls’ club by the students (the primary target group of the project) themselves, as is illustrated in the following case study

Case study: Empowerment brought about through the SSP

In Boane, the girls' club had been operating at the secondary school for three years. The school ended at Grade 10. For Grades 11 and 12 the pupils would have to go to the only secondary school in the area, at Malangatana Valente Secondary School, where the SSP does not have a presence.

Before leaving Boane, girls' club members asked about establishing a girls' club at Malangatana.

Once the pupils were enrolled and began the school year, they contacted the activista to say they had decided to establish a girls' club.

The pupils initiated discussion with the principal who agreed to their activities and who assigned them a dedicated room for planning their activities.

The group elected a chief and vice chief. They address classes in the school and in other schools and hold twice weekly meetings at Malangatana. They have also established a donations box into which pupils donate their bags or clothes they no longer require, and then the club distributes them as needed.

The group decided to collaborate with Global, a magazine which promotes children's rights.

This story is evidence of the pupils using their agency. They experience power within - to believe themselves capable of starting an initiative without adult support, to decide to form something together as well as in a collaborative spirit (power with), to enact their decision, and decide on leadership (power to) and to make decisions about donated resources (power over) demonstrates the presence of their agency.

The pupils' positive experience of being members of girls' club, their training by the activista, their experience of rescuing and of lecturing all prepared them to establish the club. It was the girls' club that developed their leadership ability to mobilise and organise.

7.6 Democratic decision making: pupils enjoy expressing themselves and co-creating

All nine focus groups with pupils from Grade 8 upwards reported that planning for girls' club meeting is a consultative process between the activista and the members. From Grade 9 upwards, there are times when the activista does not attend the meetings and these are then run by the members themselves.

The one focus group made up of members of a girls' club at primary level reported that they have a fixed timetable. One day a week, the activista shares information with them and they can ask questions and discuss it. For the second meeting of the week, they do theatre, singing, drumming, poetry and dancing to rehearse for promoting the message of girls' club.

For the most recent girls' club, which was self-initiated at a new school by Grade 11 pupils who had been part of girls' club from Grade 8-10 at their previous school in Boane, the activista is available for mentoring if needed.

Discussion in girls' club takes the form of debate, which involves forming and testing opinions.

The members are receiving an intensive experience of associational life, a prime element of an active civil society.

The responsibility of leaders of girls' club is to organise twice weekly meetings and to coordinate visits to pupils who are staying away from school. The club chiefs and other experienced members also give lectures in the classroom, based on activista input.

Other club members take on other responsibilities such as being the observer of absences in their particular class and bringing this information to the girls' club meeting and /or responsibility for leading the creative activities of the club, such as scriptwriting for the theatre pieces which promote the messages of the club through drama.

School is where pupils experience life in the public domain, where pupils practice their identity as citizens, no longer in the private sphere of the family but where there is the possibility of learning about democracy. Classroom pedagogy is hierarchical, lessons delivered to transmit information to meet the predetermined content and timelines of the curriculum. Pupils experience the power of teachers over them.

The pedagogy of the girls' club meetings is one which listens to the questions of the members, as borne out by the comments of interviewees such as:

- *"We discuss things together; we ask questions and talk about the answers; the activista listens to our ideas."*
- *"We also sometimes suggest some themes and, even when the activista is not at school, we go to the classes and talk about what we have learned."*

Decisions regarding strategies to adopt with each pupil who has come to the attention of the club are made through consultation, with members developing various options together, and then agreement is reached. A team is then formed to implement the strategy. This may or may not include the activista. Through this process, pupils experience power with the adult, and with each other as team members taking action to support a member of their community. Each participant in the discussion experiences their power within as they make a contribution, and if they are a member of a team successful in rescuing a potential drop out, they also experience their power to effect change.

- *"The activista gives us homework to research. We come back to the club and discuss results and after that we talk with the activista and if she agrees we go to other classes and stand in front of the class and give our speech. The other students make questions, we study them and give answers and then talk with the activista and then we give back the answer to the other students."*

Arguably, some who have leadership roles in the club, including roles such as coordinating visits or organising the group for a dramatic portrayal of the club message, also experience power over resources such as time and props.

The responses show that where information is mentioned as being valuable, many of the responses referred to receiving information in the context of being able to discuss the information with the activista. The dialogue seems as important to the pupils as the information.

Dialoguing around the information, bringing one's own questions and opinions to it, engaging in mutually respectful conversation with an adult interested in your thinking and your future, transforms the learning relationship into one of co-research. While there are facts that the activista will bring, the decision making, the weighing up of consequences, the thinking through strategies of support exercise the pupil's character and ethics, building their "learning power".

Professor Guy Claxton refers to “learning power” as “the collection of psychological traits and skills that enable a person to engage effectively with a variety of learning challenges”⁷.

- *“The way the learning process is being done – the method is not you see someone in front of you telling you you can’t do this or that. But, for example, when we are with the activista and others in the club they speak nicely and make you realise by your own and you feel by yourself you are in a wrong direction.”*
- *“I can learn many things I don’t learn in any other way and I can have fun with singing – our club meetings are fun and educational at the same time.”*

Girls’ club meetings are the only space in the school where this critical pedagogy occurs, where pupils can be the protagonist of their own learning, and where learning really can be socially constructed.

As such, it could be said that the culture of learning practised in the Girls Club has potential to shift the culture of learning of the school as a whole.

However, the presence of a trusted adult is also important to girls’ club members:

- *“Also the chance to talk to the activista is important , to ask her questions, to discuss with her is very good because the activista is very important because they have more experience about life and we can learn from them.”*

7.7 Associational life and civil society

The basis for a strong civil society is an active associational life amongst citizens. Girls’ club membership offers a prolonged experience of mobilising, organising and creating culture together. The self-initiation of the girls’ club at Malangatana is evidence that the girls’ club process of mentoring, training and accompanying generates young leadership capable of creating associative life.

Civil society is the arena where values are made (business makes profits and the state makes laws). In girls’ club meetings, girls and boys debate their future, share ideas about how to help those in need, author their own compositions, make decisions about helping strategies and enact these strategies in teams. The messages they receive in action from the activistas are about the value of human life, their right to dignity and protection, the need to live supportively with others – and how to organise to do this.

Debate is a strong quality of relating present in the model. This word was used by many respondents across the different project participant groups to explain what happens in girls’ club meetings and in OD seminars. While specific information is provided in these contexts, it is processed through dialogue which means a plurality of views is possible, a foundational element of democratic civil society. The project has provided a positive experience of inter-generational understanding, which also positively enhances the likelihood of a strong associational life.

Church teachings have become more relevant

The perception of the adults in the church has shifted:

⁷ Claxton, G., *Expanding the Capacity to Learn: A New End for Education?* Keynote Address British Educational Research Association, September 2006, Warwick University/Buildinglearningpower.com

- *“It has unveiled our eyes as pastors and counsellors for the youth. It made me pay attention as a Mama pastor (pastor’s wife). Sometimes before there were things we weren’t talking about – we thought it was taboo but during the trainings we saw that the same children in the church are the same children in society and in the schools they are taught so why can’t we teach them in the church?”*
- *“The biggest impact the project has made in the church is the change in mentality. Before we were thinking in another way, both as counsellors, the teenagers and the youth. We had a small way of thinking or knowing but when we had the training and spoke about puberty, we can now speak in a deep way about that subject.”*

The project has provided skills with which the adults can activate their new awareness:

- *“The girls’ club has given us methods of how to talk to teenagers.”*

The project has made the church and youth work within the church more relevant:

- *“We confirm that since the beginning of the project the church has become more popular in the community. Our relationship with the community was small. But now it (the project) is like a highway into the community.”*
- *“Also, in this teaching we had, it helped us to first know the youth themselves. We were doing the counselling but now we know ‘Who is she? How is she living? What are the difficulties she is facing?’ Now we are not counselling without knowing their need because they are talking to us about things they didn’t used to talk to us about.”*

The project has strengthened the spiritual case for sexual safety:

- *“In the beginning (as pastors) we thought everything just needed prayer. Now we have information that can save lives. We can influence teenagers to study, to go for education, so that girls don’t have to be dependent, to think they will have whatever they need because they get married. We are seeing more girls in the church going to university – the project has opened their eyes. Those who stopped going to school now are back in school. Those with poor conditions now come and ask us to help so that they can continue going to school.”*

7.8 A girls’ club for boys?

The focus groups showed that boys are very present in girls’ clubs, both in the schools and in the church. Are there different challenges for girls and boys? Boys feature almost, if not as frequently, as girls in the drop out records from the schools. Everyone distinguished between reasons for girls and boys dropping out: early pregnancy and early marriage for girls, and alcohol, drug abuse and piece work for boys.

7.9 Challenging gender stereotypes

Boys and girls encounter each other as team members in the girls’ clubs. Issues are debated, not just taken for granted:

- *“The girls now have a vision for themselves for the future and, for the boys, they have changed their view of life. In the past they viewed girls being educated to take care of the family and boys being educated to provide. Now they know it’s not limited to this.” (Principal)*

The church girls' clubs stress the joint responsibility of both genders for sexual health:

- *"In our meetings we bring teaching about responsibility, that every young girl and every young boy is accountable for their behaviour. We share the risks for both of them and advise them to be careful."* (Pastor)

7.10 There is a slight shift away from stigmatising pregnant girls

There are welcome signs that stigmatisation of pregnant girls is beginning to shift amongst stakeholders. In one school, rules had been bent so that a girl could remain in the morning shift. Girls' club members stated that "pregnancy is not a disease" and a male teacher and two male parents observed that pregnancy does not only affect girls – that boys are involved too, as girls do not get pregnant on their own:

- *"Girls don't impregnate themselves. It's important to teach both sexes to delay adult life, to share with them that if they are not prepared academically before starting adult life they will struggle."* (Pastor)

However, while there is less scapegoating of pregnant young women in the church community and amongst some teachers and principals involved with the project, stigma persists in some schools as illustrated by this comment from a principal:

- *"Pregnant girls go to afternoon schools so they are not a bad influence on other girls."*

Girls continue to experience unique risk factors

There were no accounts of boys dropping out due to having to parent their children or having to marry early. This was only the case for girls.

Furthermore, girls alone experienced the financial stress of needing sanitary wear during menstruation. As the evaluation heard, what could be a time of monthly celebration of womanhood is often acutely stressful and sometimes unhygienic when there is no money.

8 Institutional arrangements

8.1 The project is well coordinated

The project has a number of strands to coordinate, making it a complicated intervention. The project team schedules planned activities with classes, pupils and teachers across ten schools, ten communities, and 21 branches of IEALM. It also responds to emerging issues brought by potential drop outs and maintains a relationship with district, provincial and national departments of education.

The project leadership has established a strong and positive relationship with the Ministry of Education, from national to local departments, and with each participating school. This was evident in the contact established during the evaluation field trip. The project leader advocates with government, trains and supports the activists and manages the resources of the project.

Most planned activities have taken place and where not it has been to situations outside of the control of the project.

8.2 There is increasing church ownership through the Project Steering Committee

The members of the Project Steering Committee were fully engaged participants during the learning workshop, revealing a deep understanding of the goals and the implementation of the SSP. They also made themselves available for two interviews.

At the time the PSC was formed, the Project Coordinating team had had extensive experience of implementing school-related projects. One member of the Steering Committee had been part of the leadership of the previous phase of the project. The PSC then broadened its membership to include more church leaders, most of whom had experience of pastoral development, but not of institutional change with a number of varied stakeholders.

Board meetings happen as scheduled, once a quarter and minutes are available for every Board meeting. The Board fulfils its oversight role by staying closely in touch with developments in the project and is consulted around the project direction and future. In addition to this strategic role, board members accompany the activists into the community for the community training session, an indication of church ownership of the project beyond its nominal responsibility.

The Board's self-assessment during the focus group is that the Project Coordinator tends to initiate issues for discussion and ideas for the future. This is not unusual in a project where the operational leadership and person tasked with leading the conceptualisation of the intervention has been present for longer than most of the current Project Steering Committee. At this stage in the Project's life cycle, its governance could be characterised as a "following" board. This is only a problem where the Board becomes totally hands off and leaves all decisions to the operational leader. This is not the case with the IEALM SSP Project Steering Committee.

A "leading" board describes a situation where a group of people initiate a project and then employ someone to implement it according to their direction.

Ideally, at some stage in the project life cycle, leadership becomes shared by each element-setting direction, sometimes Board-led, and sometimes operationally led.

The church is both a support and a testing ground for learning about the project. Each church in the community or near the communities where the schools are situated has a girls' club. Some of the pupils in the school girls' clubs are members of the church girls' club. All club members meet each other annually at the Girls Club Network Meeting.

The presence of the girls' club in the church has had a positive impact on the church by making it more relevant for young people in society. According to the national leadership:

- *"When you synchronise biblical teaching with scientific and social knowledge, the young person asks themselves 'why would a pastor teach the same thing as science? There must be a truth in between all of this!' And in this way there is a better chance of the young person making a better choice for their future."*
- *"We are on Earth. We are not angels. Even though the Bible is taught, things happen!"*

The pastors on the PSC spoke about how the presence of girls' club has made it possible for their young members to begin to talk about previously difficult topics regarding sexual life.

- *"Sometimes in the Church we don't preach deeply about sexuality. We see in the girls' clubs that young people can now be more open. They ask deeper questions that they feel they can't ask their pastor or their parents. But now they have a forum where their questions can be clarified. Now, they are moving from a level of learning and into a situation where they can teach others."*

The members of the girls' clubs build confidence to speak in other church forums such as youth groups and adolescent groups.

Not only are the young people becoming more comfortable with discussing issues of sexual health, the pastors are too.

- *"I have learned a lot, personally. By getting down from the pulpit and listening more deeply to issues that are challenging my congregation, I'm able to talk to them and my own children in a more open way, to prepare them to become good husbands and fathers."*
- *"When you come down from the pulpit you engage three dimensionally: biblically, scientifically and socially. You are able to point out 'this is what you will become socially tomorrow'. The project equipped me to address more than only the biblical aspects. Before, we didn't have this grace of sitting down and debating these issues."*

Interestingly, because the project has involved representatives from different churches meeting together, PSC members found this to have strengthened the church body as a whole:

- *"The project brought to the church a very good relationship because it involved every one of us more so than in the past,"*

This suggests the strengthening of the church as a free associational force in society, since the project has given an added reason for churches to link up.

The OD seminars were a gateway to learning about sustainability more generally than the project, but also church sustainability. The OD seminars became a forum for debating other ecclesiastical matters. There have been definite outputs from these debates such as the Church Code of Conduct which sets out rules for good governance of the church. The OD seminars allowed this Code to be democratically developed. The national leadership feels that the administration of the Church has improved due to the OD seminars.

- *"Not all church leaders knew about the statutes and other normative aspects of the church, such as what happens to the church assets, how to employ people, what is required in good financial management. We have now standardised financial administration from local to national."*

The OD seminars are also seen as having strengthened church unity and provided extra opportunity for North-South contact and learning.

The OD seminars have also been the opportunity for the Project Coordinator to teach the project model and to offer ideas for how it can be replicated. Through this learning about church-based social development interventions, IEALM now feels confident to self-sustain projects that were formerly funded (such as the provision of health and hygiene kits for people affected by HIV and AIDS) and to develop new projects, such as a pre-school project.

The church leadership respondents listed the further following benefits from the project:

- *"Our awareness of the problems and causes of school drop outs has been raised."*
- *"It has challenged us and motivated us to start social projects."*
- *"Our ability to manage finances has improved."*
- *"We know how to structure a project by forming a steering committee."*

The pastors, pastor's wives and youth workers added the following benefits from the OD seminars of the Project:

- “We have learned how to plan projects.”
- “Our thinking has grown on how to save as a church to be more sustainable.”
- “We have learned about the laws of the country, about anti-corruption so as not to go against these due to not knowing and also that any project must be developed in an atmosphere of anti-corruption.”

9 Cost: benefit

Table 9: The project budget

	2014	2015	2016	2017
Field activity budget	1 459 000 MTL	2 444 000 MTL	5 039 040 MTL	4 120 202 MTL
	24 620,62 USD	41 242,50 USD	85 033,80 USD	69 528,41 USD
Field plus administrative budget	2 028 000 MTL	3 068 000 MTL	5 878 880 MTL	4 960 202 MTL
	34 222,50 USD	51 772,50 USD	99 206,10 USD	83 703,41 USD

Table 10: Figures showing the activity cost per drop out, per person rescued and per person counselled

Year	Activity budget divided by no. rescued	Activity budget divided by no. in girls' clubs	Activity budget divided by no. counselled
2014	MTL13 414	4 114	354
	USD 223,10	68.42	5.89
2015	MTL 14 915	3 744	404
	USD248.07	62.27	6.77
2016	MTL18 559	2 778	356
	USD308.67	46.20	5.92
2017	MTL44 396	2 649	430
	USD 738.40	44.06	7.15

Using a simple formula of total activity budget divided by each key activity, this reveals that in 2014 it cost the project \$223.10 to rescue a student who had dropped out, \$68.42 was dedicated to each girls' club member, and it cost the project \$5.89 to counsel one pupil.

By 2017, the cost of rescuing a pupil had risen to \$738.40 but it was only costing the project \$44.06 per girls club member per year to attend two meetings per week, with an activista in attendance.

What happens when the costs of the total budget are looked at in relation to the total numbers of pupils reached in the prevention activities (i.e., counselling and girls' club membership)? The data shows that the number of drop outs decreases as girls' club membership grows and more pupils are counselled. These activities are primarily preventative. If girls' club membership and counselling are correlated with decrease in drop outs, then the activity cost to the project of each drop out prevented is only \$20.43 in 2017 (as opposed to each rescued drop out costing the project \$738.40). If the total activity plus administrative cost is used in the aforementioned formula, then the activity cost to the project of each drop out *prevented* is only \$24.60.

The return is therefore achieved at a low investment cost. In other words, there is a high social return on project funds invested in prevention.

(Please see attached spreadsheet for a detailed record of project activities and numbers reached)

10 Sustainability and expansion of impact

The project has innovated a model to reduce drop out and pregnancy, which it has been testing for the past four years. The data gathered by the schools and by the project shows that the model is successful. Drop outs have reduced at the participating schools, as have pregnancies.

Members of the Project Steering Committee report that they have found the OD seminars very helpful because, *“with the training we received we can continue doing what we started”*, which suggests that there is now the necessary capacity in the church to continue with the intervention.

The project’s success has been recognised at the level of the national education ministry who has requested the project to expand its presence to more schools identified as having high drop out and high early pregnancy rates and has asked the Project to focus on the northern part of Mozambique, which is more rural in nature.

Three years into its implementation, the project began investigating ways of institutionalising the model. It officially explored the possibility of the Department of Education taking on the employment of the activists. The project would have continued to play a training and mentoring role to those activists while employing the existing cohort of activists learning the role by volunteering in the church girls’ clubs. The project would have then deployed those activists in new schools identified by the DOE, thereby expanding impact.

However, the DOE declined this invitation, saying that if they were to take on the current activists, they would have to employ activists at every school in the country, which they cannot afford.

Nevertheless, the DOE signalled a desire to maintain and expand the impact of the model by proposing to make available two teachers at each school who could be trained in the activista role, and to give them the time to play this role. The SSP has been training teachers, but they have yet to take on the dedicated psycho-social support role played by the activists.

Another indicator of the extent to which the model’s impact could be expanded is the willingness of parents and caregivers to become involved in the activities of the girls’ clubs.

Parents have indicated willingness to be more involved and have suggestions for the nature of their contribution:

- *“We could talk about our own experience and disadvantage of getting pregnant early. In the past a woman only grew up to build a family and a man to take care of the family. Now, a man and a woman are supposed to study to prepare their own futures.”*
- *“I can find some days to come and meet the club and as a mother come and give advice and add to what the activista says. We would join ideas and from these ideas it would help the children to grow more.”*

Finally, an unexpected, unintended outcome suggests the strongest possibility of sustaining the impact of the model: the members themselves establishing girls’ clubs in the schools where they are not yet present, as is demonstrated by the pupils who initiated a girls’ club in Grade 11 at their new school in Malangatana.

11 Recommendations

11.1 Consolidate, institutionalise, emphasise sustainability

Institutionalise the model, with an emphasis on increased sustainability. The focus should be on learning about what adjustments are necessary where the project currently exists to enable the girls' clubs to become independent of IEALM.

11.2 Expand, involve parents, advocate for DOE psycho-social support, change the role of activistas

In new schools, begin with getting parents and teachers more involved and, in schools where the project is currently in place, involve parents. However, the involvement of parents should be carefully considered because one of the strongest benefits identified by girls' club participants is that club is a space where they can talk freely. While the involvement of parents is valuable, it must be done in such a way that it does not compromise the confidentiality of girls' club meetings.

Work through parents who have shown willingness as well as the school governing parent body.

DOE has agreed to assign two teachers to provide psycho-social support. In the next phase, activista support should emphasise teacher training and mentoring of teachers and girls' club leaders. SSP should advocate for extra time for the psycho-social content to be covered in classes dedicated to biology and/ or for a dedicated teacher interested in participating in girls' club meetings to be assigned this responsibility.

In Grades 11 and 12, continue to have activista support for pupils who want to start girls' clubs. The activista should broker the presence of girls' club with parents and principals but the project should give consideration to shifting the activista role to more of a support role and less a direct intervention role in schools where the project is already in place, and to do capacity building of this nature from the outset in new schools.

All the above should be done without doubling the size of the project team. Rather, the role of the activistas currently engaged in schools which have had a four-year experience of the model should be scaled down in order to free up project personnel resources for the project to be introduced in new schools. However, geographical expansion beyond the provinces in which the project is currently active will require extra staffing.

11.3 Add financial content to the curriculum of girls' club meetings

Include asset-based community development (ABCD) input into the financial empowerment training for young people to grow their capacity for being able to generate their own income. A sustainability initiative in the form of a chicken-raising project is already being considered amongst church youth groups. The school girls' clubs could benefit from the lessons learned from this initiative.

11.4 Investigate partnerships with other organisations working with orphans

Since a high proportion of children dropping out of school come from families where parents have died, consider building strong partnerships to counteract the financial consequences of orphanhood on school attendance.

11.5 Establish stronger relationships of interdependence with gender coordinators in schools

Each school has a gender coordinator, who is also a teacher. They also give classroom lectures on prevention of disease and early pregnancy and encourage young women to continue studying. While it is clear that gender coordinators rely on activistas (who can dedicate all their time at the school to preventing dropping out), involving gender coordinators in training seminars as well as girls' club meetings would improve the sustainability of the intervention.

The gender coordinators' mandate is the well-being of girls. The SSP could explore options for reducing the risk of girls dropping out due to absenteeism and anxiety when they menstruate with the gender coordinators.

11.6 Revisit purpose of girls' club network meetings

Consider introducing resolutions into the format of the girls' club network meetings that can be used to decide on common actions, thereby taking them beyond the sharing of information and experience.

During the evaluation, the possibility of establishing a National Youth Forum was raised. Should this idea be pursued, the project could deepen its empowerment impact on youth.

Consider inviting a representative from each school parent governing body to the Annual Network Meeting as they could become champions for a psycho-social element to education in all schools.

A national forum has the potential to bring together people committed to inclusive education and preventing dropping out, as well as developing a voice that can influence education at a policy level. A united voice may also be able to expose corruption related to accessing school vacancies.

11.7 Monitoring and evaluation

Develop the existing handwritten attendance register into a simple template to be completed at each girls' club meeting. This will assist with explaining why the model works as well as tracking the gender profile of the club.

Obtain baseline of drop outs (including pregnancy) at Malagatana Secondary School (where the first pupil-initiated girls' club started) from 2015 and 2016 to determine whether there was any change by end of 2018. Tracking attendance and outcomes of the self-initiated club will help to deepen understanding about how the model works when the activista plays a less direct role.

Involve the girls' club members as co-researchers to strengthen the empowerment aspect of the model, as well as to grow the body of evidence for the model's efficacy.

Obtain baseline figures of dropping out and pregnancy from the new schools joining the project before girls' clubs are established for post-intervention evaluation purposes.

Although schools and the DOE are willing to provide data on enrolment, dropping out and early pregnancy, early warning tracking could be strengthened. Up-to-date and easily accessible data from systematic tracking of indicators at school level such as learner attendance, grade retention and academic performance could lead to earlier identification of pupils at risk.

11.8 Strengthen advocacy

Request data from the DOE about non-participating schools. Being able to conduct comparative evaluation will provide powerful evidence for the claim that it is the project that makes a difference rather than other variables. Use the evidence to advocate for the dedicated psycho-social peer support model which has now been successfully tested by the project.

Consider calculating the cost of dropping out and early pregnancy to the Department of Education and the Mozambican economy for advocacy purposes.

Begin a conversation with DOE on the systematic tracking of indicators at school level in currently participating schools and include this when establishing a relationship with new schools. This conversation could have the potential to develop a national school drop-out prevention strategy.

11.9 Strengthen sustainability through intra-institutional and inter-organisational learning

Consider establishing a national IEALM Social Development Department to coordinate learning between social projects.

Consider partnering with a church network aligned with IEALM's values and objectives to increase the possibility of project expansion without increasing project institutional costs.

12 Conclusion

The IEALM Secondary Schools Project has developed a successful, innovative psycho-social peer and community support model for reducing the risk of pupils dropping out of school early. Should the model be implemented in more schools, it will have a positive impact on the future of Mozambican society.

Catherine Collingwood

June 2018

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14 Appendices

First Name:

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Surname:

--	--	--	--	--	--	--	--

Date of Birth:

Y	Y	Y	Y	M	M	D	D		
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Name of School:

	Grade:		
--	--------	--	--

Name of Church (if applicable):

--	--	--	--	--	--	--	--

When did you join Girls Club?

Y	Y	Y	Y	M	M	How many times per week do you typically attend?	
---	---	---	---	---	---	--	--

Any positions of leadership / responsibility you hold (at Girls Club, school, church or in community)?

--	--	--	--	--	--	--	--

Y	Y	Y	Y	M	M	D	D
---	---	---	---	---	---	---	---

Signature of Participant

Date

INKANYEZI

**IEAL SECONDARY SCHOOLS PROJECT EVALUATION
FOCUS GROUP PARTICIPATION REGISTER**

First Name:

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Surname:

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Date of Birth:

Y	Y	Y	Y	M	M	D	06		
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Name of School:

	Grade:		
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Appendix 2

FOCUS GROUP: YOUNG WOMEN/MEN IN CHURCH GIRLS CLUBS

QUESTIONS TO BE FILLED IN ON SEPARATE SLIP

- First Name, Surname
- Date of Birth
- School & Grade
- When did you join Girls Club? (mm-yyyy)
- How many times do you participate in Church Girls Club activities in any typical week?
- Name of Church
- Any positions of leadership/responsibility you hold (at school, church or in community)

INTRO QUESTIONS

1. Explain how your club works?
 - 1.1. What are typical activities?
 - 1.2. Who decides/plans what happens?
 - 1.3. How involved are parents, pastors and pastor's wives?

MAIN QUESTIONS

2. What is the most valuable thing you have learnt about your body/your health?

3. What is the most important lesson you have learnt about managing your money?
4. What do you think are the most important human rights that all girls should know about? *(after the answers are recorded, ask 'and boys?', if there are boys in the focus group)*
 - 4.1. Probe for examples where they may have exercised their rights.
5. When do you think girls should leave school? *(after the responses are recorded ask, 'and boys?' if there are boys)*
 - 5.1. Why do you think it's important (or not?!?) for girls to remain in school until this time?
 - 5.2. What do you plan to do after you leave school? (ask individually)
6. When you talk to your friends about Girls Club, what would you say is the most important/useful benefit of being in Girls Club?
7. If you had not joined Girls Club, where do you think you would be now?

INTERVIEW QUESTIONS FOR ACTIVISTA, TEACHER, PARENT

ACTIVISTA (5p)	TEACHER (max 10p)	PARENT (max 10p)
<p>QUESTIONS TO BE ADDED TO ATTENDANCE REGISTER</p> <ul style="list-style-type: none"> • First Name, Surname • Date of Birth • When did you first become involved in Girls Club? (mm-yyyy) • How many hours do you devote to Girls Club activities in any typical week? 		
<p>INTRO QUESTIONS</p> <p>1. Explain your current role and responsibilities in Girls Club. (probe for details as appropriate)</p>		
<p>MAIN QUESTIONS</p> <p>2. What are the <u>health challenges</u> young girls in this school face?</p> <p>3. What should girls learn about managing their <u>money</u>?</p> <p>4. What do you think is the most important <u>human right</u> that all girls should know about?</p> <p>4.1. Probe for examples where they may have exercised their rights.</p> <p>5. What causes young girls to <u>leave school</u> early in this community?</p> <p>6. What would you say is the biggest benefit for girls that participate in Girls Club?</p> <p>7.</p>	<p>2. What are the <u>health challenges</u> young girls in this school face?</p> <p>3. What should girls learn about managing their <u>money</u>?</p> <p>4. What do you think is the most important <u>human right</u> that all girls should know about?</p> <p>4.1. Probe for examples where they may have exercised their rights.</p> <p>5. What causes young girls to <u>leave school</u> early in this community?</p> <p>6. Do you notice any difference between girls that attend the club, and those that don't?</p> <p>6.1. If so, explain...</p> <p>7.</p>	<p>2. What is the most valuable thing your daughter has learnt about her body/her <u>health</u>?</p> <p>3. What is the most important lesson she has learnt about managing her <u>money</u>?</p> <p>4. What do you think is the most important <u>human right</u> that all girls should know about?</p> <p>4.1. Probe for examples where she may have exercised her rights.</p> <p>5. When do you think girls should <u>leave school</u>?</p> <p>5.1. Why do you think it's important (or not!?) for girls to remain in school until this time?</p> <p>5.2. What does your daughter plan to do after she leaves school?</p> <p>6. Have you noticed any difference in your daughter's behaviours since she joined the club?</p> <p>6.1. If so, describe how she was before, and now...</p> <p>7. If your daughter had not joined Girls Club, where do you think she would be now?</p>

CLOSING QUESTIONS

8. Suggest ways in which Girls Club could be improved?
9. Anything else you would like to say?

Appendix 4

INTERVIEW QUESTIONS FOR ADULT CHURCH MEMBERS INVOLVED WITH GIRLS CLUB AT CHURCH

PLEASE ASK RESPONDENTS TO FILL IN THE ATTENDANCE REGISTER:

- First Name, Surname
- Date of Birth
- When did you first become involved in Girls Club? (mm-yyyy)
- How many hours do you devote to Girls Club activities in any typical week?

INTRODUCTION QUESTIONS

1. Explain your current role and responsibilities in Girls Club. (probe for details as appropriate)

MAIN QUESTIONS

2. What are the health challenges young girls in this community face?
3. What should girls learn about managing their money?
4. What do you think is the most important human right that all girls should know about?
 - 4.1. Probe for examples where they may have exercised their rights.
5. What causes young girls to leave school early in the (church) community?
6. When do you think girls should leave school?
 - 6.1. Why do you think it's important (or not!?) for girls to remain in school until this time?
7. What is the most valuable thing Girls Club participants have learnt about their body/their health?
8. Have you noticed any difference in participant's behaviours (*girls and boys*) since they joined the club?
 - 8.1. If so, describe how they were before, and now...
9. What would you say is the biggest benefit for girls (*and/or boys*) that participate in Girls Club?
10. Have you attended a Girls Club seminar and/or meeting? (YES/NO). If YES, what were the subjects covered and what did you find helpful?
11. How does the Church benefit from having a Girls Club?
12. Do you notice any difference between participants that attend the Girls Club, and those that don't?
13. Why do you think boys also attend Girls Club?
14. What is your view on boys and girls receiving the same information at Girls Club? If there was a separate club for boys, what information do you think should be covered?
15. What have you learned through your involvement with Girls Club?
16. What impact has Girls Club had on the church as a whole?
17. Have you attended an OD Seminar? (YES/NO)
18. What did you learn about in the OD Seminar?
19. How has the OD seminar helped you to run social projects in your church?
20. What social projects do you run in your church?
21. How can the Church improve its running of social projects?
22. How can the OD seminars be improved?
23. CLOSING QUESTIONS
24. Suggest ways in which Girls Club at Church could be improved?

Anything else you would like to say? From my side, THANK YOU VERY MUCH FOR YOUR TIME!

Appendix 5

INTERVIEW SCHEDULE FOR DIRECTOR OF DEVELOPMENT AID, NPM

1. What do think the SS Project has achieved?
2. What has worked well and not so well with the programme design and implementation?
3. What about working with young men?
4. What has changed within the participants? (power within)
5. What does the **project do with other stakeholders** to change the situation of potential school drop outs? (power with)
6. What has changed at school or parent or church level - or even government level that will have a good effect on the situation for young women trying to stay in school - and how has the **project contributed to** this? (power to)
7. Has the methodology been adopted elsewhere? Are there more resources going into the problem - either from the local church or the health or educational authorities? (power over)
8. What has worked well and not so well with the project being anchored in the local church? What has changed?
9. What resources does the church contribute to the project and what is the local church able to do that it wasn't before the project became owned by the church?
10. What are next steps for the project? (exit, replication, continuation and/or major modifications?)
11. What would you keep, what would you drop and what would you create in the design for the next phase?
12. What would you keep, what would you drop and what would you create in the relationship between the local church and the project?
13. What would you keep, what would you drop and what would you create in the relationship between the Norwegian church and the project? And between the Norwegian church and local church as they relate to the project?
14. What insights have you gained from your relationship with all the stakeholder in this project (ie. SSP, IEALM, Philadelphia, Digni)?
15. Anything that's changing in the donor context that the Project should be aware of?
16. Do you have an opinion on the cost benefit of this project? In your view what are all the elements and variables to take into account when undertaking a cost benefit analysis for a social change project? In money terms, what would make you think that the project benefit justifies the cost?
17. Any other comments? Thank you!

Appendix 6

INTERVIEW SCHEDULE FOR PROJECT ADVISOR, NPM

1. What do think the SS Project has achieved?
2. What has worked well and not so well with the programme design and implementation? Have there been any adjustments and if so, why and what effect has this had?
3. What about working with young men?
4. What has changed within the participants? (power within)
5. What does the **project do with other stakeholders** to change the situation of potential school drop outs? (power with)
6. What has changed at school or parent or church level - or even government level that will have a good effect on the situation for young women trying to stay in school - and how has the **project contributed to** this? (power to)
7. Has the methodology been adopted elsewhere? Are there more resources going into the problem - either from the local church or the health or educational authorities? (power over)
8. What has worked well and not so well with the project being anchored in the local church?
9. What resources does the church contribute to the project and what is the local church able to do that it wasn't before the project became owned by the church?
10. What are next steps for the project? (exit, replication, continuation and/or major modifications?)
11. What would you keep, what would you drop and what would you create in the design for the next phase?
12. What would you keep, what would you drop and what would you create in the relationship between the local church and the project?
13. What would you keep, what would you drop and what would you create in the relationship between the Norwegian church and the project? And between the Norwegian church and local church as they relate to the project? And between the Project and PnM and the local church and PnM?
14. What insights have you gained from your relationship with all the stakeholder in this project (ie. SSP, IEALM, Philadelphia, Digni)?
15. Anything that's changing in the donor context that the Project should be aware of?
16. Do you have an opinion on the cost benefit of this project? In your view what are all the elements and variables to take into account when undertaking a cost benefit analysis for a social change project? In money terms, what would make you think that the project benefit justifies the cost?
17. Any other comments?

Appendix 7

INTERVIEW SCHEDULE FOR FINANCIAL DIRECTOR, NPM

SSP Evaluation (March - April 2018)

Interview Questions for Nigel

1. Do you have any comments of either a positive nature or of concerns that you would like the evaluation to take into account? In general, what has changed regarding financial management since IEALM took up project ownership?
2. Have there been any major problems in the past involving the receipt, accounting and/or administration of funds by the entity?
3. Are the beneficiaries required to contribute to project costs? If beneficiaries have an option to contribute in kind (in the form of labor or material), are proper guidelines and arrangements formulated to record and value the labor or material contributions at appraisal and during implementation?
4. Are the project finance and accounting staff adequately qualified and experienced?
5. Does the project have written position descriptions that clearly define duties, responsibilities, lines of supervision, and limits of authority for all of the officers, managers, and staff?
6. What is the turnover rate for finance and accounting personnel (including terminations, resignations, transfers, etc.)?
7. Does the entity have an accounting system that allows for the proper recording of project financial transactions, including the allocation of expenditures in accordance with the respective components, disbursement categories, and sources of funds (in particular, the legal agreements with NPM)?
8. Are controls in place concerning the preparation and approval of transactions, ensuring that all transactions are correctly made and adequately explained?
9. Is the chart of accounts adequate to properly account for and report on project activities and disbursement categories?
10. Do you have an opinion on the cost benefit of this project?
11. In your view what are all the elements and variables to take into account when undertaking a cost benefit analysis for a social change project? In money terms, what would make you think that the project benefit justifies the cost?

Any other comments?

Thank you!