

# Project Evaluation Report

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## Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing [uk\\_girls\\_education\\_challenge@pwc.com](mailto:uk_girls_education_challenge@pwc.com).

# Third Cohort Baseline Report for CHANGE: Improving Access to Education in Ethiopia for Most Marginalized Girls Project

Submitted to: People In Need (PIN)

Submitted by: JaRco Consulting

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## **Abbreviations:**

ABE	Alternative Basic Education
CIAI	Italian Association for Aid to Children
CWW	Concern Worldwide
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD	Focused Group Discussion
FCDO	Foreign, Commonwealth and Development Office
FSA	Friendship Association Network
GEC	Girls Education Challenge
GEC-LNGB	Girls Education Challenge – Leave No Girl Behind
GPS	Global Positioning System
HH	Household Head
IFAL	Integrated Functional Adult Literacy
IGAs	Income Generation Activities
IR	Inception Report
KII	Key Informant Interview
MEL	Monitoring Evaluation Learning
OOS	Out of School
PCG	Primary Caregivers
PDA	Personal Digital Assistance
PIN	People In Need
PPS	Probability Proportional to size Sampling
PTA	Parent-Teacher Association
RTI	Research Triangle Institute
SHGs	Self Help Groups
SNNPR	Southern Nations Nationalities People Region
T&L	Teaching & Learning
TVET	Technical and Vocational Education and Training
VfM	Value for Money
WHH	Welthungerhilfe
WPM	Word Per Minute

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## 1. Executive Summary

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Through the GEC's Leave No Girl Behind (GEC-LNGB) fund, The Foreign, Commonwealth and Development Office (FCDO) has financed CHANGE: Improving Access to Education in Ethiopia for Most Marginalized Girls project. This project is implemented by People in Need (PIN), along with international partners Concern Worldwide, Helvetas and Welthungerhilfe (WHH), and local implementing partner Friendship Association Network (FSA), with technical support provided by the Italian Association for Aid to Children (CIAI). It is a five-year project that is scheduled to run from 2019 to 2023, with a six-month extension, aiming at reaching out-of-school (OOS) adolescent girls from the four selected Ethiopian regions of Afar, Amhara, Oromia and Southern Nations, Nationalities and Peoples' Region (SNNPR). The project addresses the underlying barriers that prevent girls from leading healthy, safe and educated lives.

The CHANGE Project has three expected outcomes: Improved learning outcomes and life skills for highly marginalised girls; Increased transition rates for highly marginalised girls at key points in their pathway; and Improved community and government support, acceptance, and commitment to sustain girls' education. Achievement of the above three outcomes will lead to the attainment of the main objective of the project: improved life chances of OOS highly marginalised girls in Afar (Awsi), Oromia (Borena), SNNPR (Gedeo) and Amhara (South Wollo) zones in Ethiopia. At the intermediate outcome level, CHANGE aims to:

- Increase girls' enrolment, re-enrolment and attendance in alternative/accelerated learning centres,
- Improve the quality of teaching and the inclusivity of learning environments to support equitable access to education for girls,
- Enable marginalised girls to acquire relevant skills that are important for overcoming social, economic, and contextual factors that contribute to them being left behind in life,
- Improve perceptions and willingness of communities to foster positive social attitudes towards girls' education and their progression in life, and
- Strengthen partnerships with government and other key actors to influence national level policy, systems, and practice.

This will be achieved through five strategic outputs:

1. Flexible ABE and Integrated Functional Adult Literacy (IFAL) programmes are provided for OOS, highly marginalised girls,
2. Teachers and facilitators are trained in child-centred teaching methods, gender sensitive approaches, child protection and adolescent development in improved learning environments,
3. Alternative programmes are introduced to support girls to transition to formal education and/or (self-) employment,
4. Communities (including parents, men, and boys) are sensitised to actively promote learning opportunities for girls, and
5. Government structures are involved and pursue policy improvements targeting girls' education.

The direct participants targeted by the project are girls aged 10 to 19 years old who are not in formal school. Most of the girls in the target groups are highly marginalised and have either never attended school or dropped out at an early age without having acquired any literacy or numeracy skills. At present, the project is on its fourth year of implementation. A total of four cohorts (three for Afar and Amhara) will be part of the lifecycle

of the project. A baseline evaluation was conducted with the first cohort of the project (cohort 1) in March 2020. Another baseline in Oromia and SNNPR is conducted with new entrants of the project participants (cohort 3) to ensure appropriate impact evaluation will be conducted with the same cohort at completion of the project.

Both quantitative and qualitative data were collected to inform the baseline project evaluation. 1066 girls (570 from Oromia and 496 from SNNPR) have taken the EGRA/EGMA Learning Assessments and survey. Their primary caregivers and household heads (1066 each) took PCG and HH surveys respectively. Assessment of government support status were conducted using qualitative (KII and FGD) and quantitative (survey) tools through asking stakeholders from WEOs and other stakeholders such as school leaders/ teachers/ ABE/ IFAL facilitators, Kebele officials and religious and clan leaders.

The findings indicated that:

- More than half of the sampled girls for this study live in poverty. Amongst the 1066 sampled households, 65.8% cannot meet their basic needs without charity or external help, while 24.4% are able to meet only basic needs, but cannot purchase extra things that are not regarded as essential. 72.1% of the households said they have gone to sleep feeling hungry for more than two days over the past month. Overall, 14.6% of sampled households reported almost never having had sufficient access to clean water over the last month, while a further 30.2% reported often not having enough.
- Almost all girls in both regions were involved in household chores. The majority (88.1%) of the sampled girls in Oromia and a considerable number (30%) in SNNPR are responsible to undertake their households' work chores for half to a whole day. Of the different types of housework girls need to undertake, fetching water (89.3%) and cleaning home (85.3%) required a considerable amount of time and energy as in most cases. This is the main reason why many girls particularly in Oromia are currently not enrolled in formal schools. While 66% have never been to a formal school at all, 30% of the sampled girls have been enrolled in a formal school.
- Amongst the overall 1,066 sampled girls for this study, 18.1% were married while 10.6% have experienced early marriage. Oromia takes the lion's share in both statuses with 31.1% married and 18.1% of sampled girls in the region experienced early marriage.
- According to girls' survey, 16.3% of the girls sampled for this study are teenage mothers. The majority of girls having a child/child (28.2%) are from Oromia and only 2.6% are from SNNPR.
- As per the formal employment status of sampled household heads, the majority are either self-employed or unemployed. Most surveyed heads of households are illiterate and have never attended school.
- The respondents mentioned several reasons that made the travel to school unsafe for girls with long distance being the most referenced one. 28.8% would travel for 31 minutes to an hour to reach a nearby school. In both regions, around 10% of girls could walk one to three hours to reach a school nearby. Long distances of schools from homes (61.7%), heat or rain (51.1%) and poor roads (28.7%) were found to be the major commonly-shared causes of unsafe journeys. Of the respondents who chose long distance being one of the major causes for unsafe journeys to school, 64.9% are from Oromia and 50% are from SNNPR. Considering the pertinence of the safety issues in both regions, it is worth noting the following problems that were chosen as the major causes for unsafe travel to schools there:
  - Environmental disruptions (e.g. flood, landslides, fires): 35% of respondents in SNNPR.
  - Conflict, violence, open fighting: 17.6% in Oromia.

- Wild Animals: 15% of respondents in SNNPR.
  - Abduction for marriage without consent, Rape: 15% in SNNPR
  - Traffic: 15% in SNNPR.
- Sampled girls described a number of school-related issues that pushed them to the verge of dropping out of education. The most widely recognized barriers are related to poor infrastructure quality of the establishments and the lack of adequate resources to provide the basic educational needs girls have in order to stay in school and learn well. Boys were also said to be treated better than girls. Although a considerable regional variation exists, girls in interviews and focus groups reported feeling equal to boys, and mostly reported that their teachers treat them similarly demonstrating that this issue might be too sensitive to discuss outside of a questionnaire or survey context. In Oromia, 32.3% of the respondents revealed that the delivery of lessons was too slow for them as it was for the 15.4% of girls in SNNPR. On the other side, 9.3 % (similarly in both regions) of respondents consider lessons as too fast.
  - The vast proportion of sampled girls across the regions agreed with the fact that going to school is important for their future plans, and that children- boys and girls with or without disability all have the right to go to school. In Oromia, 81.6% sampled girls have positive perception towards schooling. In SNNPR too, 91.3% agree. Unlike Oromia, caregivers in SNNPR (84.3%) tend to favour their children joining college or university. In Oromia, only 44.4% of caregivers stated that their girls should make it to college or university. On the whole, 72.1% of caregivers across both regions believe that girls are as likely as boys to use their education in their lives. Accordingly, most caregivers agreed with the advantage of sending their girls to school even when funds are limited. In a similar question, 84.8% of caregivers in both regions agreed that school is important for teaching girls how to grow up.
  - 47% of the respondents from both regions implied that girls' education agenda are rarely or never raised in any type of community meetings. Out of the 412 respondents who have participated in community conversations, 7.8% stated that girls' education issues are often raised in community meetings, while 44.9% said it is only sometimes. In the meantime, 49.7% from Oromia and 41.7% from SNNPR said meetings of those types sometimes raise girls' education issues.
  - It is surprising that 31.7% of the girls in both regions have not heard of COVID-19 after more than two years of its presence as a pandemic in Ethiopia. It is worth to mention here how COVID-19 has affected the girls' education. In this regard, 30.6% of the girls reported that they left formal school due to the pandemic. 38.2% of the girls also responded that they had less food to eat because of COVID-19.
  - The average literacy and numeracy scores of girls aged 10-14 did not go beyond 28%, which indicates that their level of literacy and numeracy is very low. Girls aged 15-19 scored relatively better in the tests with an average score of 46.7%, which is higher than girls aged 10-14. The vast majority of girls in all age group from Oromia did not perform well on the numeracy test (average score of 48.8%), compared to the girls in SNNPR (average score of 65.6%). Oromia is with a high proportion of girls (70.7%) who have never been to school.

Overall, this report demonstrated and identified the common barriers direct beneficiaries are facing to learning and transition in spite of their age differences. Therefore, the indicators already put in place by the project are appropriate enough to achieve the Intermediate Outcomes in the process of implementation. CHANGE has already considered almost all the major barriers identified in this study.

The project ToC considers many possible barriers on the level of households/ communities, schools/ institution, and system. In the meantime, however, paying special attention to the following critical areas will positively impact the outcome of the project:

- Project sustainability: When it comes to the commitment of the community and system in dealing with girls' education issues, opposite results were obtained. In all the regions, girls' education issues are scarcely raised and barely addressed (e.g., during community meetings). This could negatively affect the sustainability of the project in a way that practicality is missing more than the theoretical knowledge of the aspect amongst the community and system. Therefore, OPI 4.1 and 4.2<sup>1</sup> would require utmost attention and intervention for the better sustainability outcome of the project.
- Borena in Oromia has nomadic pastoral communities often moving from place to place in search of water for their household and livestock. This region has a lot of commonalities in the barriers their girls face to education. Despite the fact that a high level of positive perception towards girls' education is registered in the region, the majority of their girls have never been to school and those who were, have already dropped out. Therefore, focusing on the fact that livelihoods in these regions are never stable would lead to intensified education and economic interventions on the households, communities, systems, and schools' level in these regions to achieve the desired IOs 1, 2 and 3.
- A considerable number of girls in both regions (23 % of respondents in Oromia and 38 % of respondents in SNNPR) have had the chance to be enrolled in a formal education. However, the girls demonstrated low literacy levels in the test. Even though the perception of the community towards educating girls is very positive, the girls in these regions have ended up dropping out of school due to supply-side barriers. They mostly require economic empowerment, physically accessible schools with all the necessary basic facilities such as potable water, and the commitment of concerned official stakeholders to achieve all the proposed IOs.

## 2. Introduction

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The Foreign, Commonwealth and Development Office (FCDO) of the United Kingdom established the Girls' Education Challenge (GEC) as a flexible funding mechanism that aims to provide a range of interventions in FCDO partner countries to help girls overcome the diverse gender-specific obstacles they face in enrolling and staying in school for learning. Through the GEC's Leave No Girl Behind (GEC-LNGB) fund, FCDO has financed CHANGE: Improving Access to Education in Ethiopia for Most Marginalized Girls project (the CHANGE Project). This project is implemented by People in Need (PIN), along with international partners Concern Worldwide (CWW), Helvetas and Welthungerhilfe (WHH), and local implementing partner Friendship Association Network (FSA), with technical support provided by the Italian Association for Aid to Children (CIAI). It is a five-year project that is scheduled to run from 2019 to 2023, with a six-month extension, aiming at reaching out-of-school (OOS) adolescent girls from the four selected Ethiopian regions of Afar, Amhara,

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<sup>1</sup> The logframe has been revised after the process of baseline data collection and report writing. In the updated logframe, we could replace these indicators by the following ones: OPI 4.1, (# of community sensitization events conducted (disaggregated by community event/awareness campaign types)) and OPI 4.2 (# of functional community action groups established)

Oromia and Southern Nations, Nationalities and Peoples' Region (SNNPR). The project addresses the underlying barriers that prevent girls from leading healthy, safe and educated lives.

The CHANGE Project seeks to employ a cohesive approach of reaching highly marginalised girls who are not supported by other education interventions. The project is being implemented through a multi-pronged approach that addresses the demand and supply side barriers to education across the multiple levels: households and communities, schools and institutions level, and systems. It aims to promote the learning, transition and communal support of girls by establishing Alternative Basic Education (ABE) and Integrate Functional Adult Literacy (IFAL) programmes, training teachers in child-centred and gender-sensitive techniques, creating supportive transition programmes to help girls progress to formal education and employment or Income Generating Activities (IGA), sensitising wider communities to promote girls' education, and supporting government structures to develop improved policy.

The CHANGE Project has three expected outcomes:

1. Improved learning outcomes and life skills for highly marginalised girls,
2. Increased transition rates for highly marginalised girls at key points in their pathway, and
3. Improved community and government support, acceptance, and commitment to sustain girls' education.

Achievement of the above three outcomes will lead to the attainment of the main objective of the project: improved life chances of OOS highly marginalised girls in Afar (Awsa), Oromia (Borena), SNNPR (Gedeo) and Amhara (South Wollo) zones in Ethiopia.

At the intermediate outcome level, CHANGE aims to:

1. Increase girls' enrolment, re-enrolment and attendance in alternative/accelerated learning centres,
2. Improve the quality of teaching and the inclusivity of learning environments to support equitable access to education for girls,
3. Enable marginalised girls to acquire relevant skills that are important for overcoming social, economic, and contextual factors that contribute to them being left behind in life,
4. Improved willingness of communities to foster positive social attitudes towards girls' education and their progression in life, and
5. Strengthened partnerships with government and other key actors to influence zonal and woreda level policy, systems and practice.

This will be achieved through five strategic outputs:

1. Provision of flexible ABE and IFAL/learning support programmes for out-of-school girls (aged 10-19),

2. Teachers and facilitators are trained in child-centred teaching methods, gender sensitive approaches, child protection and adolescent development in improved learning environments,
3. Alternative programmes are introduced to support girls to transition to formal education and/or (self-) employment,
4. Communities (including parents, men, and boys) are sensitised to actively promote learning opportunities for girls, and
5. Government structures are involved and pursue policy improvements targeting girls' education.

The direct participants targeted by the project are girls aged 10 to 19 years old who are not in formal school. Most of the girls in the target groups are highly marginalised and have either never attended school or dropped out at an early age without having acquired any literacy or numeracy skills. These girls need support to enter or re-enter and remain in the formal or alternative education system. All target girls are likely to be engaged in domestic work, including taking care of younger siblings and sick parents, as well as other responsibilities that include milling, fetching water, firewood collection, constructing houses, food preparation, assisting at farms, milking camels and cattle herding.

Specific sub-groups of beneficiaries are girls with one or more of the following characteristics:

- Disability,
- Experienced child, early and/or forced marriage and childbirth,
- Have intermittent access to education,
- Lack physical access to education,
- Living in extreme poverty, and/or,
- Responsible for highly burdensome domestic work.

At present, the project is in its fourth year of implementation. A total of four cohorts (three for Afar and Amhara) will be part of the lifecycle of the project. A baseline evaluation was conducted with the first cohort of the project (cohort 1) in March 2020. A comprehensive set of data was collected from different sources to provide benchmarks against which progress can be measured. The findings of this study were used to guide program staff, partners, and beneficiaries (both direct and indirect) in the process of achieving the program's stated objectives. Most importantly, the evaluation helped to benchmark baseline values for the indicators presented in the project's Monitoring, Evaluation and Learning (MEL) Framework to measure the results and impact of CHANGE over time during the midline and end line. However, re-contacting many of the baseline first cohort girls for the midline evaluation was not possible due to high attrition rate of the girls in the project. As a result, another baseline is conducted with new entrants of the project participants (cohort 3) to ensure appropriate impact evaluation will be conducted with the same cohort at completion of the project. In other words, a baseline evaluation is conducted with the third cohort project beneficiary girls. However, this new baseline is only conducted in Oromia and SNNPR taking out Afar and Amhara due to budget constraints and the current volatile conflict environment in the regions. Concurrently, an Impact Review has been conducted with the first cohort of the project beneficiaries to learn what has worked and what has not worked in the project to fine tune project activities and approach for the remainder



of the project period. Detailed report on the First Cohort Impact Review is prepared in a separate document and submitted to PIN.

The baseline and endline evaluations in Oromia and SNNPR will identify, track and analyse the impact of the project on target project participants and assess the delivery, effectiveness, value for money (VfM) and sustainability of the project as well as the results of the project. This evaluation is evidence-based in assessing the effectiveness, impact and sustainability of the CHANGE Project's interventions in reaching its intended outcomes and improving the life changes of OOS marginalised girls. This report presents an overall evaluation approach and research design, findings, conclusions and recommendations. The evaluation approach presented is in line with GEC evaluation guidelines and ensures a logical approach to data collection, analysis and report-writing. With such an approach, the Evaluation Team focused on clearly measuring and assessing CHANGE's outcomes and results, while also integrating the complexity of a gender- and disability-sensitive evaluation. JaRco works closely with PIN, Helvetas and other stakeholders to carry out the full evaluation.

### **3. Background and Project Context**

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#### **3.1. Current Project Status and Contextual Background**

At present, the project is in its fourth year of implementation and has so far reached 10,982 marginalized girls across all intervention regions: Amhara (South Wollo– 2,957), Oromia (Borena– 2042), SNNPR (Gedeo– 5,441), and Afar (Awwsi– 542). Two cohorts of project participants have already been enrolled in the project with the exception of Afar. Despite interruptions to project activities, mainly caused by COVID-19 and security in some parts of the project area, the project remained active in all project implementation areas.

In Afar, maintaining attendance of girls was particularly challenging due to project disruption caused by COVID-19 in year two and, to a lesser extent, in year three, which significantly impacted the continuation of the program in this region. Most of the areas in which the first cohort of girls resided also experienced internal displacement due to heavy floods in summer 2020 and volatile political unrest (for example that related to ongoing conflict on the Afar, Somali and Tigray regional borders). Out of the original 1,229 girls that were enrolled in first cohort, 542 were able to re-start their education in the project. The second round of cohort enrollment was not conducted in Afar due to ongoing security issues.<sup>2</sup>

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2 The conflict between GoE and TDF highly affected the Afar and Amhara regions by creating a hostile situation directly in the project implementation areas. Due to the conflict, many school facilities were destroyed, thousands of families, school communities and gov't officials from the intervention woredas were displaced. In addition, the outrage of the war indirectly affects neighboring woredas through restriction of movement (road blockage & IPs security alert), displacement because of the fear of the expansion of the

COVID-19, drought, flooding and insecurity issues have had direct and indirect impacts on the implementation of the project. As per community assessments conducted by project partners, the following major project intervention adjustments were considered for the Teaching and Learning intervention component to enhance the project accessibility:

1. **Shortening the duration of the teaching program and adjusting syllabi:** project partners in Afar, Amhara and SNNPR decreased the number of years of Teaching and Learning program from 2-3 years to 1-2 years (See table 1 below). Also, an accelerated T&L approach will be used to implement cohort 4 to complete the cohort within a 6-month period. With regard to the content of education, there are ABE and IFAL classes in SNNPR and Oromia, while in Amhara the intervention only focuses on IFAL. In Afar, the intervention is neither ABE nor IFAL, but instead is a simply one-year program focusing on literacy and numeracy.<sup>3</sup>
2. **Decreasing/number of cohorts:** in Afar cohort 2 beneficiaries were not enrolled. Also, in Amhara, the number of cohorts decreased from four to three.
3. **Focusing on Self-Help Groups (SHGs) rather than Technical and Vocational Education and Training (TVET):** as per the project's initial intervention indicators, girls aged 10-14 were expected to attend ABE level 1-3 classes to transition to a formal school or TVET education. For girls aged 15-19, IFAL classes level 1-3 were the intervention pathway to help them attend formal schools or TVET education, or to support them in joining SHGs and start working to generate income. This has been thoroughly revised by the project.

Based on project assessments conducted particularly in Afar and Borena, it has been decided to not implement TVET but rather switch to working with locally available craftsman that can offer skill training that is tailor-made to the real needs and requests of the target communities. Also, such intervention will help come closer to the girls (rather than girls going to TVET colleges that are usually not accessible in rural areas). Even in Amhara, where TVET colleges are more accessible, it has been decided, based on the feedback from the girls and communities that more focus will be put on SHGs rather than TVET. Majority of the girls proved to be interested in SHGs, based on the

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war, and diversion of attention to the war by key gov't actors whose support is needed for the implementation of the project.

*Ethiopia situation overview (paragraph 3), OCHA:* <https://reports.unocha.org/en/country/ethiopia/card/5EhBh4Xf5z/>

*Afar and Amhara Regions: Report on Violations of Human Rights and International Humanitarian Law in Afar and Amhara Regions of Ethiopia, EHRC:* <https://ehrc.org/afar-and-amhara-regions-report-on-violations-of-human-rights-and-international-humanitarian-law-in-afar-and-amhara-regions-of-ethiopia-published/>

<sup>3</sup> Accelerated teaching and learning approach refers to any attempt to speed up the teaching and learning process and achieve the desired learning outcomes faster and more efficiently than through more traditional arrangements and approaches. It is a method of instruction that provides an atmosphere where students are able to absorb and retain concepts by overcoming traditional barriers of learning



internal assessment conducted by Concern Worldwide (CWW). Hence, more emphasis is going to be given to work with SHGs than originally planned.<sup>4</sup>

<u>Region</u>	<u>Intervention</u>	<u>AY 2019/2020</u>	<u>AY 2020/2021</u>	<u>AY 2021/2022</u>	<u>AY 2022/2023</u>
<b>SNNPR</b>	<u>ABE</u>	<u>1 (C1)</u>	<u>2 (C1+C2)</u>	<u>3 (C1+C2+C3)</u>	<u>2 (C2+C3)</u>
	<u>IFAL</u>	<u>1 (C1)</u>	<u>2 (C1+C2)</u>	<u>2 (C2+C3)</u>	<u>1 (C3+C4)</u>
<b>Oromia</b>	<u>ABE</u>	<u>1 (C1)</u>	<u>2 (C1+C2)</u>	<u>2 (C2+C3)</u>	<u>1 (C3+C4)</u>
	<u>IFAL</u>	<u>1 (C1)</u>	<u>2 (C1+C2)</u>	<u>2 (C2+C3)</u>	<u>1 (C3+C4)</u>
<b>Amhara</b>	<u>IFAL</u>	<u>1 (C1)</u>	<u>2 (C1+C2)</u>	<u>1 (C3+C4)</u>	<u>1 (C4)</u>
<b>Afar</b>	<u>A one-year program</u>	<u>1 (C1)</u>	<u>1 (C1)</u>	<u>1 (C3)</u>	<u>1 (C4)</u>

Table 34: Project Cohort Overview

Key:

- C1: cohort 1 started during the Academic year 2019/2020
- C1 +C2: cohort 1 continues in the academic year 2020/21 and cohort
- C1+C2+C3: cohort 1 and cohort 2 continued in the academic year 2021/22 and Cohort 3 started
- C3+C4: cohort 3 continues in the academic year 2022/23 and C4 started (Cohort 4 will be completed in the same academic year through an accelerated T&L approach)

### 3.2 Third Cohort Baseline Evaluation

This Report is prepared for the project’s third cohort (Year 3 new entrants) baseline study that is only conducted in Oromia and SNNPR to establish benchmarks for a longitudinal assessment of the project’s effective and sustainable impact. Due to the current volatile and escalating internal conflict in Amhara and Afar, coupled with additional budget constraints for the evaluation, the ‘Third Cohort Baseline’ study only covered Oromia and SNNPR.

Conducting another baseline is deemed important in implementing a cohort (longitudinal) study approach for the evaluation of this project. Using the previous baseline findings from the first cohort as a benchmark to conduct a follow-up cohort study during midline phase of the evaluation was not possible due to high attrition rate of girls from the project. It had previously been assumed that it would not be possible to reach 30% of the girls sampled in the baseline evaluation of first cohort participants in this evaluation, but that 70% would be re-contactable. This assumption of a 30% non-response rate considered girls’ marginalization, and mobility contexts under ‘normal circumstances’<sup>5</sup>. However, the assumption of a 30% non-response did not account for girls not being contactable (and hence being counted as non-responses) during the next step of the evaluation because of COVID-19

<sup>4</sup>Annual Project Report (APR) Y3: July 2021

<sup>5</sup> Normal circumstances can be understood as marginalized girls’ typical mobility nature due to search of job and/or moving to another place due to marriage or other related issues.

and the ongoing civil conflict (particularly in Afar and Amhara), as these had not yet occurred. These factors increased the attrition rate of project beneficiary girls, especially in Afar and Amhara, where conflict has been ongoing since November 2020.

As such, tracking at least 70% of the girls sampled for the first cohort baseline evaluation was not possible, with only 46% of these individuals found to be contactable for the study. Consequently, the third cohort baseline assessment is conducted with year 3 project new entrants (cohort 3) which is referred to as the ‘Third Cohort Baseline Evaluation’ in this document. The same cohort of girls sampled for this evaluation will be re-contacted for the endline survey at the end of the project’s lifecycle. This approach will provide more detailed evaluation and explanation of the project’s impact by assessing the progress of the same girls over the course of the project.

#### **4. Third Cohort Baseline Evaluation Survey**

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A baseline survey of girls from cohort 3 (new entrants) is carried out to collect a comprehensive set of data to provide benchmarks against which progress can be measured over the course of the project in Oromia and SNNPR. The findings of the baseline survey will be used to guide programme staff, partners, and beneficiaries (both direct and indirect) towards successfully achieving the programme’s stated objectives by providing valuable information that can be used to fine-tune the CHANGE project approach, strategy and activities.

Project participants girls (new entrants) are assessed on their previous schooling environment if they had a chance of enrolment before, learning outcomes and other relevant indicators. The knowledge, attitudes, and practices of wider community members in relation to girls’ education are also assessed and benchmarks set. Assessments are also made regarding the institutional capacity assessment of Woreda Education Offices (WEOs) and schools, with particular emphasis on promoting sustainability of the project activities and outputs following project completion.

This report describes the objectives of the third baseline evaluation and the methodology to be used. It also provides an overview of the study design, tool development, sampling procedures, data collection methods, findings, conclusions and recommendations. JaRco’s procedures for data collection, management and storage are discussed in addition to data quality assurance.

#### **5. Purpose and Scope of the Evaluation**

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The overarching evaluation questions reflect that PIN and FCDO seek to understand the effectiveness of the project in supporting the learning and development of highly marginalised girls, the impact of the project on their learning and transition to positive outcomes, what works in facilitating their positive transitions, and the sustainability of GEC activities in delivering impact and leveraging additional investment. The evaluation requires measurement of impact and in-depth analysis of the

drivers of change – essentially answering *what* and unpacking *why*. The evaluation assesses progress against the targets set in the CHANGE log-frame and provides transferable knowledge that can be used to inform course-correction, scalability and replicability. The evaluation objectives are both summative – measuring the results and impact of the CHANGE Project for accountability and learning – and formative – informing project staff and stakeholders on lessons learnt for ongoing implementation, improvements, course-correction and scale-up/replication.

The specific objectives of the longitudinal evaluation are to:

1. **Measure outcomes according to the Theory of Change:** produce a statistically significant dataset that facilitates comparison of indicators over time, before and after the project’s implementation, according to output-level indicators. This should facilitate tracking of results, including learning outcomes, enrolment rates, supported ABE/IFAL centres provided, and number of girls supported with life/employment skills, TVET and local life skill training, disability-sensitive employment, number of SHGs and IGAs, as well as the quality of such support provided.
2. **Understand marginalisation and contexts:** investigate the links between regional/zonal contexts, different dimensions of marginalisation (for example poverty, disability and length of time girls have been OOS), CHANGE’s activities and girls’ learning and attendance outcomes.
3. **Evaluate project interventions according to the three evaluation criteria:** developing and utilising an evaluation approach that answers the overarching questions in the terms of reference, which are centred around GEC-LNGB’s programme-wide and CHANGE’s project-specific evaluation criteria: effectiveness, impact and sustainability.

The approach used to evaluate the project intended to track, identify and assess the impact of the CHANGE Project on the target project participants – these include highly marginalised girls aged 10-19 that are out of school in the two regions - Oromia (Borena) and SNNPR (Gedeo).

The evaluation team will benchmark baseline values for the indicators presented in the MEL Framework, measure the results and assess the impact of CHANGE over time during the endline assessment, and evaluate the overall change between the baseline and endline in treatment areas. A comprehensive set of data were collected and triangulated using a mixed-methods approach including primary and secondary qualitative and quantitative data. This generated strong evidence on how well the activities are leading to the expected outputs, intermediate and primary outcomes, and overall objective of the project.

## 5.1 Evaluation Questions

### Major (leading) question

What impact did the project have on improving the life chances of highly marginalised girls?

**Specific Program-wide questions:**

- What impact did the GEC funding have on the learning outcomes of girls?
- What impact did the GEC funding have on the transition of highly marginalised girls into education/learning/training or work opportunities?
- What works to facilitate the transition of highly marginalised girls into education/ training/ employment and to increase their learning outcomes?
- How sustainable were the activities funded by the GEC and was the programme successful in leveraging additional interest, investment, and policy change?
- How successfully did LNGB projects reduce barriers to full participation in formal education or vocational education for highly marginalised girls?

Table 35: CHANGE project categorized evaluation questions

CHANGE Evaluation Criteria	EFFECTIVENESS	IMPACT	SUSTAINABILITY
CHANGE Evaluation Questions	<ol style="list-style-type: none"> <li>1. How effective was the project in improving the enrolment, re-enrolment, and attendance of OOS girls (including those with disabilities) in education at alternative/accelerated learning centres?</li> <li>2. How effective was the project in developing OOS adolescent girls' cognitive and non-cognitive life skills to help them overcome social, economic and contextual factors that leave them behind in life?</li> <li>3. How effective was the project in reaching its goals in terms of VfM (effectiveness, efficiency)?</li> <li>4. Were project interventions found to be relevant with the project broadly investing in the right things? (VfM: relevance)</li> <li>5. How effective was the project in achieving outcomes in the face of COVID-19 and the political unrest observed in the country?</li> </ol>	<ol style="list-style-type: none"> <li>1. What impact did the project have on the learning and transition of marginalized girls, including girls with disabilities?</li> <li>2. How and why was this impact achieved?</li> <li>3. What is the role of the project's specific components, such as SHGs, in girls' transition to positive outcomes?</li> <li>4. How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for OOS girls to pursue their life plans?</li> <li>5. How and why was this impact achieved?</li> <li>6. Were there different impacts for different sub-groups?</li> <li>7. What impact did COVID-19, civil conflict and natural disasters have on the learning and transition of project beneficiaries?</li> </ol>	<ol style="list-style-type: none"> <li>1. How sustainable were the activities funded by GEC and was the project successful in leveraging additional interest and investment?</li> <li>2. To what extent does the project show evidence of sustainable outcomes, as measured by the continued provision of learning to direct beneficiaries in the absence of project funding? (VfM: sustainability)</li> </ol>

## 5.2 Scope of Work

JaRco conducted a baseline survey with the third cohort of the project focusing on a representative sample (details in chapter 8) of girls aged 10 to 19 years old from selected woredas in the two regions of Oromia and SNNPR to produce baseline data. JaRco was responsible for a range of activities in the fulfilment of the scope of work for this assignment, including:

- Liaising with PIN, implementation partner staff and regional government offices to manage all logistics and community mobilization as necessary,
- Planning data collection in selected kebeles and woredas in the implementation areas,
- Finalising a representative sampling procedure for cohort identification,
- Developing quantitative and qualitative tools, and providing technical expertise on methodological development,
- Translating tools and guidelines into local languages (Amharic, Gedeo and Oromifa),
- Recruiting and training a gender-balanced research team of field supervision and enumeration staff,
- Conducting high quality and closely monitored field testing of data collection tools,
- Conducting a baseline study to create data benchmarks,
- Managing overall logistics and coordination activities,
- Providing any administrative support for the completion of this assignment,
- Facilitating data entry of all data collected, and
- Carrying out data cleaning, analysis and report writing.

## **Evaluation Framework**

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### **6.1 Evaluation Approach**

A longitudinal study design is used to conduct the baseline and endline evaluations of the CHANGE Project over the remaining project lifecycle. A cohort was selected from the implementation areas in which the CHANGE Project is being introduced (the Intervention Cohort – from project’s Cohort 3).

Such longitudinal tracking of girls over the project lifecycle helps to demonstrate statistically significant outcomes contribution to the CHANGE Project. Sample beneficiaries were identified, interviewed and given learning assessments during the baseline study.

The household survey and learning assessment included questions related to girls’ location and status to facilitate future tracking for endline evaluation. Cohort tracking enables comparisons to be made over time and facilitate analysis of the contribution of the CHANGE Project to changes in girls’ lives over time.

Both quantitative and qualitative data were collected to inform baseline project evaluation. Assessment of government support status was conducted using qualitative and quantitative tools through asking stakeholders from WEOs and other stakeholders such as school leaders/ teachers/ ABE/ IFAL facilitators, Kebele officials and religious and clan leaders whether girls’ education agenda has officially been raised in stakeholder meetings and/or community forums, as well as how meeting attendees have dealt with such issues.

Table 36: Evaluation target groups

<b>Evaluation Target Groups</b>
Girls(aged 10-19) –subdivided by two age groups (10-14 and 15-19)
Women and Men (Primary Caregivers – aged 19+)
School leaders/ Teachers/ABE/IFAL Facilitators
Clan and religious leaders
Government offices (Woreda Education Bureaus, Schools, Woreda Women & Children Affair Offices)

## 6.2 Baseline Cohort Identification

A baseline cohort of girls was randomly selected from the Cohort 3 final project participant registration list of the project in Oromia and SNNPR. Data will be collected from the same study participants at the final stage (endline) of the project evaluation. The sample frame for selecting eligible households was based on identification of sample girls for the survey.

## Evaluation Design

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### 7.1 Type of Data Collected

Both quantitative and qualitative data were collected to inform the baseline project evaluation. This data was synthesized with regular process monitoring of output (log-frame) indicators. Table 4 shows the type of data collected, the tools used and the source of the data.

Table 37: Type of data collection and tools

Type of data	Tool	Data source
<b>Quantitative</b>	GEC Step Change Window Household Survey	<ul style="list-style-type: none"> <li>• Girls (aged 10-19)</li> <li>• Heads of households</li> <li>• PCGs</li> </ul>
	EGRA & EGMA assessments	<ul style="list-style-type: none"> <li>• Girls (aged 10-19)</li> </ul>
<b>Qualitative</b>	KIIs	<ul style="list-style-type: none"> <li>• Clan and Religious leaders</li> <li>• Kebele leaders</li> <li>• WEOs</li> <li>• Woreda Women and Children Affairs office</li> <li>• School leaders/Teachers/ABE/IFAL Facilitators</li> </ul>

	FGDs	<ul style="list-style-type: none"> <li>• Girls (aged 10-19)</li> <li>• Female Caregivers</li> <li>• Male Caregivers</li> </ul>
<b>Process Monitoring</b>	Log-frame output indicators	<ul style="list-style-type: none"> <li>• CHANGE</li> </ul>

**7.2 Quantitative Data**

During the baseline study, quantitative data were collected using household surveys among the cohort of girls aged 10 to 19, the heads of households where the selected girls are living and PCGs. Learning assessments (EGRA and EGMA tests) were also conducted among sampled girls. All survey interviews were only conducted with those who gave informed consent/assent.

**7.2.1 GEC Step Change Window: Household Survey**

Quantitative data were collected from April 27 to June 24, 2022 (in two rounds) to measure change in key barriers and enablers towards girls’ education, and knowledge, attitudes and perceptions regarding girls’ education and marginalisation. The survey measured the attitudes and perceptions from both sampled project participants girls and members of their households regarding future aspirations, perceptions of schooling, and access to schools/ABEs with appropriate infrastructure. The survey also collected data on socio-economic situations of respondents to assess the effectiveness of the CHANGE Project on outcomes relative to pre-existing factors. In addition, specific survey questions were included in the household survey to help evaluators identify girls with different characteristics such as those who:

- Experienced child, early and/or forced marriage and childbirth,
- Have intermittent access to education,
- Lack physical access to education,
- Live in extreme poverty, and/or,
- Responsible for highly burdensome domestic work.

To maintain confidentiality, remove group bias of other family members and gather the best possible data, all individuals in the household were interviewed individually. Female and male enumerators from the surrounding region were recruited and trained within each region.

Evaluations track the same cohort of girls from the baseline as they are representative of the beneficiary population. There is strict re-contact protocol in place (e.g., three call backs, calling at different addresses, and maintain records of family member names and addresses) to maintain the planned proportion of surveyed girls from the baseline into the endline.

**7.2.2 Learning Assessments – EGRA/EGMA**



EGRA and EGMA tests are standard tools developed by the Research Triangle Institute that are used in other GEC evaluations. These learning assessment tools were adapted based on the current curriculum of the ABE and IFAL in the project area. In addition, the learning assessment tools were compared and fine-tuned based on the previously used EGRA/EGMA test for the BL evaluation of the project (Cohort-1). The tools were used after the approval of PIN and the Fund Manager. These assessments test the level of literacy<sup>6</sup> and numeracy. Tests were administered in girls' local languages (the learning language of the girls).

Careful consideration was paid when administering assessments to girls who have impairments to ensure that the process was both accessible and representative of their abilities. The assessment itself was carried out in an environment where the girls feel physically comfortable and free from any distractions. Girls identified as having an impairment were not given assessment items that require that functionality, to respond meaningfully. Each version of the learning assessment includes a 'skip' instruction if the item is not appropriate for a learner because of their impairment.

The learning tests reflect the level of knowledge achieved regarding literacy and numeracy. The learning benchmark for CHANGE is set following completion of the baseline survey. Enumerators administered the tests to the cohort of girls on an individual basis at the household level on the same day as the household survey. It was expected that many of the girls within the sample were illiterate, which would limit the relevancy of the EGRA reading components. For this reason, two key competencies of the EGRA were selected to capture changes in learning outcomes – one which required literacy and one that did not. The two selected competencies are oral reading fluency and listening comprehension. Within the EGMA, deductive reasoning has been selected as the key competency to capture changes in learning outcomes, as this is not reliant upon literacy level. To ensure reading and numeracy skills are measured, rather than language ability, the language in which the EGRA/EGMA is administered was in the medium of instruction girls attend classes with in the project. The same girls will be re-contacted for the endline evaluation to maintain the cohort tracking design of the evaluation. As described above, there is strict re-contact protocol in place to facilitate assessment of the same girls over time.

EGRA and EGMA cover a range of sub-tests. All sub-tests selected by the CHANGE team were administered. Based on our experiences with GEC evaluations, the oral fluency section comprises a significant portion of EGRA. The test determines oral fluency by giving a value of words per minute (WPM). The WPM score measures and sets targets for the literacy component of learning under CHANGE project's intended outcomes. Standard timed EGRA/EGMA tests are usually administered with 60 seconds given for each timed sub-task. However, we have tested the tool in the past and girls who were given more time were able to answer more correct responses than when they were only given 60 seconds. As such, this evaluation focuses more on competency level than accuracy. Hence, for this study, 60 more seconds were added to give sufficient time considering that the majority of girls sampled for this study were out of school. The EGMA includes measures of both conceptual understanding and procedural fluency, such as number identification, addition, and subtraction. The

overall EGRA and EGMA scores are the aggregate means of the weighted sub-tests. Target for achievements in learning outcomes for each grade are established as a number of standard deviations of the test score of the grade above the baseline values (benchmark grades).

Past evaluation of GEC projects and educational research conducted by the evaluation team suggests that students sometimes perform poorly on an exam because the testing situation creates anxiety that hinders their capability which is why the WPM was changed to WP2M. The team was aware that a major concern with testing would be distinguishing whether the test is measuring the knowledge of the person in question or only how good they are at being tested. Girls may have low self-esteem, both academically and in expressing themselves, because of prevailing power relations such as gender, age, and marginalisation, and may lack educational role models. Field teams have worked to create a comfortable and low-stakes environment for girls to facilitate an accurate assessment of their knowledge. Ultimately, there is significant evidence that well-designed and conscientious research offers reliable information on gender, marginalisation and education and can therefore be used to calculate learning outcomes and the attitudes and practices present.

### **7.3 Qualitative Data Collection**

As part of the baseline evaluation phase, qualitative data was collected to answer the ‘*why*’ questions surrounding the results. Qualitative data collection took place concurrently with quantitative data collection. KIIs and FGDs were carried out with all target groups to further explore key evaluation questions and interrogate the Theory of Change. The qualitative data collection tools were designed to test the assumptions of the targeting and intervention processes followed, and to explore the experiences of those exposed to the intervention. The information can also determine whether any associations between intervention and outcome are causal and whether the intervention logic is working in the way expected. Unexpected outcomes and results were also identified in the field and presented in the report. The qualitative data was also used to triangulate information with the quantitative survey of the study.

#### **7.3.1 Key Informant Interviews (KIIs)**

KIIs were conducted from April 27 to June 24, 2022 (in two rounds) with:

- Kebele Officials
- Religious and clan leaders
- WEO Officers
- Woreda Women and Children Affair officers, and
- School principals/Teachers/ABE/IFAL Facilitators

These stakeholders were given priority to generate accurate information on institutional and social norms relating to girls’ marginalisation and its effects on educational outcomes, as well as institutional and social barriers faced by girls.

Interviews were only conducted with those who gave informed consent. Inevitably, some individuals might be uncomfortable, hesitant, or hostile to discuss the topic, because marginalisation and social norms related to gender may be considered taboo to discuss with non-community members. Some respondents might actively withhold information. However, to reduce the aforementioned effects, all KIIs were conducted by members of the core Evaluation Team who are experienced in introducing difficult topics and creating an environment of trust. A short interview guide listing the main topics to be covered under each evaluation question was used, with different guides created for different informants.

Unless otherwise requested by the interviewee, interviews were conducted at the workplace or in the typical locality of the interviewee. The Evaluation Team gathered all information needed in one visit so as not to unduly disturb the interviewee's work or personal time. All interviews were audio recorded and transcribed along with written notes taken by the interviewer.

### **7.3.2 Focus Group Discussions (FGDs)**

FGDs was conducted from April 27 to June 24, 2022 (in two rounds) with girls and PCGs to provide a greater depth of information and explore or explain the nature of causality and resulting changes that are observed in the quantitative data, in accordance with the Theory of Change. FGDs are particularly important in examining and interrogating the CHANGE Project's Theory of Change and assumptions underlying the interventions with key project stakeholders. This may include the assumptions and linkages between marginalisation of girls, the project's intervention outcomes and the overall impacts.

Separate discussions were held with the abovementioned target groups. Splitting the groups as such allowed individuals to discuss issues among their peers and people of their own gender and age range, allowing such sensitive topics to be broached with greater ease. The Evaluation Team is aware that respondents often give more details to those of the same sex, of a similar age, and who are familiar with traditional practices of their ethnic group. While complete privacy could not be guaranteed during the discussions, discussion leaders worked to create a trusting and culturally sensitive environment for all participants. Discussions regarding personal experiences of protection issues were held individually. FGDs with girls under 18 years old and/or not yet married were handled with particular care and used a range of exercises to encourage comprehension and free discussion. Mechanisms were also put in place to offer support for any participants that could be affected by the topics raised or those who wished to talk to someone privately about marginalisation and lack of access to education.

The optimal number of participants for FGDs is between 6 to 12 people. However, due to the current COVID precautions activities the number of participants was only between 6 to 8. Discussion participants were invited from areas of proximity to the FGD location. During FGDs, discussion facilitators guided the process using a semi-structured guide to ensure that the discussion remained

relevant. At the same time, they encouraged participants to elaborate on the points made so that depth can be achieved in the responses. Facilitators tried to ascertain how far opinions were representative of the whole group or just individual perspectives, and encouraged the participation of all members, rather than relying on answers of the most vocal participants.

## 7.4 Qualitative data handling and analysis

The qualitative data gathered from in-depth interviews and Focus Group Discussions were used to further explore Key Evaluation Questions for this baseline assessment. The tools were designed to test the assumptions of the targeting and intervention of the project through exploring the experiences of those exposed to the intervention. The qualitative data helped verify whether the intervention logic was actually workable in the way that it is expected or not. The primary purpose of collecting the qualitative data was for triangulation. Furthermore, preliminary analysis of the qualitative results also occurred in the field when findings were reviewed. This was done to ensure that the questions being asked were and remained relevant, and (where appropriate) continued to explore the matter in more depth rather than gather repetitive data. Overall, thematic analysis of the qualitative data is used in this report.

## 8. Sample Size Determination

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### 8.1 Sample Size Determination for the Quantitative Survey

To determine the sample size for the quantitative baseline study of cohort 3, a variable on which to base the sample size calculations and ultimately measure the final goal of the program was selected. The requirements for each indicator were considered in determining the sample size needed for the surveys. This was addressed through determining which of the indicators was likely to have the highest necessary sample size and using this to ensure the sampling requirements of other indicators were satisfied. The most important variable to measure was the proportion of girls who achieved above a desired proficiency among the selected learning outcome indicators. CHANGE would like to see changes of 8% proficiency level from the baseline due to its intervention. As a result, this figure is used as a change that the project would like to achieve for the main project indicator. Based on this assumption, the sample size for the cohort 3 was calculated using size determination formula for known population size which stated below:

$$n = \frac{n_o}{1 + \left(\frac{n_o - 1}{N}\right)}$$

Where,

$$n = D \left[ \frac{(z_{\alpha} + z_{\beta})^2 * p_1(1-p_1) + p_2(1-p_2)}{(p_2 - p_1)^2} \right]$$

*n = required minimum sample size per survey round*

*D=design effect (assumed in this case to be 1)*

*P1 =Average numeracy score (aggregate) of IFAL for the two regions, 34.9%; as it is obtained from cohort 2.*

*P2=a selected learning indicator - proportion of girls who achieved above a desired proficiency. In this case, based on the LNGB sampling guide, it has been estimated that 42.9% of the sample will achieve the desired proficiency levels in selected learning indicators. For the project area, the quantity (P2-P1) is the size of the magnitude of change it is desired to be able to detect, in this case the magnitude of change is 8% or 0.08.*

*Z $\alpha$  = the z-score corresponding to the degree of confidence with which it is desired to be able to conclude that an observed change of size (P2 – P1) would not have occurred by chance ( $\alpha$  - the level of statistical significance), and for 90 percent of degree of confidence the value of Z $\alpha$  will be 1.64; and*

*Z $\beta$ =the z-score corresponding to the degree of confidence with which it is desired to be certain of detecting a change of size (P2 - P1) if one occurred ( $\beta$  - statistical power), for the 80 percent of degree of confidence the value of Z $\beta$  will be 0.84.*

*N=total number of new enrolments for cohort 3 in Oromia and SNPPR regions i.e. 4783*

The formula above facilitated the sampling of a population from which statistically significant data were collected on the target areas (program level) in the Oromia and SNNPR regions. The initial sample size was 415. After considering a non-response rate of 30%, the total sample size of 536 girls were determined for the quantitative survey.

The sample size was further stratified by two main intervention groups based on their age (10-14 and 15-19) to facilitate measuring the effect of project activities that are tailored to each age group. To have statistically representative sample sizes in each group the same number of girl respondents was sampled, bringing the initial sample size to 1081. As such, all sampled girls took EGRA and EGMA tests for the baseline survey.

The 1081 samples girls distributed to both region by using population to proportion size (PPS). Considering the number of girls targeted by the project in each region and the number of household interviewed in each kebele/cluster, adjustments were made to bring the total sample household to 1066. Project beneficiary girls were primarily targeted during sampling process which led to the girls' household head and primary caregiver interviews.

Table 38: Quantitative sample distribution by region

Region	Total # of Cohort 3 entrants	# of Woreda	Total # of cluster/ kebele	Initial Number of sample distribution (PPS)	Final sample size after cluster/ kebele adjustment
SNNPR (Gedeo)	1980	3	6	506	496
Oromia (Borena)	2205	3	12	575	570
<b>Total</b>	4,185	6	18	1081	1066

## 8.2 Sample Size Determination for the Qualitative Survey

Table 39: Qualitative survey sample size

Region	No. of Woreda	Type	Interviews per Woreda	Total/ Woreda	Total No. of interviews
SNNPR	1	FGD	- 1 with mothers of girls 10-14 & 15-19 - 1 with girls aged 10-14 & 15-19 - 1 Fathers of girls 10-14 & 15-19	3 FGDs & 5 KIIs	8 (for the 3 FGDS, we had 10 mothers, 8 fathers and 8 girls)
		KII	- 1 Kebele Official - 1 Religious or clan leader - 1 Woreda level education officer - 1 Woreda level WCYA Officer - 1 school principal		
Oromia	1	FGD	- 1 with mothers of girls 10-14 & 15-19 - 1 with girls aged 10-14 & 15-19 - 1 Fathers of girls 10-14 & 15-19	3 FGDs & 5 KIIs	8 (for the 3 FGDS, we had 8 mothers, 7 fathers and 9 girls)
		KII	- 1 Kebele Official - 1 Religious or clan leader - 1 Woreda education officer - 1 Woreda WCYA Officer - 1 School principal		
<b>Total</b>	2	FGD	6	6 FGDs & 10 KIIs	<b>16</b>
		KII	10		

Random sampling technique was used to select girls based upon the estimated sample size to detect changes over time within the intervention areas. Final registration list of Cohort 3 girls who were registered to participate in the program was used as the sampling frame. The list of girls was provided by project partners. The randomly selected samples from the lists helped the evaluation team identify the actual girls and households where the questionnaires were administered.

## 9. Findings of the Baseline Evaluation

## 9.1 Key characteristic of subgroups and barriers faced

This section of the report includes specific information about baseline respondents, their key characteristic subgroups and barriers faced that result in education marginalization. For this study, the subgroups of beneficiaries are girls aged 10 to 14 and 15 to 19 that present the characteristics outlined in table 7 below. Note that the characteristics subgroups here are by no means wholly discrete but rather connected with one another. That means girls fall into more than one subgroup. Perhaps the most common ones are girls under early marriage and childbirth categories who are largely found in girls with high domestic chores subgroup. This section, therefore, further presents about the following subgroups and the pertaining barriers they face in their respective contexts:

- Girls with disabilities,
- Girls living in extreme poverty,
- Girls with lack of physical access to education,
- Girls with high domestic chores
- Girls experiencing early marriage and childbirth

Table 7: Key characteristics subgroups

Characteristic	Proportion of sample with characteristic%					
	Oromia		SNNPR		Total	
	ABE	IFAL	ABE	IFAL	ABE	IFAL
<b>Girls with disability</b>						
<b>No.</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>16</b>	<b>16</b>
<b>%</b>	2.0	2.2	3.0	8.2	2.7	3.4
<b><sup>6</sup>Girls living in extreme poverty</b>						
<b>No.</b>	139	250	259	53	398	303
<b>%</b>	69.5	67.6	64.9	54.6	66.4	64.9
<b><sup>7</sup>Girls with lack of physical access to education</b>						
<b>No.</b>	82	163	138	33	220	196
<b>%</b>	41	44	35	34	37	42
<b><sup>8</sup>Girls with high Domestic Chores</b>						
<b>No.</b>	155	347	113	36	268	383
<b>%</b>	77.5	93.8	28.3	37.1	44.7	82.0
<b>Girls experiencing early marriage</b>						
<b>No.</b>	2	101	1	9	3	110
<b>%</b>	1.0	27.3	0.25	9.28	0.5	23.55
<b>Girls experiencing early childbirth</b>						
<b>No.</b>	1	160	1	12	2	172

<sup>6</sup>Girls living in a household that is unable to meet basic needs without charity

<sup>7</sup>Girls that would walk for more than 31 minutes to a nearby school

<sup>8</sup>Girls who spend half to a whole day carrying out domestic work



%	0.5	43.2	0.25	12.4	0.33	36.83
N=	200	370	399	97	599	467
%	35.1	64.9	80.4	19.6	56.2	43.8
<b>Total N =</b>	570		496		1066	

According to all of the girls who participated in the FGD conducted in Borena, their families can't fulfill their educational expenses. Together with the economic factor, the socio-cultural setting of the community affects the decision of families in which they choose to send boys to school while leaving the girls to handle household chores in some conditions they couldn't send all their school-aged Children.

*"I am out of school because my parents have 5 children, they send two of their boys to school and I remain in the house to keep animals, to prepare food, etc. In addition, even if they want to educate me, they don't have more financial capacity to educate (more of) their children at the same time" (FGD with Girls age 15-19)*

*"Even if it gets better nowadays people laugh at us if we send our girls to school" (FGD with female caregivers)*

One of the major specific sub-groups incorporated in this project are girls with disabilities. Table 8 below demonstrates the percentages of sampled disabled girls included in the baseline survey from each region.

Table 8: Sample breakdown by region and disability (N = 32)

	<b>Oromia (N= 570)</b>		<b>SNNPR (N= 496)</b>		<b>Total (N=1066)</b>	
	No.	%	No.	%	No.	%
<b>Proportion of girls with at least one difficulty</b>	12	2.11	20	4.03	32	3.0
<b>Domain of Difficulty</b>						
Seeing	1	0.18	2	0.40	3	0.28
Hearing	2	0.35	8	1.61	10	0.94
Walking	2	0.35	8	1.61	10	0.94
Self-care	1	0.18	2	0.40	3	0.28
Communication	1	0.18	0	0.00	1	0.09
Learning	2	0.35	0	0.00	2	0.19
Remembering	1	0.18	0	0.00	1	0.09
Concentrating	1	0.18	0	0.00	1	0.09
Making friends	1	0.18	0	0.00	1	0.09

Overall, 32 girls with multiple types of disability were sampled for this study. Since the Washington Group (WG) disability questions administered for this assessment included multiple choices on different types of disability, the sampled girls had chosen more than one domain of difficulty- implying that one girl could have learning, remembering or hearing difficulty at the same time. The above table, therefore, reveals the different types of disability these 32 sampled disabled girls have - each number representing the types of disability the girls face.



More than half of the sampled girls for this study live under poverty. In particular, 68.2% of the girls in Oromia and 62.9% in SNNPR live in a household where their basic needs such as food, shelter, clothing, healthcare and education are not met. Table 7 above shows the distribution in detail. A notable number of sample girls in all the regions would walk on average for 31minutes to 3 hours to access a nearby school. Of the 1066 sampled girls, 42.3% in Oromia and 34.5% in SNNPR are in this subgroup.

The other prominent subgroups of this project are girls with high domestic chores. In this study, 88.1% of the sampled girls in Oromia and 30% in SNNPR are responsible to undertake their households' work chores for half to a whole day. This is the main reason why many girls particularly in Oromia are currently not enrolled in formal schools.

The girls' marriage and childbirth status related questions were also asked to girls. As it is shown in table 7 above, amongst the overall 1,066 sampled girls for this study, 18.1% were married while 10.6% have experienced early marriage. Oromia takes the lion's share in both statuses with 31.1% married and 18.1% of sampled girls in the region experienced early marriage. Similarly, 16.3% of the total sampled girls have experienced early childbirth out of which Oromia takes the vast majority (15.1% out of 1066). In other words, 28.3% of the sampled girls in Oromia region (161 out of 570) experienced early marriage.

A question was posed to the girls to find out about their previous formal education enrolment status. The question simply asked them if they have or have not been to a formal school no matter what level of grade they were when they dropped out.

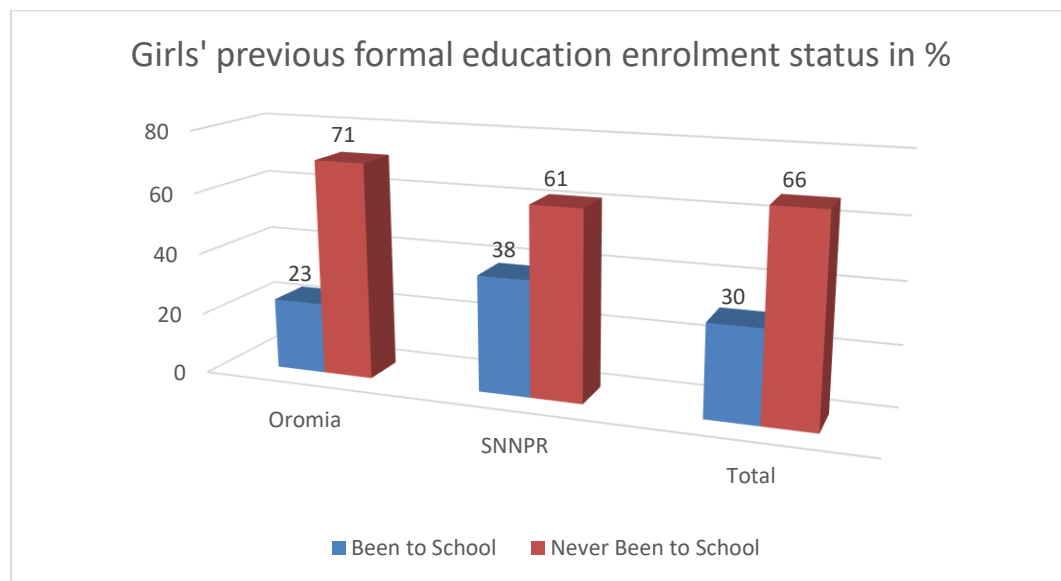


Figure 1: Girls previous formal education enrolment status

According to the girls' survey, out of the sampled 1,066 girls, 30% of the girls have been enrolled in a formal school while 66% have never been to a formal school at all. Proportionately higher numbers of sampled girls in Oromia have never been to school since these regions are hub for pastoralist communities with (recurrent) drought-prone areas often moving from place to place in search of water, which could affect their girls' school enrolment. Out of the overall sampled 570 girls in Oromia, 71% of them have never been enrolled in a formal education while only 23% were once enrolled showing that the majority of the girls in this region have never

had the chance to attend formal education. In SNNPR, the respondents reported that only 38% of them had once been to a formal school while 61% did not have the chance to do so.

## **9.2 Environment and context**

To identify the magnitude of barriers to girls' education and marginalization, understanding living environments and context is critical. Here, unique and common geographical and ecological features of the two regions are briefly presented. As mentioned in previous sections, project interventions take place in selected zones of the regions: Borena in Oromia and Gedeo in SNNPR. In this report, the zones are represented by their regions as a whole only for simplicity reason. It shall be also noted that all the information presented in the below section is taken from the qualitative data collected.

### **9.2.1 Oromia (Borena)**

#### **A. Remote, rural, isolated communities**

Borena zone in Oromia region is characterized as remote, rural, isolated communities. Many of the communities spoken with reside in remote areas with little-to-no infrastructure. One focus group of male caregivers expressed this in relation to the absence of schools around them as:

*“The journey to and from school was not safe for our girls. There is no suitable road in many villages. Most students go to school in the morning and return at night by crossing deep forests that might have a risk to their life. Since they go a very far distance, they might be raped and abducted on the road. If they faced this on the road, no one can reach them on time. Even there is no network on this long road.”* (FGD with Male Caregivers from Taltale, Borena)

This accounts for a great deal of the challenges faced by remote communities. Without adequate transportation links or possibility of moving between local areas, there are few opportunities to pursue lucrative means of making a living and attending school.

#### **B. Livelihoods and drought**

The inhabitants of the Borena zone in particular are pastoralists and agro-pastoralist, mainly depending on the sale of cattle for their livelihoods. The community is rural and residents see little opportunity to pursue other ways of life. While some people do report starting small businesses, much of this involves collecting firewood, and selling to the nearby city – an activity that yields low profits for strenuous activity and has negative environmental consequences.

Because there is limited water in the area, the population is heavily dependent on rain in order to graze their herds, as well as for drinking and household usage. In recent months, a severe drought has created particularly challenging situation where many farmers have reported leaving the area in search of more fertile land. Others simply wait for the rainy season to come.

That pastoralists often undertake seasonal migration (due to the dry, remote and rural nature of the environment in which they live), which reproduces the poverty and marginalization that these groups face. The current drought is severe for the community as summed up by the Female Caregivers during the FGD:

*“Since we are pastoralists, our source of income is from animal products. In addition to the animal products, we also get a small amount of income from commercials. In the past, we were getting enough income from animal production but now, we lost all of our animals due to drought. Therefore, we do not have any source of income at this time. We are not able to satisfy our basic needs like feeding ourselves and our children, and buying clothes for our children, etc.”* (FGD with Female Caregivers from Taltale, Borena)

This quotation underscores the challenges such individuals face: if they stay in one place, they might be more likely to eventually enjoy safe, equitable access to water, education and institutional support to help them reduce their poverty; on the other hand, they can hardly sit and wait for such support to come as the drought is too harsh.

### **C. Conflict and security**

The community was keen to stress that there is no violence or insecurity in the area and did not mention any conflict. The effect of border-related violence on local people can be seen as relatively minimal; most individuals were much keener to talk about other issues that impact on their lives. For example, when pressed as to whether war or violence had ever impacted their lives, a focus group of male caregivers stated: *“our environmental security especially political stability is very nice. The environmental-related incident that impacted our economy and disturbed our life was the prevalence of drought occurring last time. We lost our animals to the serious drought incident”* (FGD with Male Caregivers from Taltale, Borena). As such, any instance of conflict is currently a secondary concern for them when compared to the more immediate dangers of hunger, poverty and drought.

## **9.2.2. SNNPR (Gedeo)**

### **A. Livelihoods and drought**

Given the prevalence of coffee farming in most respondents’ livelihoods, climate plays a big role in their life. However, drought was not mentioned in this area. The main problem raised is shortage of farming land. As the Kebele official reported it: *“the source of income is agriculture for the majority of the community in the woreda. Although some community members are rich, some are medium and others are very poor. The life of poor community is extremely weak. Some individuals never have farming land. The community without land is exposed for challenges”* (KII with Kebele Leader from Wonago, Gedeo).

### **B. Conflict and security**

Respondents did not describe any conflict that would occur in the recent past. The Woreda Women, Youth and Children Affairs Officer remarked that *“there is no challenge related to peace in Wonago woreda”* (KII with WYCA Officer from Wonago, Gedeo). The report from the Kebele leader also supported this idea *“our community go to and come from outside peacefully without any security issue”* (KII with Kebele Leader from Wonago, Gedeo).

### 9.3. Barriers to school enrolment and attainment

#### 9.3.1 Economic Factors

Across both regions, the majority of the surveyed households (87.6% - 934 from 1066) are male headed, while 12.4% (132) are female-headed. In contrast to most males being household heads, the majority of sampled caregivers in households are females. Across regions, 91.5% (975 of 1066) caregivers are females, while only 8.5% (91) are males, with no major differences between the regions surveyed.

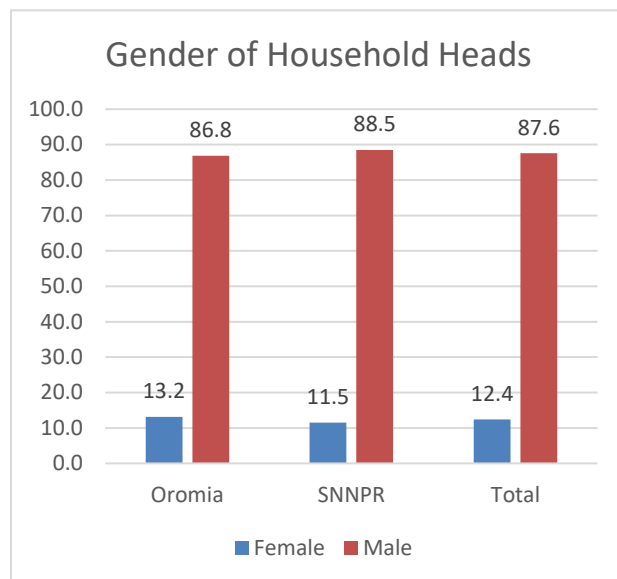


Figure 2: Gender of household heads

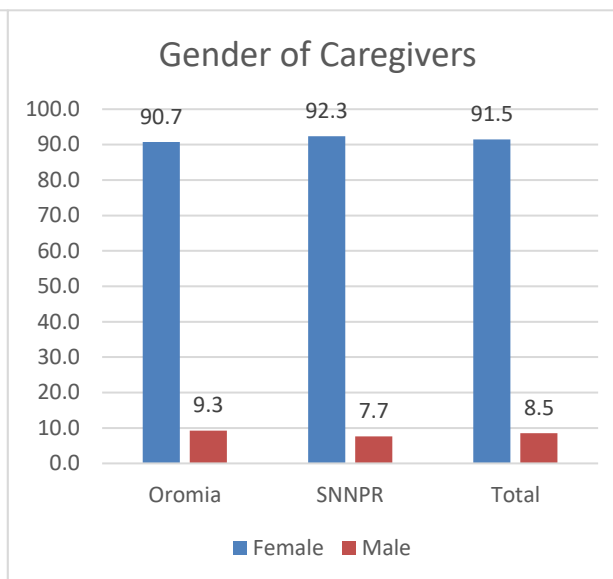


Figure 3: Gender of Caregivers

The relationship between caregivers and household heads can be categorized in two ways: caregivers are either the wives or husbands of the household heads or are, themselves, heads of the household. For instance, 69.4% (740) of the caregivers sampled for this study are wives or husbands of the head of households across the two regions, while 18.4% (196) of caregivers are, themselves, heads of the household. The data collected from household surveys show that the majority of caregivers are mothers of the sampled girls: 84.5% in SNNPR and 69.6% in Oromia are the mothers of the girls.

According to the data from household survey, across the two regions, 68% of households are run by heads who are farmers. Of the farmers surveyed, most of them use their produce to feed their household (51.2% of all household heads) than sell their products at the market (16.8% of household heads surveyed). As such, it is possible to infer that the majority of farmers lack the surplus possible to sell at market after feeding their own families.

Amongst the 1066 sampled households, 65.8% cannot meet their basic needs without charity or external help, while 24.4% are able to meet only basic needs, but cannot purchase extra things that are not regarded as essential. A relatively higher percentage of households in Oromia (68.2%) are unable to meet basic needs without charity compared to SNNPR (62.9%).

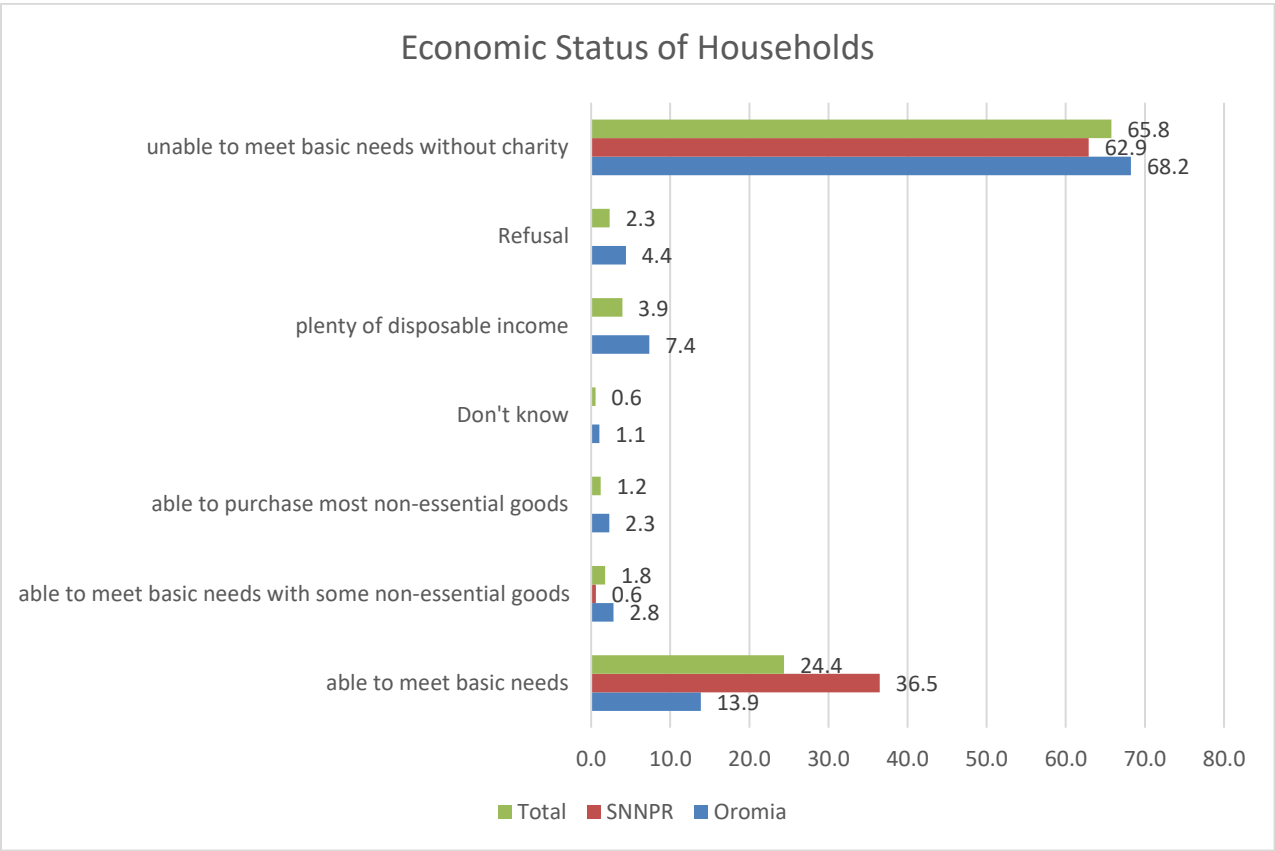


Figure 4: Economic Status of Households

A considerable proportion of sampled households were reported to have no or very little ability to satisfy family members’ basic needs. The majority of respondents (72.1%) said they have gone to sleep feeling hungry for more than two days over the past month. Only 10.7% households in Oromia and 13.3% in SNNPR reported that they have never gone to sleep feeling hungry over the past month.

It is worthwhile noting that this survey was conducted immediately after many Oromia respondents returned to their original residences. These respondents were internally displaced due to the drought. Moreover, given that different regions grow different crops, harvesting is likely to take place at different times, which affects household’s levels of hunger considerably – particularly given that so many respondents described their employment as farming for subsistence or marketing produce. It is recalled the data in Oromia was collected in June, which is a lean season for that area. As such, seasonality can affect hunger levels either directly or indirectly, if households lack produce to sell and hence lack the necessary income to purchase food.

On the other hand, across both regions, 31.9% (340) and 29.4% (313) sampled caregivers responded that they went without any cash income for all or many days over the past month. Sampled caregivers seem to struggle with generating cash income. In SNNPR for instance, only 2% (10 out of 496) of caregivers said they never lacked income, while only 21.4% (106) said they might lack income for only a day. In contrast, 29.2% (145) of caregivers in this same region indicated that they do not get cash income for many days and 24.2% (120)

said they almost never earned cash for a long time. In Oromia, as well, 38.6% of caregivers (220 out of 570) described their households' economic status saying as having been mostly without cash income over the past month. Seasonality ought to be taken into account here: SNNPR is a big coffee-growing region, with the harvest mainly occurring towards the end of the year. However, this survey was undertaken during the dry season which likely affected the results.

A particularly debilitating problem is a lack of clean water for household consumption, which has a negative effect on many sampled girls who spend considerable time fetching water for their families. Overall, 14.6% (156) of sampled households reported almost never having had sufficient access to clean water over the last month, while a further 30.2% (322) reported often not having enough. On the other hand, 15.3% (163) and 26.5% (282) said they went without sufficient water for just one or a few days in the past month. Only 13.4% of sampled households (143) across the regions indicated that they never experienced a lack of clean water at all during the past month, according to the sampled caregivers. A particularly severe lack of water was reported in Oromia where 22.3% (127) and 34.4% (196) of sampled respondents said clean water had not been available ever or on many days during the past month. 5.8% (29) and 25.4% (126) caregivers from SNNPR reported that they did not have enough water for most and many days in the past month.

Although many interviewees and focus group discussion participants described a lack of water, the issue was most consistently described in Oromia, where drought affects livelihoods and disrupts education to a considerable degree. During almost all conversations in Oromia, the impact of drought was mentioned. Many respondents spoke of the hopelessness of having to sit around and wait for the rains to come to begin farming again. Those with cattle described moving in search of water, with the teachers going as well because they, too, have no water at home.

Indeed, this is supported by interviews, in which hunger was stated as a key challenge in the lives of many participants. During focus group discussions and interviews, respondents characterized the nature of their livelihoods and farming at length. Those in Oromia, the region home to the highest percentage of farmer heads of household, described the pastoralist nature of their livelihoods, whereby they rear and sell cattle for a living – probably reflecting the high percentage of heads of household engaged in trade/sales farming as a means of income. However, they also noted that such a livelihood involves frequent seasonal migration in search of water for both their herds and themselves. Cattle-rearing was such a prominent feature in Oromia households that the majority of households described how their children were involved in such work – with one child usually remaining out of school in order to look after the animals.

As such, the professions referenced by both qualitative and quantitative research methods evoked a potentially unreliable, climate-dependent way of life yielding unpredictable, often very low incomes. During focus groups and interviews, primary caregivers (especially mothers) characterized the nature of their livelihoods and the prominence of farming in their overall ability to care for their families. Unlike household heads, who were more likely to be engaged in selling produce than using it for subsistence, primary caregivers tended much more to grow produce and use it for their families. Indeed, most of the professions that caregivers are involved in tend to be those close to the household, reflecting the overall nature of society that women are more likely to take on household tasks – which they cannot do as effectively if they work further from the home.

As per the formal employment status of sampled household heads, the majority are either self-employed or unemployed. In Oromia and SNNPR, 70.4% (401 of 570) and 86.7% (430 of 496), respectively, are self-

employed, while only 19.7% of respondents are unemployed. Formal employment was very or somewhat low across both regions, with 2.3% having employed head of households.

*Table 40: Employment status of household heads (in %)*

<b>Employment</b>	<b>Oromia</b>	<b>SNNPR</b>	<b>Total</b>
Employed	2.5	2.2	2.3
Self Employed	70.4	86.7	78.0
Not employed	27.2	11.1	19.7

Most of the interviewed respondents during KIIs described themselves as working in some capacity or other – whether daily labor, cattle-rearing, trade or agricultural activities. Indeed, no respondent stated they had nothing to do in terms of work, whether this consisted of domestic or household tasks, or other activities in the wider community – even supporting neighbours with their initiatives. However, whether the individuals surveyed universally considered such activity as ‘work’ in the sense of being employed is called into question by the quantitative data. Respondents were much more likely to state they were not employed in Oromia (27.2%) than in SNNPR which (11.1%) which does not necessarily mean that those in Oromia have less work to do than in SNNPR. The fact that all interview participants spoke of work in an activity-sense (rather than, necessarily, a formal employment-sense), the overall data suggests that conception of what amounts to having a job may be different across regions.

### *9.3.1.1. Low level of family education*

As an average across the regions, most surveyed heads of households are illiterate and have never attended school. Oromia takes the largest proportion of sampled heads of household that have never been to school, at 81.6% (465 of 570). Similarly, in SNNPR, 35.3% (175 of 496) heads of households had never had any schooling. However, it is worth considering SNNPR's figure distribution across the variables which entails that not many interviewed household heads in the region are likely to be illiterate. 18.5% (92) reported having attended grades 1-4 while 19.4% (96) had reached grades 5-8. As was seen with the head of households sampled for this study, the majority of primary caregivers, 79.6% (849 of 1066), have never been to school. Among the primary caregivers who have never been to school, 86.1% (491 of 570) are from Oromia and 72.2% (358 of 496) are from SNNPR. A small number of caregivers attended school, with 2.8% (30) of respondents attending pre-primary; 8.8% (94) attending grades 1-4 and 4.3% (46) who were in grades 5-8.

Some interviewees during KIIs commented on how a lack of education is a vicious cycle in that educated parents are more likely to want to educate their children than those that have not received any schooling. Participants of numerous focus groups from SNNPR, for instance, stated how parents’ and communities’ lack of education affect girls’ education. They clearly indicated that “our parents should be informed first on the importance of girls’ education. Then our society will have positive attitude towards girls’ education” (FGD with Girls from Wonago, Gedeo).

Although the feeling was that girls from literate families are more likely to be supported with the necessary environment that facilitates learning, caregivers during FGDs also stressed that this does not mean that girls with illiterate families have no chance to access education. Indeed, during the focus group discussions with mothers in SNNPR, no one had any form of education at all. However, the mothers agreed that education is important for girls to improve their lives and the lives of their families. Many families described how important



it is for their children to stay in school because they, themselves, are illiterate and view their lack of education as a key reason for their current precarious economic and employment statuses.

That so many girl respondents are unemployed or mostly undertake domestic chores as a primary form of work, goes some way in explaining girls’ anxieties or uncertainty regarding their destination after schooling as well. Although some during discussions mentioned wanting to become physicians, pilots, engineers and teachers, during later stages of discussions, several also reflected on the fact that they did not quite know how their education would help them in later life. A lack of clear role models in their lives in the form of caregivers with sustainable, well-paid employment that requires a degree of education provides a critical barrier towards girls’ motivation to remain in school: many simply cannot imagine the lives that education will help them lead after.

Almost all girls in both regions were involved in household chores. Of the different types of housework girls need to undertake, fetching water (89.3%) and cleaning home (85.3%) required a reasonable amount of time and energy as in most cases. Especially in rural areas with a lack of clean water, fetching water requires people to travel or walk to considerable distances. This particular task is executed by relatively larger number of sampled girls in SNNPR (96.8%) compared to the other types of housework girls need to undertake.

Many surveyed girls for this study also involve in more than one activity in a day. They also help with agricultural works including helping to cook (68.9%), washing clothes (62.7%), gathering firewood (55.4%) and guarding livestock (39.1%).

**Time spent by girls doing all the above-mentioned housework every day**

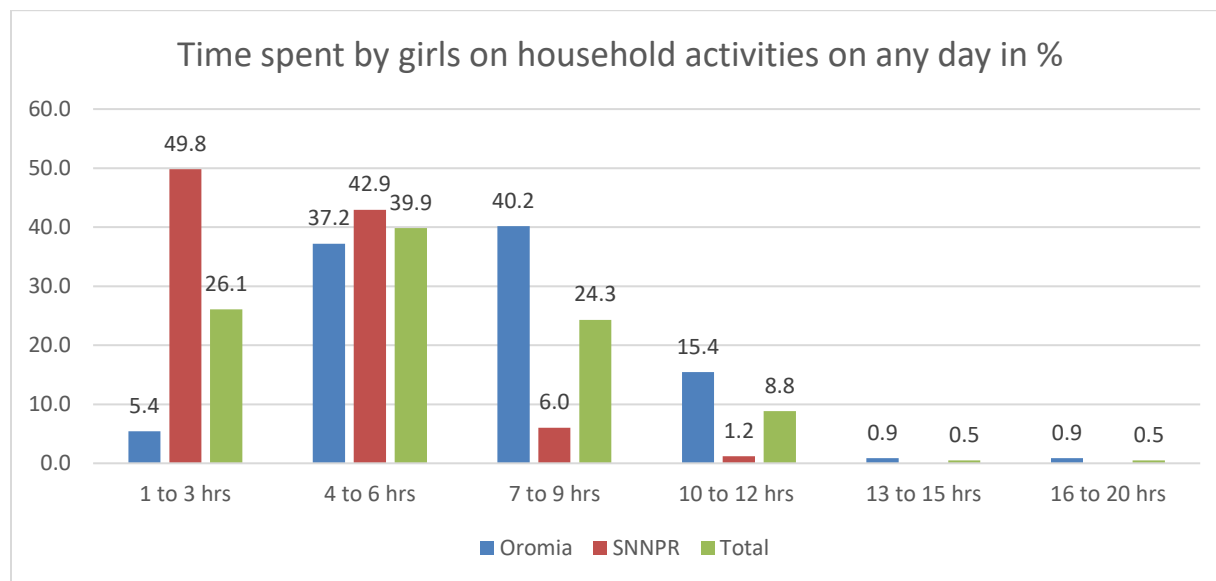


Figure 5: Amount of time girls take to carryout house chores on a daily basis

Sampled girls across the regions spend a considerable amount of time per day supporting their families with the previously mentioned works. As can be seen in Figure 5 above, surprisingly about half of the sampled girls in SNNPR (49.8%) reported that they are engaged in household tasks or helping family members for one to



three hours each day. For many of the sampled girls in Oromia (40.2%), they spend from 7 to 9 hours a day for domestic work. All in all, the quantitative data collected for this study implies that, the majority of sampled girls in Oromia (57.4%) and 7.2% in SNNPR are mainly Out of School because of the amount of time they take to complete housework – since they spend from 7 to 20 hours a day on household chores. These girls are mandated to work for their households to an extent of preventing them from going to school.

Married girls, including those who already mothered a child spend half to a whole day (7 to 20 hours) doing different housework in both regions (61.1%), particularly in Oromia (64.4%).

Girls living in poverty are the other subgroups identified in this study for facing a similar barrier. 31.5% of the girls in this study who live in households that are unable to meet basic needs spend from half to a whole day (7 to 20 hours) undertaking domestic housework. 50.1% of girls in Oromia who live in such condition need to carryout different works in their houses for such an extended amount of time.

During FGDs, girls described the work they have to complete at home for their families as taking a considerable amount of time, even though they did not go as far as specifying the number of hours. None mentioned having to work a full or half day – perhaps suggesting that they see this as relatively normal and un-noteworthy despite the fact that the survey results reveal an enormous amount of time spent on such tasks-undoubtedly taking away from the time they have to study or even go to school. Girls described their situation as “we are from very poor family and living in low living standard. We find our food by selling our labour for others; that is, through daily labour work” (FGD with Girls from Wonago, Gedeo).

### 9.3.2. School-based Factors

#### 9.3.2.1. Journey to school- distance

Table 10: Amount of time girls spend to travel to a nearby formal school

	Sample proportion of girls (%)						
	0-15 min	16-30 min	31 min to 1hr	1:01 to 3 hrs	3:01 to 5 hrs	Don't Know	Total
	%	%	%	%	%	%	%
Oromia	23.7	28.1	33.7	9.1	0.2	5.3	100
SNNPR	25.0	40.1	23.2	10.5	0.8	0.4	100
Total	24.3	33.7	28.8	9.8	0.5	3.0	100

It could take the majority of sampled girls (58%) 0-30 minutes to reach their nearby school across both regions. In SNNPR, specifically, 25% of girls would reach a learning establishment in under 15 minutes, with a further 40.1% arriving in 30 minutes or less. A similar situation can be seen for girls in Oromia that many of them (51.8%) access their schools within 30 minutes or less. This is somewhat acceptable in terms of the standard distance schools should have from the students’ homes. However, the most important issue lies on those girls who have to travel to their schools for more than 30 minutes or even hours every day to attend their formal education.

The data collected as depicted above in the table, shows that, in extreme cases, there are girls who could spend a lot of hours ranging to even 5 hours to reach to the 'nearby' school. Relatively, the number of these girls

might not seem to stand out in the data but still, it is important to consider the time even a single marginalized girl spends to get to her school. Out of the overall sampled 1066 girls across the regions, 28.8 % would travel for 31 minutes to an hour to reach a nearby school.

In both regions, around 10% of girls could walk one to three hours to reach a school nearby. During interviews and focus groups, the distance of nearby schools from children’s homes was raised as an issue in several regions. In SNNPR, for example, the FGD with Male Caregivers indicated that the journey to the nearest primary school takes over an hour and it is a hazardous journey involving strong sunlight, arriving home late at night, etc. According to the FGD:

*“Primary school is available in proximal distance in 5 km for some students, and other students from remotest areas may travel 20 km to reach the school. For example, students from Kara Manchite should travel four hours a day to go and another four hours to come back from school. Due to this, we demand the governmental body to construct the school at Kara Manchite and Anole localities.”* (FGD with Male Caregivers from Wonago, Gedeo)

This quotation exemplifies the strong motivation and determination of parents and children to pursue education in spite of the obstacles faced. The distance of schools from homes is a critical barrier in terms of parents’ willingness to enrol children – not to mention their safety on the journey.

Sampled girls' caregivers were asked about the amount of time their girls could take to walk to the nearby primary and secondary schools. The question posed to girls only identified the amount of time they would spend walking to nearby schools, without differentiating between primary and secondary schools as in the case of the question caregivers were asked.

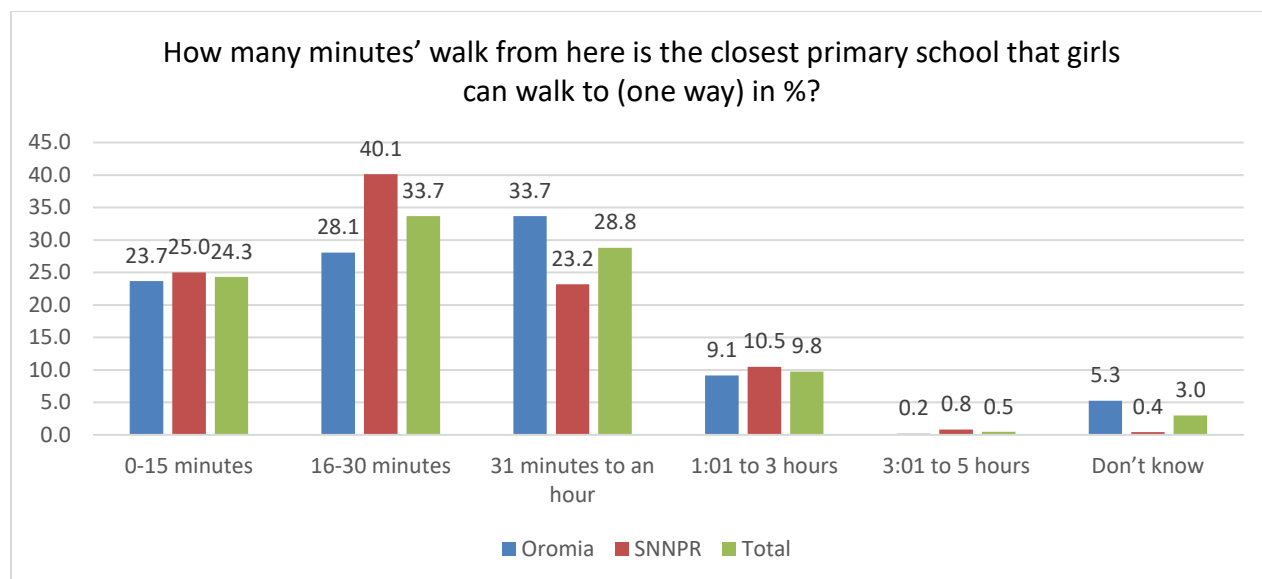


Figure 6: Time taken for girls to walk to the nearest primary school

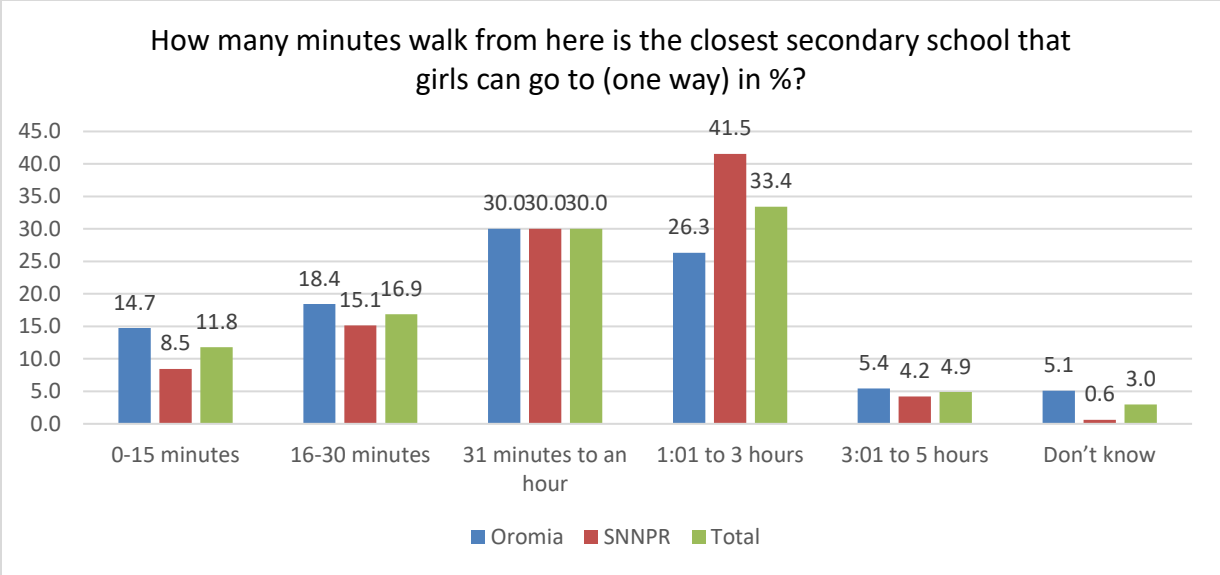


Figure 7: Time taken for girls to walk to the nearest secondary school

The two graphs above demonstrate that, according to caregivers, the time their girls could take to walk to the nearest primary school is lower than that of the journey to the nearby secondary school. In extreme cases, walking to the nearby secondary school in both regions can take 3 to 5 hours, according to 4.9% of caregivers. Most of the respondents in SNNPR (41.5%) stated it would take their children 1 to 3 hours to walk to the nearest secondary school.

Indeed, many participants during the FGDs and KIIs stated that making the transition to secondary school was often difficult because of the distance girls would have to travel. Long distances can entail that a child’s only option to pursue secondary education is to secure accommodation in a dormitory or boarding house. In addition to the financial burden of paying for food and accommodation which can result in girls dropping out of formal education after primary school, some parents expressed their concerns regarding the length of the journey for children to reach school - exposing them to more potential conflict and violence on the way. That secondary schools were further away, often in a city, was a key reason for girls failing to transition suggested by interviews and discussions. Material barriers – a lack of funding to cover food, housing and uniforms were cited as the main reason for failing to transition to secondary school in this region. A Kebelle leader in SNNPR clearly put this as “one of the reasons for not sending girls to school in our community is inability to supply the learning material for learners and inability to cover the challenges associated with food security” (KII with Kebelle Leader from Wonago, Gedeo).

9.3.2.2. Violence and safety

According to the 1066 sampled caregivers across all regions, there has not been any notable difference between the safety of girls and boys walking to school. The majority of respondents, 91.5%, said that girls are very safe while traveling to school. Similarly, 91.8% of caregivers said boys are also very safe when going to their schools. In SNNPR, the environment for girls is perceived by more caregivers as being very safe (96.2),

compared to Oromia (87.4%). Nonetheless, a considerable minority of respondents reported that the environments can be just fairly safe for both boys (6.8%) and girls (7%).

The statistical data above was confirmed by attitudes expressed in interviews. While most parents reported that the journeys were safe enough that they were not overly worried, some parents described concerns – particularly in SNNPR, although they stated that nothing bad had ever happened so far, luckily.

In addition, questions were posed about the possible reasons that could make journeys to school unsafe for their children. Since the vast majority of the caretakers in both regions previously indicated the safety of the journey to school, only 74 respondents from Oromia and 20 from SNNPR replied to these questions posed about possible reasons for unsafe journey. In these regions, long distances of schools from homes (61.7%), heat or rain (51.1%) and poor roads (28.7%) were found to be the major commonly-shared causes of unsafe journeys. Of the respondents who chose long distance being one of the major causes for unsafe journeys to school, 64.9% are from Oromia and 50% are from SNNPR. Long distance between schools and homes was the other commonly shared cause of unsafe journey with an overall proportion of 41.6%.

Considering the pertinence of the safety issues in Oromia and SNNPR, it is worth noting the following problems that were chosen as the major causes for unsafe travel to schools there:

1. **Environmental disruptions (e.g. flood, landslides, fires):** 35% of respondents in SNNPR.
2. **Conflict, violence, open fighting:** 17.6% in Oromia.
3. **Wild Animals:** 15% of respondents in SNNPR.
4. **Abduction for marriage without consent, Rape:** 15% in SNNPR
5. **Traffic:** 15% in SNNPR.

Even though no further issues were raised, interviewees from Oromia did stress on the need for adequate follow-up with regards to harassment that girls experience on the way to school – potentially suggesting that some of the instances go unreported or are not dealt with properly. Male caregivers from Oromia expressed that “especially the high school is very far from us. Due to this, most of the time, our girls are forced to withdraw from education after they completed grade 8... Since they go a very far distance, they might be raped and abducted on the road” (FGD with Male Caregivers from Taltale, Borena). Similarly, a school principal reported that “lack of road and school distance are problems... We have students coming to school from 15-18 km distance... They can be raped on the road when they go and return” (KII with School Principal from Taltale, Borena).

With regards to safety-related problems at schools and on the way to schools, according to the data collected from the 321 respondents (girls) who responded to this item, very few reported security-related issues as a barrier to their education in both SNNPR and Oromia. In SNNPR, a considerable minority of respondents (16.5%) reported that their school environment is not safe.

During interviews, Kebele and Woreda Officials in SNNPR stated that girls are safe on the way to school. Somewhat encouragingly, they described the situation as having ‘improved’ over the years, such that girls are much less likely to experience abduction and rape. Girls universally agreed in interviews; although at odds

with the 16.5% described above, who felt unsafe, all of those spoken with agreed that they felt safe from threat of conflict or violence on the way to school – particularly as they travel in groups.

However, certain instances arose and alarming stories stood out regarding the potential insecurity girls’ face. A kebele leader mentioned that “there was abduction of girls in some parts of kebeles. Due to this, so many girls were forced to withdraw from their education and married by force without their interest. So, in the presence of all these problems, it is false if we say there is no violence” (KII with Kebele Leader from Taltale, Borena). Despite this, respondents in SNNPR during interviews were very keen to stress that the community lives together peacefully and with no conflict, demonstrating either that respondents were eager to downplay instances of violence or that they might not consider such things as constitutive of violence. Differences in the regions and kebeles can also be a main reason for disparity in the occurrence and reporting of violence. For instance, girls in SNNPR reported that “there is no any security problems in coming to and going to school in our locality” (FGD with Girls from Wonago, Gedeo).

Indeed, the issue of safety and security was raised by parents particularly when describing the transition to secondary school and the longer distances that girls need to travel to access further education. While this was less concretely referenced in relation to abduction or physical threats, parents believed that the length of journey might leave children vulnerable and that city life was likely to pressure girls into unsafe situations.

### 9.3.2.3 School facility / building deprivation

Table 411: Poor school condition characteristics

Poor School condition as barriers (% of girls)							
Regions	No books	No computers	No seats	No drinking water	No toilet	Unsafe at school	Unsafe school journey
Oromia	16.5	96.2	21.8	35.3	3.8	0.0	1.5
SNNPR	30.3	92.6	14.4	47.3	18.6	16.5	3.7
<b>Total</b>	<b>24.6</b>	<b>94.1</b>	<b>17.4</b>	<b>42.4</b>	<b>12.5</b>	<b>9.7</b>	<b>2.8</b>

Sampled girls described a number of school-related issues that pushed them to the verge of dropping out of education. The most widely recognized barriers are related to poor infrastructure quality of the establishments and lack of adequate resources to provide the basic educational needs girls have in order to stay in school and learn well. Surveyed girls for this baseline assessment were asked to point out as many resource and safety related problems they face in their previous schools as they could possibly recall. Though varying responses were captured, previous schools of sampled girls across the regions were particularly critiqued for not having books, computers, seats, drinking water, toilets and adequate safety.

The data collected for this baseline study shows that high proportions of respondents, that is, 42.4% did not have potable water at their schools across the regions. This particular lack of potable water barrier was more accentuated in SNNPR with 47.3% than in Oromia with 35.3% sampled girls who said the unavailability of potable water in their schools or centers. Similar claim was also raised during discussion with sampled girls that they particularly emphasized on the issue of drinking water saying, “sometimes we do not get water for

drinking and washing in the school... all this may make us drop from school..." (FGD with Girls from Taltale, Borena).

In Oromia, drought-related issues and threats to livelihoods were raised as an acute issue affecting girls and their families. During the dry season, communities often move to search for water – meaning children either must miss class to go with their families or suffer from severe thirst while at school. Indeed, school principals and Woreda Education Officials expressed that “in most of the schools, there are lack of water tankers for washing and drinking” which affected the education of girls. Teachers are similarly affected by this issue, affecting their ability to provide quality education to the extent that emergency water tankers have been moved into the area during particularly severe droughts. Water was described consistently as a fundamental barrier to attending education in Oromia, particularly.

Computer unavailability (94.1%) was more opted than the absence of clean water in this study. However, since the unavailability of potable water is undeniably more noteworthy than the lack of computers at schools, water and other ‘must-haves’ in standardized schools are more prioritized in this report. Hence, a lack of books and seats in learning classes are the two other prioritized problems sampled girls faced in their schools. In SNNPR, 30.3% of girls claimed that their schools had no books (perhaps not enough) for them, while 16.5% claimed the same in Oromia. Lack of books can play a paramount role in students’ poor learning outcome, particularly on the younger ones since they make sense of learning more through touching and visualizing objects. In this study, a considerable difference was observed amongst the ages of girls who implied lack of books in their previous schools. In SNNPR, 22.3% of the girls who reported the barrier are aged 10-14 while 8% are older than them. Similarly, in Oromia, 3.8% of the girls who reported the barrier are aged 10-14 while 12.8% are older than them.

Seats are the other fundamental prerequisite schools need to fulfil to ensure that students are at least comfortable during class when attending their education. Nevertheless, 17.4% girls confirmed that their schools had no seats in their classrooms. Although the statistics do not reveal such acute issues regarding shortage of chairs, still many girls during discussions described having to sit on a dusty floor while studying. This could cause them health and educational problems. Thus, it causes a major barrier to any girl but more acutely to a girl with physical disabilities from considering attending school.

The above issues of a lack of books and seats were described as being amplified by high numbers of girls during interview and discussions. As noted by many participants, the number of children in schools is going up with more children accessing education than before. However, without improvements to such basic facilities, it is very possible that motivation will wane as children cannot achieve the education they seek and deserve in an environment where their minimum basic needs are barely met.

Absence of toilets is perhaps more debilitating for girls than boys, particularly for those at menstruation age. Amongst the overall respondents, 12.5% said they do not use toilets in their educational establishments. In interviews and focus groups, girls hardly discussed menstrual hygiene needs (perhaps due to embarrassment or unwillingness to disclose their personal hygiene issues) but several mentioned missing school for multiple days a month because of a lack of facilities at school. Furthermore, even given the link between poor sanitation and diarrheal illnesses, lack of toilets spreads pathogens and diseases that are likely to make children miss school due to sickness. Other girls mentioned going to toilets in nearby houses perhaps of friends or local

villagers; however, leaving school in order to walk to a toilet disrupts class and stunts educational progress – an issue that disproportionately affects girls (given menstrual hygiene needs and complications surrounding FGM/C).

### 9.3.2.4 Quality of Teaching

Table 422: Teacher-related barriers

Teacher-student encounter	Proportion of respondents %		
	Oromia (N=133)	SNNPR (N=188)	Total (N=321)
Feeling unwelcomed	8.3	21.8	16.2
Boys treated better than girls	27.1	45.2	37.7
Teacher often absent	21.8	42.6	34.0
Lessons too slow	32.3	15.4	22.4
Lessons too fast	9.0	9.6	9.3
Just right	58.6	75.0	68.2
<b>Lack of appropriate teaching methodology</b>	Proportion of respondents %		
Teachers not explaining usefulness of lesson to girls' life	26.3	16.0	20.2
Lack of supportive ideas on how girls should learn	25.6	18.6	21.5
Teacher asks more questions to boys	15.8	12.2	13.7
Teacher asks more questions to girls	9.0	14.4	12.1
Teacher asks harder questions to boys	24.1	17.6	20.2
Teacher asks harder questions to girls	5.3	10.1	8.1
Teacher doesn't code-switch to simplify lesson	16.5	18.1	17.4
No encouragement for student participation	18.0	15.4	16.5
Lack of support on ways of independent learning	27.1	20.7	23.4

A total of 321 respondents pointed out the teacher-related problems they faced at schools. A range of different issues, such as teachers' pedagogy knowledge, teacher-student relationship, and teachers' conduct were covered in this section of the questionnaire where surveyed girls were given the chance to choose the most frequent challenges they faced from teachers.

Accordingly, discrepancy in the treatment of boys and girls was one of the major issues reported by respondents. As per a notable proportion of sampled respondents, boys were said to be treated better than girls (37.7% of the 321 respondents). Particularly in SNNPR, 45.2% of the respondents implied the trend. Although a considerable regional variation exists, girls in interviews and focus groups reported feeling equal to boys, and mostly reported that their teachers treat them similarly demonstrating that this issue might be too sensitive to discuss outside of a questionnaire or survey context.



Teachers' absenteeism was among the many problems that girls faced across the regions. In SNNPR, 42.6% and in Oromia 21.8% said their teachers were often absent from classes. While in Oromia, interviews revealed that this was due to teachers having to search for water, other students described teachers having to combine multiple classes and teach double the number of children at once.

The other two commonly-shared teacher-related problems across the regions were the use of language in classes and lack of support from the teacher on how girls should master autonomous learning. Whether teachers used the local language of girls in class, or perhaps used another language commonly understood by students, it is always advised to switch the code and be flexible with language use during lessons to facilitate learning. A considerable proportion of girls for this assessment (17.4%), however, implied that their teachers did not use another language in class to simplify lessons when students did not understand.

This is important for more than just understanding education. Parents, in particular, reported appreciating the fact that teachers educate in the local language. This is considered as a positive recognition of the culture and the community living there. While respondents agreed that education does not conflict with their traditional values and culture, fathers did agree in a focus group that in SNNPR, they would be potentially unwilling to send their daughters to school if the activities of the school contradicted with their culture. As such, switching codes demonstrates a willingness of teachers to be flexible and considers local needs which affect wider attitudes towards education in addition to quality of teaching and lessons. When asked about what happens to children who do not speak the local language, participants across regions agreed that children could receive instruction in Amharic – which was described as a positive and inclusive step.

Reflections of lessons being too slow or too fast were as well identified in the data. In Oromia, 32.3% of the respondents revealed that the delivery of lessons was too slow for them as it was for the 15.4% of girls in SNNPR.

The other problems that were most commonly chosen are different from region to region. The information regarding these problems, specific to regions, can be summarized as follows:

- Teachers failed to provide the appropriate support and guidance to help the girls continue studying or learning after school or while at home: opted by 27.1% respondents in Oromia and 20.7% from SNNPR.
- Teachers did not provide supportive ideas on how girls should learn: reported by 25.6% girls in Oromia and 18.6% in SNNPR.
- Teachers did not explain how the things girls learn would be useful in their lives: 26.3% in Oromia and 16% in SNNPR. Indeed, related to this issue, girls during discussions mentioned the fact that they believed education would help them live a better life but were unsure of what exact skills or information they had gained to support this.
- Teachers did not encourage students to participate in classes: claimed by 18% in Oromia and 15.4% in SNNPR.

The collected data also shows the different types of punishment that teachers used on students for getting things wrong in lessons. The punishment-related data gathered for this study does not include punishments teachers use for wrongdoings or misbehaviour of students but it is only about measures teachers take to correct



students' mistakes or errors in classes. Overall, out of the 321 respondent girls for these items, 34.3% (110) of them stated their teachers used punishments on students when they did things wrongly in a lesson. However, 44.2% (142) of the respondents reported that when students got things wrong in a lesson, their teachers repeat what was taught a bit differently so they understand it. The proportion of respondents who said their teachers punished students for getting things wrong in classes is noteworthy in both regions, but particularly in SNNPR, 46.3% sampled respondents who are eligible to respond to this question stated the deed.

When asked about the type of punishment that teachers used on students, an average of, 62.3% of girls across regions confirmed that their teachers used physical punishments. This is a worrying indicator regarding children's potential learning outcomes. Corporal punishment constitutes violence against children and is illegal under the federal constitution of Ethiopia. But over half of children reported their teacher using physical punishment as a method of correcting mistakes during lessons is deeply concerning.

Verbal shouting was also mentioned as the other type of punishment teachers used on their students. In total, 54.2% of girls said their teachers verbally shouted at students when they make mistakes in lessons – again, with the majority of students reporting such punishment in Oromia with 63.9% respondents.

During discussions from focus groups and interviews with the girls, they were unwilling to admit that teachers had ever used physical punishment against them – whether for making a mistake in class or any other reason. However, as the data above demonstrates, it is possible this was unreported for fear of repercussion. In both regions, teaching was universally described as positive, that all educators do their best with given limited resources – as reported by children, parents and officials. For instance, FGD with girls indicated that “we have very good teachers who advise us brotherly. We understand what we have learned in the classroom easily” (FGD with Girls from Wonago, Gedeo). Girls from Oromia also reported that “the teachers are enough qualified and they can teach us well” (FGD with Girls from Taltale, Borena).

### **9.3.3 Attitudes and Support in family and community**

#### *9.3.3.1 Attitudes*

The vast proportion of sampled girls across the regions agreed with the fact that going to school is important for their future plans, and that children- boys and girls with or without disability all have the right to go to school. What were worth considering in this group of data was the opposite perceptions of those girls who think about schooling and the right to go to schools otherwise. In Oromia, 81.6% of sampled girls have positive perception towards schooling while just 10.5% girls do not agree with one or more of the issues at all. In SNNPR too, 91.3% agree while 6% do not.

While nobody from Primary caregivers or other stakeholders during FGDs directly stated their negative feeling towards girls' education, they nonetheless described other individuals that had such feelings. Girls, for instance, from Oromia themselves described their families as part of the problem. In one FGD with girls in Oromia, they stated that “our families do not give us time to study when I was a student ... Our families do not have the interest to educate us. They arrange to get us married at an early age and earn many cattle from the boy's family” (FGD with Girls from Taltale, Borena). Similarly, FGD with girls in SNNPR indicated that “our family may promise to peruse us education in city but practically the family could not permit and support”

(FGD with Girls from Wonago, Gedeo). In both regions, the presence of negative attitude and practice of families for girls' education is clearly expressed by the children.

This quotation not only exemplifies and demonstrates that some families, certainly, have negative attitudes towards girls' education. It also suggests that this causes dropout and low participation in schools as girls are not firmly supported to continue their education whether because of developing low morale and motivation or because they are given so many other household tasks they are unable to complete.

### **Sampled primary caregivers' aspirations for girls' future education**

Unlike Oromia, caregivers in SNNPR (84.3%) tend to favour their children joining college or university. In Oromia, only 44.4% of caregivers stated that their girls should make it to college or university. This figure was followed by 29.8% of caregivers who opted for upper secondary education in this region. 13.3% caregivers implied that lower secondary education is sufficient – a much lower proportion than seen in SNNPR (7.2%). On the whole, 72.1% of caregivers across both regions believe that girls are as likely as boys to use their education in their lives. Accordingly, most caregivers agreed with the advantage of sending their girls to school even when funds are limited. In a similar question, 84.8% of caregivers in both regions agreed that school is important for teaching girls how to grow up. The percent of caregivers in SNNPR (94.4%) who held this view is much higher than the caregivers in Oromia (76.3%).

Results from interviews and focus groups conducted with PCGs did not often indicate the desired level of schooling that they wished their daughters to reach overall. Rather, parents were united that they wanted their children to 'complete their education' before getting married' – suggesting that a desired level of schooling would be at least until the end of primary or lower secondary. The FGDs even indicated a tendency to incline towards marriage than education as the following quote states:

*In a rural area like ours, no one discusses girls' education because the community does not believe as girls can change their lives with education. Even if you ask families who educate their girls, they send their girls only until a marriage request comes from somewhere... After girls got married, they have no chance to continue education because they will give birth to a child as soon as they get married. After having a child, they will be busy with childcare and household activities". (FGD with Female Caregiver from Taltale, Borena)*

Another respondent from SNNPR supported the above view by stating as:

*"Girls in our community are interested to get married rather than attending their class particularly during at age of adolescent. Most girls in Kara Sodit kebele make marriage before they complete their primary school. It is very difficult for married women joining back to school after marriage. It might be double challenging for girls to learn with home responsibility concurrently. In addition, their morals won't be good to continue their education after marriage". (FGD with Male Caregiver from Wonago, Gedeo)*

From the responses of the above caregivers in both regions, it is evident that the opportunity for girls to continue their education after primary school is very minimal both due to communities' attitude towards education and the challenges girls face to continue education after they get married. The above caregivers'

intention (especially the second respondents) seem less supportive of girls' education because they narrated several barriers despite the challenges are under their capacity to resolve it.

### **Acceptable situations that can prevent a child from going to school**

PCGs' points of view on what could make children not attend schools were assessed through a question posed to them to choose from a group of statements about possible reasons that could force a child not to attend schools. The vast majority of respondents, that is 81% of them across the regions, agreed that girls would be out of school when there is no enough money to pay the costs of schooling. Other acceptable reasons for girls' dropout include:

- Girl needs to work, earn money, or help out at home (45%)
- Transport services are inadequate (18.8%)
- School is too far away (16.6%)
- Girl is married or is about to get married (13.8%)
- Girl has a child or is about to have a child (12.6%)
- The school does not have a program that meets girl's learning needs (7.6%)

More caregivers (85.3%) in SNNPR chose cost of schooling as a reason that could make a child not attend school, compared to Oromia (77.2%). On the other hand, relatively higher percent of caregivers in Oromia (56%) selected girl needs to work, earn money or help out at home as a reason for not attending school, compared to those caregivers in SNNPR (32.5%).

The qualitative data obtained through FGD corroborate the quantitative data, in which caregivers from Oromia, in particular, acknowledged the necessity of at least one child staying at home to look after the cattle. Many of the respondents see one child remaining out of school as a non-negotiable fact of life, rather than a barrier to education with a possible solution. Indeed, parents see the sacrifice of girls' education as necessary for survival of the family. As expressed in one focus group:

*“The local community has its own reason for not sending girls to the school. The main reason that prevents girls from school is financial problem of the parents. The next challenge is the community's negative attitude towards girls' education. In addition, parents demand to get food and other support from girls by sending them to search for daily labour during coffee harvesting time”. (KII with Woreda Women, Youth and Children Officer from Wonago, Gedeo)*

While this opinion was echoed in Oromia, some caregivers stressed that having to carry out household tasks was something that did not interfere with education, as children could undertake such work outside of schooling hours. However, in reality, this particular reason is the main cause for 45% sampled girls' out of school status in this study with higher percentage in Oromia (56%).

These results demonstrate that a reasonable number of caregivers' prevailing perception towards acceptable conditions that could prevent children from attending their education is not so good. Most of the suggested reasons signify their lack of awareness on existing barriers that could play a significant role in their girls' education marginalization. For instance, the fact that a child needs to work at home rather than get education

is more of a lack of perception result than considering a possible condition of a child not able to attend education because of disability- which is more of a factual barrier due to lack of inclusive school environments in the areas.

During FGDs and KIIs most caregivers interviewed suggested that a lack of funding was the main reason their child would not be able to attend school. Lack of funding is a gender-relevant issue according to the majority of participants. For example, particularly in Oromia, a lack of funding necessitates girls especially to drop out and earn money for themselves and their families because the work available is mostly domestic service roles – which are seen as jobs more suited to girls than boys. As such, although most PCGs did not explicitly mention that a lack of funding was more of a reason for girls than boys to drop out, they did state that girls are more likely than boys to leave and pursue work. Indeed, the issue may stem from both the opinions of girls themselves and parents who see a lack of funding as a reason for the girls to drop out. During a discussion with a group of girls who had quit school to take jobs in towns but were not re-enrolled, they agreed:

*“We are from very poor family leading a low living standard. We find our food by selling our labour for others; that is, through daily labour work... No one can prioritize girls’ education in our community; local parents give emphasis for boys. Not only for education, better things are intended for male rather than females”.* (FGD with Girls from Wonago, Gedeo)

As such, a lack of income is certainly a reason for girls to drop out of their own volition in both regions, expressed by girls who had dropped out as well as the parents of out-of-school girls. Because of their desires to go and earn money when the family is short of income, many PCGs may well see it as a legitimate reason for quitting education as well.

### 9.3.3.2 Institutional/community support

Primary caregivers were asked several questions that aimed to capture the overall picture of how they perceive the engagement and commitment of nearby institutions to address the agenda of girls’ education. At first, they were asked to identify the frequency of girls’ education issues which are raised in community meetings. Overall, 47% of the respondents from both regions implied that girls’ education agenda are rarely or never been raised in any type of community meetings. Out of the 412 respondents who have participated in community conversations, 7.8% stated that girls’ education issues are often raised in community meetings, while 44.9% said it is only sometimes. 8.5% from Oromia and 7.8% from SNNPR are amongst those who said community meetings in their environment often dwell on girls’ education agenda. In the meantime, 49.7% from Oromia and 41.7% from SNNPR said meetings of those types sometimes raise girls’ education issues. However, a total of 18.4% caregivers revealed that girls’ education issues have never been raised in community meetings. Meanwhile additional 0.2% of primary caregivers did not comment on this, perhaps, because they could not precisely recall such agendas in meetings.

Similar variation was observed in focus group discussions and interviews, with participants not giving universal responses by any means. While some suggested that there have been meetings in which the issue is raised, in particular with reference to motivating parents to enrol their daughters,

*“In the community conversations, the community’s participation is low in general and very low in pastoral communities especially. But after a long time of awareness creation at this time, there was a good improvement in the agro-pastoral community... In all of these*

*community conversations, girls' education and the importance of education for girls were the common agenda raised and discussed". (KII with Woreda Education Officer from Taltale, Borena)*

Although the above response is shared by the Woreda Women, Youth and Children Officer and Kebele Leader in Oromia, respondents in SNNPR stated that the issue is not consistently raised or given sufficient attention. Indeed, many believed that:

*"Particularly the discussions during community conversations have never raised specific issues of girls' education but generally discussed with other issues". (KII with Community Elder from Wonago, Gedeo)*

*"The community conversations mainly focus on political issue such as current matters in the country, locality, land taxation, distribution wheat for poor community and student's enrolment is raised with other issues but discussions have never been made on issue of girl education in particular". (KII with Kebele Leader from Wonago, Gedeo)*

Mostly, participants felt that a focus on education of poor, marginalized or vulnerable sub-communities has not been prioritized. Rather, meetings tend to focus on education more generally.

Secondly, a question about how often girls' education agenda has been fully addressed by local authorities was posed to the caregivers. Accordingly, the result implies that the frequency in which girls' education agenda are addressed in Oromia is relatively less in comparison to SNNPR. 29.7% of the caregivers in Oromia and 24.7% in SNNPR stated that such agenda has never been addressed by responsible authorities. This indicates that concerned authorities fail to find the most optimal solution or reach the best compromise that can resolve the issue facing girls' education in some parts of these regions. But yet again, other 4.4% respondents in both regions replied that meetings in their community address girls' education issues often.

A central common topic of conversation and disagreement during FGDs across regions was that of whether girls' education had been addressed in community meetings. In SNNPR, participants agreed that, although education as a whole is discussed, that of girls is not specifically raised. In Oromia, most participants agreed on raising girls' education frequently in community meetings. Overall, however, participants were mostly inclined to state that although education is raised as a separate issue in community meetings, girls' education is neither sufficiently nor consistently covered.

### **Type of support provided to the girl (financial or scholarship support)**

During KIIs, interviewees reported the lack of support for disabled girls. According to one respondent in Oromia:

*"The school environment was not suitable for girls and disabled people. For example, there is no material to address the needs of disabled students". (KII with Kebele Leader from Taltale, Borena)*

Those from SNNPR reported the positive attitude of the community on disabled girls and the presence of support on a number of occasions. According to a school principal:

*“appreciated the community attitude towards disabled students as some disabled students joined certain university from Kara Sodit kebele... Kara Sodit school identified 70 disabled students from preschool to primary school classes in various disabilities and provided support according to their disabilities...Some families are model in sending the disabled children in to school and they reached at university”.* (KII with School Principal from Wonago, SNNPR)

However, what the aforementioned ‘support’ amounts to, whether learning aids, hearing support or extra teaching time, was not elaborated on by the school principal. It should be noted that, across both regions, School Principals, Educational Officials and representatives from the Woreda Women, Youth and Children’s Affairs Bureaus affirmed their support for girls’ education. Although some referenced support, this was not elaborated on in further detail. Furthermore, no specific mention of ‘scholarships’ was made by any participant.

### 9.3.3.3 Attitudes- marriage and child birth

From the overall sampled 1066 girls across the regions, 18.1% are married. Amongst these girls, 1% from Oromia and 0.3% from SNNPR are between the ages of 10-14. Overall, Oromia takes the lion’s share in having 31.1% (177 of 570) of married girls in this study. SNNPR has only 3.2% (16 of 496) of married girls.

Universally, participants during FGDs responded that they do not support early or forced marriage. Girls described the challenges of early marriage as it is *“a major problem particularly in Kara Sodit Kebele that damage the mind of the student. Then pregnancy and responsibility of caring children prevent girls from the school”* (FGD with Girls from Wonago, Gedeo). However, when their caregivers were asked about the issue, they had other feelings:

*“The age at which our girls marry depends on the time marriage proposals were presented from anyone. During this time, if their families are interested in the boy or his families, they will accept the proposal and arrange the marriage by even imposing the girl to drop out of school. The community assumes the girl is ready to get married when her breasts start to grow and this might be between 12-15 years old.”* (FGD with Male Caregivers from Taltale, Borena).

*“The community thinks they lose so many advantages if they send their girls to school. For example, they expect many cattle from the boy’s family when their girls get married. But if they send their girls to school, they think as they will lose all of this. Because if she attends school, she might go far away from them and get married without earning cattle for them.”* (KII with Religious Leader from Taltale, Borena)

That parents can refuse marriage of their girls is certainly true, but if a girl becomes pregnant, cultural and societal pressures would tend to encourage a marriage to take place nonetheless. Although there is nothing in principle about living with a partner or being married that precludes a girl from being able to attend school, there is a cultural expectation that a wife’s role is to manage the household – meaning that married women are often unable to continue attending school, particularly if the distance is far from the house.

Several instances, of how difficult to make girls continue their education after marriage, were raised during the FGD and Key Informant Interviews with participants in both regions. In SNNPR, for example, the FGD



with government officials indicated that *“married girls worry for their home life than education. This is because the community may suggest the girls to care and look after for their home and children rather than going back to school”* (KII with Woreda Women, Youth & Children Affairs Officer from Wonago, Gedeo). Similarly, a community leader reported that *“the community of Kara Sodit kebele understands the value of education but after the girls got married and gave birth for children, they are not interested to send the girls to school”* (KII with Community Leader from Wonago, Gedeo).

#### **9.3.3.4. Family Planning knowledge, attitude and practices**

According to girls’ survey, 174 (16.3%) of the girls sampled for this study are mothering children. The majority of girls having child/children (28.2%) are from Oromia and only 2.6% are from SNNPR. 2 (0.3%) of the girls who mothered a child are just below the age of 15 which could potentially be an indicator of forced marriage. However, during interviews and discussions, a slight cultural shift from girls forced early marriage to letting girls decide on when to get married on their own (often above the age of 20) was indicated implying that there are girls who could have sexual partners before marriage and who could often conceive a child in the process. On the contrary, respondents remarked that this is also one reason why the parents do not let their girls continue school after a certain age level *“the community’s attitude toward sending girls to school far away from their families was not good. They assume that girls may get pregnant before marriage, they may misbehave, etc.”* (KII with School Principal from Taltale, Borena).

This shows that girls can and do get pregnant out of marriage and this could probably be a taboo that most remain out of school if faced with the problem. The fact that girls who experienced this issue could be as young as below 15 years of age makes the whole situation even more worrying in the regions. In addition, the majority of the participants during discussion clearly stated that, although it is a personal and couple-level choice as to whether to use contraception, the community generally lacks awareness in family planning. The interview with aforementioned school principal explained that *“once girls get married, they will give birth to a child immediately because using family planning is not practiced in the community”* (KII with School Principal from Taltale, Borena).

By the same token, as per the data collected from the girls, 15.7% of girls across both regions live with their partners or husbands. This figure includes 155 (27.2%) sampled girls in Oromia and only 12 (2.4%) in SNNPR. Unlike the response by the above respondent during interview, the quantitative data shows that 4.9% of the girls use different methods to delay pregnancy while 8.3% do not – with 86.8% girls unable to provide response. The data shows that there are sizable number of girls who currently cohabit with partners who do not use any type of contraception method to delay pregnancy. It is worth comparing the results of these questions with that of another data secured on girls’ awareness of contraception. Nearly 91% of the girls in SNNPR have no awareness of contraception followed by 83.2% in Oromia.

#### **Sample girls’ previous life skills/vocational training status**

The focus groups with girls during which they described enjoying education and wanting to stay in school so they could learn skills and develop knowledge that would help them to have a better future. However, no girl was able to specify which particular skills they felt had helped or would help them in particular. Indeed, many girls from SNNPR, in particular, mentioned wanting to engage in income-generating activities and develop skills in the fields of trade, beauty salons, driving and mechanics in order to start small enterprises to fund their

education. When asked what their future ambitions were, most girls gave professions such as teachers, pilots, doctors or managers/leaders; however, they still wanted to gain some smaller forms of income or employment before moving onto careers in order to remain in education. Nonetheless, not one girl mentioned vocational or skills-related training to support such ventures.

Perhaps, the lack of such training is the main cause for the vast majority of sampled girls' unemployment status in this study even though they highly aspire to be engaged in income generating works to stay in schools according to participants in FGDs.

### **9.3.4 Knowledge, Attitudes and Practice on COVID-19**

It is surprising that 31.7% of the girls in both regions have not heard of COVID-19 after more than two years of its presence as a pandemic in Ethiopia. Out of those who have heard of COVID, 78.3% of them heard from their friends and family. Although the majority of those who heard of COVID know the main ways of preventing it as wearing facemasks (92.3%), avoiding handshakes/hugs (72.1%), frequent hand washing (57.3%), and keeping physical distance (40.8%), not all girls have the required level of awareness about the pandemic. There were girls who believe that drinking alcohol (9.2%) and eating hot peppers (8.8%) can prevent COVID-19. A considerable number of girls (31.2%) also did not know that fever is the main symptom of the pandemic. Regarding their practice, among those who reported the reasons which prevent them from protecting themselves from the virus, 92.2% (254 out of 294) claimed lack of soap, 86.4% said lack of mask and 54.4% blamed lack of water (most of them from Oromia /75%/). The effect of COVID-19 on girls' livelihood is also reflected from their responses where 56.5% of them reported as "*my parents (caregivers) have less money since the start of COVID-19*". A similar proportion of girls (55.2%) also believe that "*my life was better before COVID-19*". The qualitative data has also supported these findings.

It is worth to mention here how COVID-19 has affected the girls' education. In this regard, 30.6% of the girls reported that they left formal school due to the pandemic. 38.2% of the girls also responded that they had less food to eat because of COVID-19.

Similarly, 23.2% of the PCG in both regions (many of them from Oromia /30.9%/ and some /14.3%/ from SNNPR) have not heard of the COVID-19 outbreak yet. Out of those who have heard of COVID-19, 60.7% of them (497 out of 819) heard from their friends and family; the majority (75.4%) from Oromia. The responses of the PCG also showed that the majority of those who heard of COVID know the main ways of preventing it as wearing facemasks (92.2%), avoiding handshakes/hugs (70.6%), frequent hand washing (54.1%), and keeping physical distance (43.2%). This is consistent with the girls' response above. However, similar to the girls, not all PCG have the required level of awareness about the pandemic. There were PCGs who believe that drinking alcohol (8.5%) and eating hot peppers (8.1%) can prevent COVID-19. Again, a considerable number of PCGs (30.5%) did not know that fever is one of the main symptoms of the pandemic. Among those PCGs who reported the reasons which prevent them from protecting themselves from the virus, 91.4% (307 out of 336) claimed lack of soap, 89.6% said lack of mask and 53% mentioned lack of water (most of them from Oromia /70.8%/ and 40.7% from SNNPR). These responses are also in line with the reports of the girls. Moreover, the effect of COVID-19 on households' livelihood is reflected from their responses where 55.8% of them reported as "*I have less money in the household since the start of COVID-19*". Likewise, 54.9% of PCGs believe that "*my life was better before COVID-19*". The qualitative data has also corroborated these findings.



In addition, 37.1% PCGs responded that they had less food to eat due to COVID-19. 33.5% of the PCGs also mentioned that they have a reduced income in the household because of COVID. Other impacts of the pandemic on the PCGs include “*feeling scared/ lonely/ depressed*” (28.9%) and “*lost my job*” (14%).

## 9.4 Key barriers to education by regions

Table 13: Key barriers to education by regions

Barriers	Oromia	SNNPR
Poverty ↳ (those unable to meet basic needs without charity)	<b>68.2%</b>	<b>62.9%</b>
High Domestic Chores ( <i>spending half to a whole day</i> )	↳ <b>50.1%</b>	↳ 8.3%
Early marriage	<b>18.1%</b>	2%
Early Childbirth	<b>28.2%</b>	2.6%
School distance ↳ (walking to a nearby school for more than 31 minutes)	<b>43%</b>	<b>34.5%</b>
Unsafe journey to school	↳ <b>64.9% - long distance</b> ↳ <b>61.4% - heat or rain</b> ↳ <b>23% - poor roads</b> ↳ <b>17.6% - Violence, conflict</b>	↳ <b>50% - long distance</b> ↳ <b>50% - heat or rain</b> ↳ <b>50% - poor roads</b> ↳ <b>35% - Environmental disruptions</b>
School facility/ deprivation	↳ <b>94.9% - non-drinking water</b> ↳ <b>93.7% - no toilet</b>	↳ <b>76.5% - no books</b> ↳ <b>98.7% - no drinking water</b>
Teacher-related barrier	↳ <b>21.8% - teacher often absent</b> ↳ <b>16.5% - doesn't code switch</b> ↳ 9% - lessons too fast ↳ 5.3% - girls asked harder questions	↳ <b>42.6% - teacher often absent</b> ↳ <b>18.1% - doesn't code switch</b> ↳ 10.1% - girls asked harder questions ↳ 9.6% - lessons too fast
Girls education agendas failed to be addressed by authorities	<b>29.7%</b>	<b>24.7%</b>
Lack of family planning knowledge (contraception)	<b>83.2%</b>	<b>90.9%</b>

## 9.5 Appropriateness of project activities to the characteristic subgroups and barriers identified

The key characteristic subgroups and barriers identified in the baseline study are mostly well considered in CHANGE's TOC. However, the baseline study also implies that there are few more critical barriers that would

affect beneficiary girls' transition to formal education as that is one of the key points in their pathway. Therefore, the following questions would require answers from the project to understand the appropriateness of the project activities to the subgroups and barriers identified in this study:

- Sampled girls particularly in Oromia spend half to a whole day undertaking domestic works in their households – more than 82% fetching water, more than 78% helping with cooking and more than 76% helping with cleaning the home. It is found that many of the girls are engaged in more than one activity in a day.
- School distance is another barrier identified in this study. 10.5% of the girls in SNNPR and 9.1% in Oromia would roughly take 1 to 3 hours to walk to a nearby school while for 0.8% of girls in SNPPR and 0.2% in SNNPR, it would take them from 3 to 5 hours. According to Primary caregivers, secondary school physical accessibility is even scarce. 41.5% of the sampled girls in SNPPR and 26.3% in Oromia would be required to walk for 1 to 3 hours while for 5.4% of girls in Oromia and 4.2% in SNNPR, it would take them from 3 to 5 hours to access a secondary school. This has raised security issues on the way to school in these regions which could force parents to stop sending their girls to school.
- Schools in both regions are mainly critiqued for lacking drinking water. 98.7% of the sampled girls in SNNPR and 94.9% in Oromia lack drinking water in their school. This would negatively affect school environments' inclusiveness. 93.7% of the sampled girls in Oromia and 76.5% in SNNPR implied that their previous schools did not have toilets as well. These deprivations would affect the attendance of girls at a higher rate.
- Poverty is another major barrier to girls' education. 68.2% of the sampled girls in Oromia and 62.9% in SNPPR reported that they are unable to meet their basic needs without charity.

## **9.6. Project response: Appropriateness of project activities to the characteristic subgroups and barriers identified**

At the end of each academic year, the beneficiary girls should reach the learning outcome related to their latest year of attendance. Their pathways differ based on the enrolment in particular structures – 3 levels of ABE for girls 10-14 years old, 2 levels of IFAL for girls 15-19 years old, and TVET for both age groups. There are standardized literacy and numeracy skill levels for each educational ABE / IFAL level. Thus, passing the final exam each academic year gives us a clear idea of what level of knowledge the girls have achieved.

**Domestic works / helping at home:** The perception of communities, parents, men and boys of the importance of education for girls is one of the important barriers that has been originally identified at the beginning of the project. The activities under the Output 4 and 5 have been addressing this barrier on the level of community as well as on the level of the government structures. For the communities (incl. parents, men and boys), the stress is put on the CAGs and their active promotion of the importance of education and future advantages for the girls within their communities. Girls and family counselling will be conducted when necessary, also parents support groups and girls' friendly spaces will be promoted. However, as the evaluator identified other barriers as more important for the school attendance than the general attitude and perception, the project is going to reflect the suggestions for the next steps and will focus more on the barriers identified in the baseline. One of the activities that might be relevant is providing conditional cash transfer to families / students and financially supporting SGHs under the Output 3, which will address the potential financial loss connected with girls regularly attending schools.

**School distance:** The activities under the Output 3<sup>9</sup> focus mainly on the barriers related to the school level. The project considers formal education as one of the desired pathways from the ABE / IFAL structures. As a second pathway for both age groups, TVET is an option in case formal schools are not available. The project will support capacity building of zonal and woreda TVET as well as linkages for mobile and short-term TVET centers. Existing girls' clubs in or outside school will be supported or new ones will be created, if necessary (as well as SHGs), to help empowering girls and creating girls' safe space for sharing experiences and support.

**Lack of drinking water in schools:** Activity 1.3<sup>10</sup> under the Output 1 addresses mainly the construction / re-construction of the school structure and girls' friendly spaces (WASH facilities, accessibility for girls with disabilities, classroom and school environment etc.). The Consortium will discuss if and how the provision of drinking water might be included (in case we are talking about the ABE / IFAL structures). For the formal schools, further discussion will be needed as the way of support them is under revision.

## 10. Learning Outcome findings

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### 10.1 Introduction

This section of the report presents the achievements of sampled girls on the EGRA and EGMA tests they took for this baseline assessment. These instruments were composed of a variety of subtasks designed to assess foundational reading and numeracy skills of surveyed girls. Participants were given the choice of which language they would like to take the test in, with all exercises made available in the local languages of each region: Amharic, Oromiffa and Gedeoffa. As the tests were administered for particularity two age groups, there were slight differences between the subtasks of the EGRA test - particularly with '*the letter identification*', '*reading passage*', and '*invented words*' part while both the age groups were posed with identical questions for all the subtasks of the EGMA test. In other words, all girls took similar EGMA test regardless of their age differences while there were few content differences on the EGRA test for 10-14 and 15-19 aged sampled girls.

Standard timed EGRA/EGMA tests are usually administered with 60 seconds given for each timed sub-task. For this particular study, 60 more seconds were added to give sufficient time considering that the majority of girls sampled for this study are out of school or at risk of dropping out. For all the timed excises in this report, therefore, two different analyses are made - one for how much the girls scored in the first 60 seconds (1 minute) and another for the whole 120 seconds (2 minutes).

While administering the tests, enumerators utilized procedures to ensure the quality of test results. The following points were major requirements of the tests that enumerators had strictly followed:

- For all the timed exercises enumerators had to start their timer to run for 120 seconds. When the girls went halfway through and reach at 60 seconds the enumerators marked their timer at 60 seconds (1 minute) to register how much the girls completed per 60 seconds. This was done without the

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9 The logframe has been revised after the process of baseline data collection and report writing. Therefore, in some cases, some projects outputs/ outcomes/ indicators in the text do not reflect those in the updated document.

10 The logframe has been revised after the process of baseline data collection and report writing. Therefore, in some cases, some projects outputs/ outcomes/ indicators in the text do not reflect those in the updated document.

consciousness of the girls. Those girls who did not finish doing the tasks by 120 seconds (2 minutes) were told to stop and move on to the next exercise.

- Tasks were discontinued for those girls who made four or five consecutive errors in a row categorizing them in the 'non-learner' band for scoring 0%- which is 'the early stop rule'.
- For every subtask, enumerators were asked to make sure the girls understood what they were expected to do before starting. Enumerators read out examples and practically demonstrated the tasks before asking the girls to do them.
- Prepared booklets were given to the girls when enumerators read out instructions for every subtask.

The EGRA test included the following 6 exercises which are chronologically ordered in terms of level of difficulty- from easy to harder questions:

- Exercise 1: Letter Identification - (timed)
- Exercise 2: Familiar words - (timed)
- Exercise 3: Invented words reading- (timed)
- Exercise 4a: Oral reading - (timed)
- Exercise 4b: Reading comprehension - (untimed)
- Exercise 5: Listening Comprehension - (untimed)

The EGMA test continued after this with the following subtasks:

- Exercise 6: Number identification - (timed)
- Exercise 7: Quantity Discrimination - (untimed)
- Exercise 8: Missing numbers - (untimed)
- Exercise 9: Addition - (timed)
- Exercise 10: Subtraction - (timed)
- Exercise 11: Written exercise - (untimed)
- Exercise 12: Word problems - (untimed)

The analysis for EGRA and EGMA is made separately with sub-sections for each subtasks of the tests. For a diagnosis of the gaps in literacy and numeracy skills, the subtask scores are cut into bands of achievements as follows for the subtask analysis:

- Non-learner: 0% of items.
- Emergent learner: 1%-40% of items.
- Established learner: 41%-80% of items.
- Proficient learner: 81%-100% of items.

To arrive at the aggregate learning scores for this study, the following approaches were adopted:

1. For each individual subtask, the total numbers of correct answers were divided by the total number of questions for the subtask to arrive at the average %. The only exception to this rule was the words per

minute subtask. To convert this to a %, any WPM scores at 100 or higher received 100%. For every WPM under 100, the standardised score was discounted out of 100 by 1 mark (i.e. 75 WPM = 75/100).

2. All subtasks were weighed equally. For example, if the literacy test was composed of four subtasks, then each subtask counted for ¼ of the total.
3. The average score was taken across all subtasks (e.g. if subtask 1 = 50%, subtask 2 = 40%, subtask 3 = 80% and subtask 4 = 20% then the calculation was  $(50+40+80+20)/4 = 47.5\%$ ).

**Project response: Learning levels**

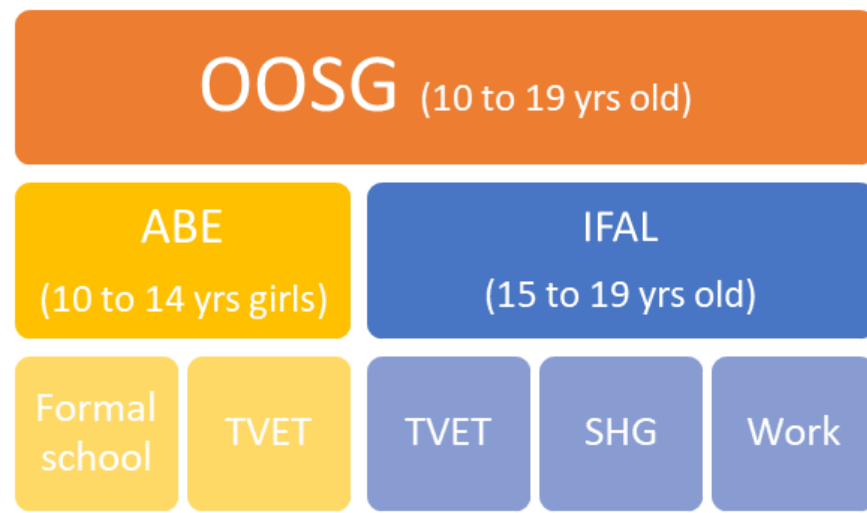
At the end of each academic year, the beneficiary girls should reach the learning outcome related to their latest year of attendance. Their pathways differ based on the enrolment in particular structures – 3 levels of ABE for girls 10-14 years old, 2 levels of IFAL for girls 15-19 years old, and TVET for both age groups. There are standardized literacy and numeracy skill levels for each educational ABE / IFAL level. Thus, passing the final exam each academic year gives us a clear idea of what level of knowledge the girls have achieved.

Additionally, with the context evaluation related to COVID-19, the Consortium have recently conducted Rapid Assessment on home-based learning as well as ASER tests, which will provide more detailed information on the level of knowledge of the beneficiary girls as well as on the current teaching and learning situation. Moreover, this baseline evaluation contains some items related to COVID-19.

In the context of this project, passing the final exam (ABE level 3, IFAL level 2, obtaining Certificate of Completion in case of TVET) was set up as the benchmark for the transition to the next stages – formal education / TVET / SHG / work. It will look as follows:

- 1) After passing the level 3 final exam, the ABE girls will join grade 5 in regular schools. Those who will be above 16 years old will be enrolled into TVET.
- 2) After passing the level 2 final exam, the IFAL girls will have three options to follow: TVET, SHG and / or self-employment.

The following diagram shows the current transition pathways:



## 10.2 Learning Outcomes

### 10.2.1 EGRA- ABE (girls age 10-14)

#### Exercise 1: Letter identification- sounds of letters (timed)

For this exercise the girls were asked to say the sounds of the letters given to them on the booklets.

**Example:**

<b>F</b>	<b>j</b>	<b>A</b>	<b>s</b>	<b>Z</b>	<b>e</b>	<b>U</b>	<b>j</b>	<b>m</b>	<b>o</b>	<b>/10</b>
<b>Y</b>	<b>g</b>	<b>k</b>	<b>B</b>	<b>T</b>	<b>P</b>	<b>d</b>	<b>V</b>	<b>k</b>	<b>n</b>	<b>/10</b>
<b>Total score (#/100) (Data entry person to complete) /100</b>										

#### What did this subtask assess?

- It assessed the girls' alphabet knowledge.
- For this subtask the girls' provided the sounds of the letters differentiating each letter from the groups.

Table 14: EGRA-ABE Exercise 1 scores in 60 seconds<sup>11</sup>

Categories		Region				Total			
		Oromia		SNNPR		No.		%	
		No.	%	No.	%				
<b>Ex. 1 (60')</b>	Non-reader 0%	120	60.0	308	77.2	428	71.5		
	Emergent reader 1%-40%	14	7.0	1	0.3	15	2.5		
	Established reader 41%-80%	5	2.5	0	0.0	5	0.8		
	Proficient reader 81%-100%	0	0.0	0	0.0	0	0.0		

#### ▪ Scores in 60 seconds (per minute)

Of the 599 girls, the majority, 428 (71.5%), scored 0% and were asked to stop after giving five consecutive wrong answers. Girls from SNNPR are mostly in this band score, with 77.2% (308 out of 399). In Oromia as well 120 out of 200 (60%) girls scored 0%. This clearly shows that more than half of the girls could not identify simple letters/symbols. Meanwhile, 15 (2.5%) of the girls identified 1%-40% of the letters/symbols per minute while only 5 (0.8%) managed to identify 41-80% of the individual letters in one minute. And, no girl out of the 599 girls was able to proficiently tell the sounds of the letters/symbols given within a minute or less.

<sup>11</sup> The table shows only those who finished the exercise in the first 60 seconds, therefore the total does not need to be 100 %

Table 15: EGRA-ABE Exercise 1 scores in 120 seconds

Categories		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex1 (120')</b>	Non-reader 0%	120	60.0	308	77.2	428	71.5
	Emergent reader 1%-40%	32	16.0	61	15.3	93	15.5
	Established reader 41%-80%	20	10.0	12	3.0	32	5.3
	Proficient reader 81%-100%	28	14.0	18	4.5	46	7.7

▪ **Scores in 120 seconds (2 minutes)**

Within the 60 more seconds, the girls' actual literacy level was further exposed. Overall, 78 (13%) of the girls managed to score 41-100% making use of the time given. In Oromia, for instance, a notable progress was observed. 48 (24%) of the girls scored 41-100% which is better than they did in the first 60 seconds. Their progress can even be clearly seen with their score on the '*proficient reader band*' that 28 (14%) of them secured this highest achievement in the 120 seconds. In SNNPR as well, even though relatively very few, 30 (7.5%) of the girls achieved a better score within the two minutes. Hence, the majority of the girls scored better and made progress into the '*established and proficient reader*' band scores within the additional minute.

**Exercise 2: Familiar Words (timed)**

Here, girls were asked to read aloud frequently used words. They were not allowed to individually say the phonetic spellings but were asked to read them at once.

Example:

<b>Boy</b>	<b>Hen</b>	<b>Bee</b>	<b>Fox</b>	<b>Fat</b>	<b>/5</b>
<b>Hat</b>	<b>Bus</b>	<b>Ear</b>	<b>Cow</b>	<b>Pig</b>	<b>/5</b>
<b>Total score (#/25)</b>					<b>/25</b>

**What did this subtask assess?**

- It assessed the girls' level of word recognition.
- The girls were required to read randomly ordered words.

Table 16: EGRA-ABE Exercise 2 scores in 60 seconds

Categories		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 2 (60')</b>	Non-reader 0%	179	89.5	383	96.0	562	93.8
	Emergent reader 1%-40%	14	7.0	7	1.8	21	3.5
	Established reader 41%-80%	3	1.5	3	0.8	6	1.0
	Proficient reader 81%-100%	1	0.5	1	0.3	2	0.3

▪ **Scores in 60 seconds (per minute)**

Similar to the previous exercise, this subtask was as well not easy for the majority of the girls across the regions. The vast majority of sampled girls from all regions (93.8%) scored 0% and were unable to identify the familiar words given. Therefore only 1.3% of the girls were in the ‘Established and Proficient’ reader band score for reading 41-100% of the words with accuracy while just 3.5% others were recognized as ‘Emergent readers’ for trying to read the words with somehow less accuracy.

Table 43: EGRA-ABE Exercise 2 scores in 120 seconds

Categories		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 2 (120')</b>	Non-reader 0%	179	89.5	383	96.0	562	93.8
	Emergent reader 1%-40%	6	3.0	2	0.5	8	1.3
	Established reader 41%-80%	10	5.0	8	2.0	18	3.0
	Proficient reader 81%-100%	5	2.5	6	1.5	11	1.8

▪ **Scores in 120 seconds (per two minutes)**

Still, very limited number of girls managed to progress through the band scores. Most girls were unable to read the words even if they were provided with additional time. In both regions, only 11 girls (1.8%) read the words proficiently and 3% of the girls read 41%-80% of the familiar words of the sub-task. These girls somehow accurately but slowly read the words in this exercise.

**Exercise 3: Invented words (timed)**

In this exercise, girls were asked to read made up words that give no meaning. As with the previous task, girls were asked not to individually spell the letters but read the words as a whole.

Example:	<b>kem</b>	<b>Lub</b>	<b>Dan</b>	<b>Ren</b>	<b>Bil</b>	<b>/5</b>
	<b>mag</b>	<b>Zor</b>	<b>Nuk</b>	<b>Wep</b>	<b>Pic</b>	<b>/5</b>
	<b>Total score (#/25)</b>					<b>/25</b>

**What did this subtask assess?**

- It assessed the girls' decoding skill
- The girls made letter-sound (grapheme- phoneme correspondence through reading the nonsense words)



Table 44: EGRA-ABE Exercise 3 scores in 60 seconds

Categories		Oromia		SNNPR		Total	
		No	%	No	%	No	%
Ex 3. (60')	Non-reader 0%	179	89.5	385	96.5	564	94.2
	Emergent reader 1%-40%	7	3.5	5	1.3	12	2.0
	Established reader 41%-80%	0	0.0	0	0.0	0	0.0
	Proficient reader 81%-100%	0	0.0	0	0.0	0	0.0

▪ **Scores in 60 seconds (per minute)**

More girls struggled with this exercise than the previous one. 564 girls out of 599 (94.2%) could not read the non-sense words at all. The vast majority of the girls in SNNPR, that is, 96.5% and in Oromia 89.5% were unable to recognize the sounds of the words given. Only 12 girls (2%) were able to read the words with limited accuracy level and recognized as emergent readers. No girl out of the 599 sampled girls can be considered as established reader or was able to read the familiar words provided proficiently within the 60 seconds.

Table 19: EGRA-ABE Exercise 3 scores in 120 seconds

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
Ex3(120')	Non-reader 0%	179	89.5	385	96.5	564	94.2
	Emergent reader 1%-40%	6	3.0	0	0.0	6	1.0
	Established reader 41%-80%	10	5.0	8	2.0	18	3.0
	Proficient reader 81%-100%	5	2.5	6	1.5	11	1.8

▪ **Scores in 120 seconds (per two minutes)**

Because most of the girls discontinued the task for giving five consecutive wrong answers, the proportion of girls in the 'Non-reader' band score remained the same. It can easily be understood that this particular sub-task was difficult for most of the girls that very limited number of girls read more words accurately using the 120 seconds given. 5 girls from Oromia, and 6 girls from SNNPR managed to progress to scoring the 'proficient reader band'. Moreover, 10 girls from Oromia and 8 girls from SNNPR achieved the 'Established reader' band score within the 2 minutes.

**Exercise 4a: Oral Passage reading (timed)**

For this subtask, girls were required to read short stories. Before they start reading, they were told they will be asked different questions about the story they were about to read. Then, they were asked to read aloud, quickly, and carefully.

	<b>Selam went to the river to fetch water. On her</b>	<b>/10</b>
Example:	way to the river, she met her friend Beletu. They	<b>/10</b>
	<i>Total score (#/60)</i>	<b>/60</b>

### What did this subtask assess?

- It assessed the girls' oral reading fluency
- The girls were evaluated whether they could read a text with accuracy, with little effort and at a sufficient rate.

Table 45: EGRA-ABE Exercise 4a scores in 60 seconds

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 4a (60')</b>	Non-reader 0%	185	92.5	390	97.7	575	96.0
	Emergent reader 1%-40%	9	4.5	5	1.3	14	2.3
	Established reader 41%-80%	5	2.5	1	0.3	6	1.0
	Proficient reader 81%-100%	0	0.0	1	0.3	1	0.2

#### ▪ Scores in 60 seconds (per minute)

Across the regions, 96% of girls were unable to read the passage in the first minute. That is, 92.5% sampled girls from Oromia and 97.7% from SNNPR could not read the given text at all. Apparently, this score might not come as a surprise since the vast majority of these girls were unable to read individual words or even recognize alphabets in the previous subtasks. More than 92% of girls in each region did not have the literacy level to read the passage or had made five consecutive errors when trying to read in the first 60 seconds and were forced to an early exit.

Table 46: EGRA-ABE Exercise 4a scores in 120 seconds

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 4a (120')</b>	Non-reader 0%	185	92.5	390	97.7	575	96.0
	Emergent reader 1%-40%	5	2.5	4	1.0	9	1.5
	Established reader 41%-80%	5	2.5	1	0.3	6	1.0
	Proficient reader 81%-100%	5	2.5	4	1.0	9	1.5

#### ▪ Scores in 120 seconds (per two minutes)

From the 599 girls, only 2.5% of them read the passage with an 'Established and Proficient' level of performance. That means, the majority of them still performed very poorly in the sub task despite the abundant amount of time provided. Relatively, girls from Oromia read the passage more proficiently than in SNNPR that 2.5% of them were able to achieve the highest score when only 1% of the girls in SNNPR accomplished the band score.

### Exercise 4b: Reading comprehension (untimed)

This sub-task was the extension of the previous task. The story the girls read was given to them if they wanted to review it. Then, different questions were posed to the girls about the story.

Example:

	Correct	Incorrect	No response
<b>Who went to the river? [Selam]</b>			
<b>Why did Selam go to the river? [to fetch water]</b>			

**What did this subtask assess?**

- It assessed the girls' reading comprehension level
- The girls were assessed if they could respond to the different types of questions posed to them, which included literal and inferential questions

Table 47:

*Foundational Literacy gaps (reading)- EGRA – ABE- untimed*

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
Ex 4b.	Non-learner 0%	162	81.0	367	92.0	529	88.3
	Emergent learner 1%-40%	16	8.0	14	3.5	30	5.0
	Established learner 41%-80%	18	9.0	9	2.3	27	4.5
	Proficient learner 81%-100%	4	2.0	9	2.3	13	2.2

**Scores**

Despite this subtask not being timed, for girls to answer questions with care and flexibility, the majority of them (88.3%) scored 0%. This is unsurprising, given that the majority of these girls could not identify letters/symbols very well. 92% (367 out of 399) girls in SNNPR did not answer any of the comprehension questions, with similar results in Oromia, 81% (162 out of 200) girls. In the meantime, the minorities, that is, 4.5% of the girls from both regions managed to answer 41-80% of the comprehension questions.

**Exercise 5: Listening Comprehension: (untimed)**

For this task, enumerators read aloud a passage slowly (about 1 word per second) only once. The girls were asked to listen to the passage carefully and answer the questions that followed it.

**Example:**

Question	Correct	Incorrect	No response
<b>When do Hiwot and Yezina go to school together?</b>			
<b>What do they do while studying?</b>			

**What did this subtask assess?**

- It assessed the girls' oral language skill - their listening comprehension of oral language
- The girls were assessed if they could respond to literal and inferential questions after listening

Table 48: Foundational Literacy gap (listening) - EGRA – ABE- untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
Ex 5	Non-learner 0%	119	59.5	83	20.8	202	33.7
	Emergent learner 1%-40%	17	8.5	68	17.0	85	14.2
	Established learner 41%-80%	37	18.5	130	32.6	167	27.9
	Proficient learner 81%-100%	27	13.5%	118	29.6	145	24.2

**Scores**

Better scores were achieved for this subtask in comparison to the previous reading tasks, which indicates that girls perform better in speaking than reading. It is worth noticing the score distribution of this subtask. Although 33.7% of girls (202 from 599) could not answer any of the listening comprehension questions posed to them, a further 24.2% (145) performed the task proficiently, answering 81-100% of the questions while 27.9% (167) girls answered 41-80% of the questions - demonstrating their better level of oral language proficiency against their reading one. This might not come as a surprise since almost all the girls took the test in their own mother tongue or in a language that they daily use and that all they were asked to do was to listen and respond.

**10.2.2 EGRA- IFAL (girls age 15-19)**

**Exercise 1: Letter identification- sounds of letters (timed) - IFAL**

For this exercise, girls were asked to tell the sounds of the letters given to them on the booklets.

Example:

<b>f</b>	<b>j</b>	<b>A</b>	<b>s</b>	<b>Z</b>	<b>e</b>	<b>U</b>	<b>J</b>	<b>m</b>	<b>o</b>	<b>/10</b>
<b>Y</b>	<b>g</b>	<b>k</b>	<b>B</b>	<b>T</b>	<b>P</b>	<b>D</b>	<b>V</b>	<b>k</b>	<b>n</b>	<b>/10</b>
<b>Total score (#/100) (Data entry person to complete) /100</b>										

### What did this subtask assess?

- It assessed the girls' alphabet knowledge.
- For this subtask the girls' provided the sounds of the letters differentiating each letter from the groups.

Table 49: EGRA-IFAL Exercise 1 score per 1 minute

Categories		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 1 (60')</b>	Non-reader 0%	156	42.2	60	61.9	216	46.3
	Emergent learner 1%-40%	123	33.2	31	32.0	154	33.0
	Established learner 41%-80%	58	15.7	4	4.1	62	13.3
	Proficient learner 81%-100%	20	5.4	0	0.0	20	4.3

▪ **Scores in 60 seconds (per minute)**

216 of the 467 girls, that is, 46.3% did not identify the letter/symbols provided in the first 60 minutes – a proportion of higher number in SNNPR with 61.9%. Relatively smaller number of girls from (42.2%) failed to tell the letters in this sub-task. There were also 33% (154) other girls who could tell only 1-40% of the letter sounds. Similar proportions of girls in both regions were found in this band score for the first 60 seconds. 13.3% of the girls performed better by telling 41-80% of the accurate sounds, while only 4.3% (20 of 467) girls achieved the highest score for recognizing more than 81% of the letters within a minute. Girls from Oromia outperformed SNNPR in this sub-task that 21.1% of them managed to accurately identify more than 41% of the letters or sounds provided. It is also worth noting that far fewer number of girls (4.1%) accurately identified more than 41% of the alphabets in the SNNPR.

Table 50: EGRA-IFAL Exercise 1 score per 2 minutes

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 1 (120')</b>	Non-learner 0%	156	42.2	60	61.9	216	46.3
	Emergent learner 1%-40%	64	17.3	18	18.6	82	17.6
	Established learner 41%-80%	45	12.2	11	11.3	56	12.0
	Proficient learner 81%-100%	105	28.4	8	8.2	113	24.2

▪ **Scores in 120 seconds (per two minutes)**

12% (56) of the girls were recognized as established learners and able to read 41-80% of the sounds of the alphabets in the first 120 seconds. From the overall 467 girls who continued doing this task, 24.2% (113) were noticeably able to score the highest band by providing 81-100% of the sounds of the letters – girls from Oromia spearheading the proportion with 28.4%. Even though these girls spent more than a minute to do this task, they accurately recognized most of the symbols /letters implying that they could be slow but are accurate.

## Exercise 2: Familiar Words (timed) - IFAL

Here, girls were asked to read out loud frequently used words. They were not allowed to individually tell the spellings of the words but to read them at once.

Example:

<b>Buy</b>	<b>Hot</b>	<b>Bee</b>	<b>Fox</b>	<b>Fat</b>	<b>/5</b>
<b>Map</b>	<b>Bus</b>	<b>wet</b>	<b>Cow</b>	<b>Pig</b>	<b>/5</b>
<b>Total score (#/25)</b>					<b>/25</b>

### What did this subtask assess?

- It assessed the girls' level of word recognition.
- The girls were required to read randomly ordered words.

Table 51: EGRA-IFAL Exercise 2 score per 1 minute

Category		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex 2 (60')</b>	Non-learner 0%	269	72.7	81	83.5	350	74.9
	Emergent learner 1%-40%	38	10.3	8	8.2	46	9.9
	Established learner 41%-80%	30	8.1	7	7.2	37	7.9
	Proficient learner 81%-100%	5	1.4	0	0.0	5	1.1

#### ▪ Scores in 60 seconds (per minute)

The vast majority of girls were not able to accurately recognize the words provided. A large number of girls are categorized under the two extreme band scores of the test. The vast majority, about 75% of the girls in the regions scored 0%. These girls were unable to read any of the given frequently used familiar words. On the other hand, the achievements of 7.9% girls were categorized under the 'Established learner' band score. Like in the previous exercise, girls from Oromia slightly outperformed the girls in SNNPR with 1.4% of them securing the highest score within just 60 seconds. No girl in SNNPR secured the highest score in the first 60 seconds.

Table 527: EGRA-IFAL Exercise 2 score per 2 minutes

Category		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex 2 (120')</b>	Non-learner 0%	269	72.7	81	83.5	350	74.9
	Emergent learner 1%-40%	11	3.0	4	4.1	15	3.2
	Established learner 41%-80%	35	9.5	7	7.2	42	9.0
	Proficient learner 81%-100%	55	14.9	5	5.2	60	12.8

#### ▪ Scores in 120 seconds (per 2 minute)

21.8% (102) girls provided accurate answers and categorized under the “*Established and Proficient learner*” within the 2 minutes. In fact, more girls in Oromia (14.9%), like in the first 60 seconds, outperformed the girls in SNNPR in this subtask and achieved above 81%.

### Exercise 3: Invented words (timed)

In this exercise, the girls were asked to read made-up words with no meaning. Like the previous task the girls were asked not to individually spell the letters but read the words as a whole.

Example:

<b>kem</b>	<b>Lub</b>	<b>Dan</b>	<b>ren</b>	<b>Bil</b>	<b>/5</b>
<b>mag</b>	<b>Zor</b>	<b>Nuk</b>	<b>wep</b>	<b>Pic</b>	<b>/5</b>
<b>Total score (#/25)</b>					<b>/25</b>

#### What did this subtask assess?

- It assessed the girls' decoding skill
- The girls made letter-sound (grapheme- phoneme correspondence through reading the nonsense words)

Table 28: EGRA-IFAL Exercise 3 score per 1 minute

Category		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex 3 (60')</b>	Non-learner 0%	277	74.9	84	86.6	361	77.3
	Emergent learner 1%-40%	24	6.5	5	5.2	29	6.2
	Established learner 41%-80%	35	9.5	6	6.2	41	8.8
	Proficient learner 81%-100%	6	1.6	1	1.0	7	1.5

#### ▪ Scores in 60 seconds (per minute)

The number of girls who could not read this subtask were almost similar with the last subtask. 77.3% of the girls were completely unable to read the invented words. As a result, very few numbers of girls were able to make progress in the task and read more than 41% of the words. Proportionally higher number of girls from Oromia (11.1%) were able to read more than 41% of the words, compared to 7.2% of girls in SNNPR who registered similar scores in reading the non-sense words within the 60 seconds.



Table 29: EGRA-IFAL Exercise 3 score per 2 minutes

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 3 (120')</b>	Non-learner 0%	277	74.9	84	86.6	361	77.3
	Emergent learner 1%-40%	13	3.5	2	2.1	15	3.2
	Established learner 41%-80%	36	9.7	5	5.2	41	8.8
	Proficient learner 81%-100%	44	11.9	6	6.2	50	10.7

▪ **Scores in 120 seconds (per two minutes)**

Reading the non-sense words apparently continued to be challenging for the majority of the girls even after the first 60 seconds. 19.5% (91 out of 467) of the girls performed better using the additional time by reading more than 41% of the words. Again, a relatively higher percent of girls from Oromia (11.9%) achieved the highest score, compared to girls from SNNPR (6.2%) with similar scores.

**Exercise 4a: Oral Passage reading (timed)**

For this subtask, girls were required to read short stories. Before they start reading, they were told they will be asked different questions about the story they were about to read. Then, they were asked to read aloud, quickly, and carefully.

Example:

<b>Selam went to the river to fetch water. On her</b>	<b>/10</b>
<b>way to the river, she met her friend Beletu. They</b>	<b>/10</b>
<b>Total score (#/60)</b>	<b>/60</b>

**What did this subtask assess?**

- It assessed the girls' oral reading fluency
- The girls were evaluated if they could read a text with accuracy, with little effort and at a sufficient rate.

Table 30: EGRA-IFAL Exercise 4a score per minute

Category		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex4a (60')</b>	Non-learner 0%	286	77.3	87	89.7	373	79.9
	Emergent learner 1%-40%	44	11.9	9	9.3	53	11.3
	Established learner 41%-80%	26	7.0	1	1.0	27	5.8
	Proficient learner 81%-100%	4	1.1	0	0.0	4	0.9

▪ **Scores in 60 seconds (per minute)**

The vast majority of the girls, that is about 80% could not read the passage at all. There were only 4 girls (out of 370) in Oromia, however, who were able to read the passage proficiently, while no girl in SNNPR (out of 97 girls) scored more than 80%. A total of 30 girls out of 370 (8.1%) in Oromia read 41-100% of the passage accurately per the first given minute. In SNNPR, conversely, only 1 girl out of 97 was able to achieve the established band score level. Overall, 18% of the girls were able to make progress in the task.

Table 531: EGRA-IFAL Exercise 4a score per 2 minutes

Category		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex4a (120')</b>	Non-learner 0%	286	77.3	87	89.7	373	79.9
	Emergent learner 1%-40%	14	3.8	4	4.1	18	3.9
	Established learner 41%-80%	38	10.3	3	3.1	41	8.8
	Proficient learner 81%-100%	32	8.6	3	3.1	35	7.5

▪ **Scores in 120 seconds (per two minutes)**

Notably, 16.3% girls from both regions demonstrated the level of their reading fluency using the additional time. Like the previous tasks, larger number of girls from Oromia, 70 out of 370 (18.9%), were able to achieve better scores by reading more than 41% of the passage, compared to only 6 girls out of 97 (6.2%) with similar scores. The vast majority of the girls in Oromia have been making use of the additional 60 seconds that in most of the tasks, they were able to progress further into achieving the highest mark. For this particular sub-task, 32 girls (8.6%) of the girls read the passage with accuracy, little effort and with a sufficient rate, and categorised under the proficient learner band score.

**Exercise 4b: Reading comprehension (untimed)**

This sub-task was the extension of the previous task. The story the girls read was given to them if they wanted to read again. Then, different questions were posed to the girls about the story.

Example:

	Correct	Incorrect	No response
<b>Who went to the river?</b>			
<b>Why did Selam go to the river?</b>			

**What did this subtask assess?**

- It assessed the girls' reading comprehension level
- The girls were assessed if they could respond to the different types of questions posed to them which included literal and inferential questions

Table 32: EGRA – IFAL Exercise 4b score- untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex4b</b>	Non-learner 0%	227	61.4	82	84.5	309	66.2
	Emergent learner 1%-40%	54	14.6	3	3.1	57	12.2
	Established learner 41%-80%	62	16.8	6	6.2	68	14.6
	Proficient learner 81%-100%	27	7.3	6	6.2	33	7.1

### Scores

Because the majority of the girls were not able to read the passage in the previous exercise, it was expected that they would not be able to answer the comprehension questions. Therefore, it comes as no surprise that 66.2% of the girls could not answer any of the questions raised in this subtask. However, even though the vast majority scored 0%, some, particularly those in Oromia, answered the questions with different accuracy levels (1% - 100%). Around 12% of the girls in both regions, correctly answered less than 40% of the comprehension questions while a much greater number of girls in Oromia (16.8%) managed to achieve the established learner band score. The lowest proportion (7.1%) gave 81-100% accurate answers to the comprehension questions.

### Exercise 5: Listening Comprehension: (untimed)

For this task, enumerators read aloud a passage slowly (about 1 word per second) only once. The girls were asked to listen to the passage carefully and answer the questions that followed it.

Example:

Question	Correct	Incorrect	No response
<b>When do Hiwot and Yezina go to school together?</b>			
<b>What do they do while studying?</b>			

#### What did this subtask assess?

- It assessed the girls' oral language skill - their listening comprehension of oral language
- The girls were assessed if they could respond to literal and inferential questions after listening

Table 33: EGRA – IFAL Exercise 5 score- untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 5</b>	Non-learner 0%	160	43.2	17	17.5	177	37.9
	Emergent learner 1%-40%	43	11.6	10	10.3	53	11.3
	Established learner 41%-80%	103	27.8	14	14.4	117	25.1
	Proficient learner 81%-100%	64	17.3	56	57.7	120	25.7

### Scores

This listening comprehension sub-task seemed to be a lot easier for most of the girls that 25.7% were able to achieve the highest score. A proportionate distribution of scores was registered for this task with relatively lower number of girls (37%) who scored 0%. Unlike in the previous subtasks, higher percent of girls from SNNPR (57.7%) were categorised as proficient learners while only 17.3% of girls in Oromia scored the same in this subtask. Most of the girls in Oromia achieved the 'non-learner' band score.

### 10.2.3 EGRA analysis summary

As expected the EGRA results of both girls aged 10-14 and 15-19 groups demonstrate a staggeringly low literacy level with most girls not being able to recognize even individual alphabets of their respective mother tongues or a language they regularly use. As a result, the girls' scores for the rest of the subtasks which required them to read and understand words and sentences remained extremely low with an exception to the listening comprehension sub-task where most girls in both age groups relatively performed better. For the most part, because 60 extra seconds were added to all timed subtasks, some girls were able to achieve better scores reading more words accurately but relatively slower.

Most girls in Oromia demonstrated intermediate and advanced levels of literacy unlike most of the sampled girls in the SNNPR. The quantitative data secured somehow echoed a similar phenomenon about a considerable number of sampled girls in Oromia who have the habit of reading regularly unlike the vast majority of sampled girls in the SNNPR. From the overall sampled 496 girls in SNNPR, only 14.9% (74) girls make time to read while in Oromia, there seem to be higher number of girls who read. Out of the 570 girls in Oromia, 23% (131) of girls said they read textbooks or notes when they missed classes. Overall, only 19.2% of the sampled girls across the regions read.

### 10.2.4. EGMA- ABE (girls age 10-14)

#### Exercise 6: Number identification: (timed)

For this exercise, girls were given a set of individual numbers on a booklet, and were asked to point out and tell the numbers to the enumerators.

#### Example:

6	1	2	4	8	/5
12	18	14	24	26	/5
<i>Total score</i>					<i>/20</i>

#### What did this subtask assess?

- It assessed the girls' numeral knowledge in terms of reading and speaking

Table 544: EGMA-ABE Exercise 6 scores in 60 seconds

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 6 (60')</b>	Non-learner 0%	85	42.5	191	47.9	276	46.1
	Emergent learner 1%-40%	25	12.5	62	15.5	87	14.5
	Established learner 41%-80%	39	19.5	62	15.5	101	16.9
	Proficient learner 81%-100%	5	2.5	20	5.0	25	4.2

▪ **Scores at 60 seconds (1 minute)**

Identifying individual numbers was not too challenging for most girls as identifying letters was in the EGRA test. Across both regions, 14.5% and 16.9% girls were able to tell 1-40% and 41-80% of the numbers given within the first 1 minute respectively. 4.2% of the girls also identified the numbers proficiently, while, on the other end, 276 of the 599 (46.1%) of girls could not recognize the numbers at all. Girls in SNNPR relatively performed well in this subtask that 5% accurately identified 81-100% of the numbers per minute, compared to 2.5% of girls in Oromia who got similar scores.

Table 555: EGMA-ABE Exercise 6 scores in 120 seconds

Category		Oromia		SNNPR		Total	
		No.	%	No.	%	No.	%
<b>Ex 6 (120')</b>	Non-learner 0%	85	42.5	191	47.9	276	46.1
	Emergent learner 1%-40%	30	15.0	59	14.8	89	14.9
	Established learner 41%-80%	45	22.5	72	18.0	117	19.5
	Proficient learner 81%-100%	40	20.0	77	19.3	117	19.5

▪ **Scores at 120 seconds (2 minutes)**

A considerable number of girls obtained the proficient and emergent learner band scores. A total of 19.5% (117) girls made use of the additional 60 minutes to achieve more in the sub-task and achieved at proficient level when they were provided the additional minute to do the task. Another 19.5% of the girls accurately identified 41-80% of the numbers, while 14.9% were only able to name 1 to 40% of the numbers within the given 2 minutes.

**Exercise 9: Addition (timed)**

Example:

Exercise
$2 + 2 =$
$2 + 4 =$
$5 + 3 =$

For this exercise, girls were given addition problems to solve and give the answer for each problem.

### What did this subtask assess?

- It assessed the girls' knowledge and confidence of basic addition facts.
- They mentally solved addition problems with sums less than 20

Table 56: EGMA-ABE Exercise 9 scores in 60 seconds

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 9.</b> <b>(60')</b>	Non-learner 0%	138	69.0	255	63.9	393	65.6
	Emergent learner 1%-40%	22	11.0	56	14.0	78	13.0
	Established learner 41%-80%	33	16.5	70	17.5	103	17.2
	Proficient learner 81%-100%	4	2.0	6	1.5	10	1.7

▪ **Scores at 60 seconds (1 minute)**

Most of the 599 girls (65.6%) did not solve a single addition problem in this subtask. Indeed, 69% of the girls in Oromia and 63.9% in SNNPR did not manage to get any correct answer. Meanwhile, 13% and 17.2% of the other girls achieved the 'emergent' and 'established' learner band scores respectively for solving 1-80% of the addition problems. Only 10 girls - 4 from Oromia and 6 from SNNPR proficiently solved the problems in first 60 seconds.

Table 577: EGMA-ABE Exercise 9 scores in 120 seconds

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 9</b> <b>(120')</b>	Non-learner 0%	138	69.0	255	63.9	393	65.6
	Emergent learner 1%-40%	9	4.5	31	7.8	40	6.7
	Established learner 41%-80%	31	15.5	73	18.3	104	17.4
	Proficient learner 81%-100%	22	11.0	40	10.0	62	10.4

▪ **Scores at 120 seconds (2 minutes)**

27.8% of the girls improved their scores using the additional 60 seconds – all of them answering over 41% - 100% of the questions. 17.4% of them solved 41-80% of the problems while 10.4% did very well in accurately providing 81-100% of the required responses. In Oromia, 26.5% (53) and in SNNPR 28.3% (113) girls achieved a relatively better score using the additional seconds.

### Exercise 10: Subtraction (timed)

As with the previous exercise, girls were provided with subtraction problems. They were asked to solve the problems and say the answer.

Example:

Exercise	
4 - 2 =	
6 - 1 =	
4 - 4 =	

**What did this subtask assess?**

- It assessed the girls' knowledge on basic subtraction facts
- They mentally solved subtraction problems with differences less than 20

Table 58: EGMA-ABE Exercise 10 scores in 60 seconds

Categories		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 10 (60')</b>	Non-learner 0%	143	71.5	271	67.9	414	69.1
	Emergent learner 1%-40%	0	0.0	3	0.8	3	0.5
	Established learner 41%-80%	0	0.0	0	0.0	0	0.0
	Proficient learner 81%-100%	0	0.0	0	0.0	0	0.0

▪ **Scores at 60 seconds (1 minute)**

Again, out of the 599 girls, the majority (69.1%) scored 0% in this subtask. For most of these girls, the task was discontinued for giving four successive wrong answers. Only 0.5% (3) girls, all from SNNPR, were able to provide 1-40% correct responses to the questions while no other girl in both regions achieved 41-100% scores. Girls from Oromia in particular struggled with this sub-task that just no girl provided 41-80% accurate answers while many of them (71.5%) scores 0%.

Table 39: EGMA-ABE Exercise 10 scores in 120 seconds

Categories		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex10 (120')</b>	Non-learner 0%	143	71.5	271	67.9	414	69.1
	Emergent learner 1%-40%	17	8.5	27	6.8	44	7.3
	Established learner 41%-80%	24	12.0	69	17.3	93	15.5
	Proficient learner 81%-100%	16	8.0	32	8.0	48	8.0

▪ **Scores at 120 seconds (2 minutes)**



Even though the majority of girls still could not go beyond providing 40% of the correct answers, the additional minute played a noteworthy role in revealing some girls' actual numeracy level. A total of 30.8% (185 out of the 599) girls progressed in their level of performance using the additional 60 seconds. Within the first minute, just 3 girls (all from SNNPR) were able to achieve the emergent learner band, 141 more girls managed to accurately solve the subtraction problems and scored more than 40% by making use of the additional minute – the higher proportion being from SNNPR (25.3%), compared to 20% in Oromia.

### Exercise 7: Quantity Discrimination (not timed)

Here, girls were given a pair of numbers to identify the bigger ones from the pairs.

Example:

Exercise	
8	6
12	21
34	26

#### What did this subtask assess?

- It assessed the girls' ability to compare numbers

Table 40: Foundational Numeracy gaps- Exercise 7 EGMA-ABE- untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 7</b>	Non-learner 0%	95	47.5	192	48.1	287	47.9
	Emergent learner 1%-40%	53	26.5	82	20.6	135	22.5
	Established learner 41%-80%	31	15.5	61	15.3	92	15.4
	Proficient learner 81%-100%	21	10.5	64	16.0	85	14.2

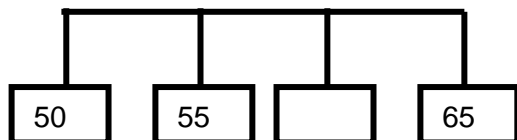
#### Scores

Unlike in the previous subtasks, the number of girls who scored nil (47.9%) in this subtask is relatively less than those who performed better. This may be because girls were given the freedom to answer the questions at their own desired pace, still 287 from 599 girls could not provide any correct answer. 22.5% (135) achieved a slightly better score of 1-40%, while 15.4% of girls (92) gave 41-80% correct responses. Another 14.2% (85) girls made it to the proficient learner band score for accurately identifying 81-100% of the correct larger numbers. In this task, 64 girls from SNNPR (16%) and 21 from Oromia (10.5%) were proficient enough to successfully achieve the highest score.

### Exercise 8: Missing Number (untimed)

This exercise contained rows of numbers with one missing number in between. The girls were asked to tell what number goes in the empty space to complete the pattern of the numbers.

Example:



#### What did this subtask assess?

- It assessed the girls' ability to identify number patterns
- They identified the missing number in a pattern of four numbers

Table 41: Foundational Numeracy gaps- Exercise 8 EGMA-ABE- untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
Ex 8	Non-learner 0%	94	47.0	205	51.4	299	49.9
	Emergent learner 1%-40%	60	30.0	106	26.6	166	27.7
	Established learner 41%-80%	41	20.5	63	15.8	104	17.4
	Proficient learner 81%-100%	5	2.5	25	6.3	30	5.0

#### Scores

This exercise demanded more critical thinking of the girls than the previous ones. Hence, the majority of girls scored less than 41%. Out of the 599 girls, half of them, 49.9% (299) were unable to tell the missing numbers at all while 27.7% (166) performed somehow better and completed 1-40% of the number patterns. Those who scored more than 41% were few in number. The proficient band score was, therefore, not very easy for many to achieve, so only 30 girls from the overall 599 were able to get 81-100% of the correct answers, most of them from SNNPR.

### Exercise 12: Word Problems

For this specific exercise, counters were provided to the girls to help with the tasks. The girls were told to use the counters if only they needed to.

Example:

**Exercise 1**

7 ducks are swimming in a pond. [pause and check]  
 2 more ducks join the swimming. [pause and check]  
 How many ducks are swimming in the pond altogether?

**What did this subtask assess?**

- It assessed the girls’ skill on interpretation of a situation, planning, and problem solving.
- The girls solved problems presented orally using any strategy they wanted, including the use of paper or counters.

Table 42: Foundational Numeracy gaps- Exercise 12 EGMA-ABE- untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 12</b>	Non-learner 0%	105	52.5	28	7.0	133	22.2
	Emergent learner 1%-40%	23	11.5	63	15.8	86	14.4
	Established learner 41%-80%	42	21.0	153	38.3	195	32.6
	Proficient learner 81%-100%	30	15.0	155	38.8	185	30.9

**Scores**

For this subtask, more than half of the girls in Oromia (52.5%) did not give any accurate answer to the task, while only 7% of girls in SNNPR had similar challenges. In both regions, 30.9% (185 of 599) girls solved the problems using different strategies of their own choice proficiently while 32.6% (195) were able to get 41-80% of the solutions to the mathematical problems posed. Meanwhile, 14.4% of girls (86) only provided accurate answers to 1-40% of the questions. Girls from SNNPR (77.1%) outperformed and scored more than 40%, compared to only 36% of girls in Oromia with a similar score.

**Exercise 11: Written Exercise (untimed)**

This exercise was only completed by girls who had correctly solved 5 or more addition or 5 or more subtraction items in the previous two subtasks. For those who did not achieve this, the next exercise (Exercise 12- analyzed above) was carried out. For this exercise, white papers were given to the girls to write their answers on with a pencil. Basic mathematical exercises were included for the girls to calculate. The questions included addition, subtraction, multiplication, and division, with sums of a range of difficulty given.

Example:

**Exercise**

$18 + 7 =$

$25 - 8 =$

$30 \div 6 =$

$6 \times 5 =$

#### What did this subtask assess?

- It assessed the girl's ability to apply procedural addition, subtraction, multiplication, and division knowledge

Table 43: Foundational numeracy skills (%) EGMA – ABE exercise 11

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Exercise 11: Written exercise</b>	Non-learner 0%	73	40.1	98	67.1	171	52.1
	Emergent learner 1%-40%	12	6.6	20	13.7	32	9.8
	Established learner 41%-80%	7	3.8	17	11.6	24	7.3
	Proficient learner 81%-100%	90	49.5	11	7.5	101	30.8

#### Scores

Out of the 599 girls, only 328 were able to carry out this subtask. That means, 45.2% of the girls gave wrong answers to 5 or more of the addition or 5 or more of the subtraction questions in the previous sub-tasks. Amongst these girls who made it to this exercise, 9.8% (32) of them provided 1-40% accurate answers while 52.1% (171) others gave incorrect answers to the questions and had to leave early – SNNPR with the higher proportion in this regard. Very few girls, on the other hand, (7.3%) provided 41-80% of the correct answers. However, a considerable number of girls (30.8%) achieved the highest score. Unlike the previous subtasks, the majority of girls who reached to the proficient learner were from Oromia (49.5%).

#### 10.2.5. EGMA – IFAL (girls age 15-19)

##### Exercise 6: Number identification: (timed)

For this exercise, the girls were given a set of individual numbers on a booklet to point out and tell the numbers to the enumerators.

Example:

<b>6</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>/5</b>
<b>12</b>	<b>18</b>	<b>14</b>	<b>24</b>	<b>26</b>	<b>/5</b>
<b>Total score (Data entry person to complete)</b>					<b>/20</b>

### What did this subtask assess?

It assessed the girls' numeral knowledge

**Table 44: EGMA – IFAL Exercise 6 score per minute**

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 6 (60')</b>	Non-learner 0%	86	23.2	29	29.9	115	24.6
	Emergent learner 1%-40%	20	5.4	11	11.3	31	6.6
	Established learner 41%-80%	83	22.4	15	15.5	98	21.0
	Proficient learner 81%-100%	19	5.1	3	3.1	22	4.7

▪ **Scores at 60 seconds (1 minute)**

In the first 60 seconds, sampled girls in the two regions achieved different level of scores for this subtask. High proportion of girls from Oromia, compared to SNNPR, secured the highest scores in the first minute. Identifying numbers did not challenge most of the girls in both regions as identifying letters or sounds in the previous test. A considerable proportion of the girls did very well in this exercise that 25.7% of them were labelled as established and proficient learners for identifying more than 41% of the numbers, most of which were from Oromia (27.5%).

**Table 59: EGMA – IFAL Exercise 6 score per 2 minutes**

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 6 (120')</b>	Non-learner 0%	86	23.2	29	29.9	115	24.6
	Emergent learner 1%-40%	17	4.6	8	8.2	25	5.4
	Established learner 41%-80%	110	29.7	15	15.5	125	26.8
	Proficient learner 81%-100%	157	42.4	45	46.4	202	43.3

▪ **Scores at 120 seconds (2 minute)**

The girls' level of accuracy in both regions improved after using the additional second for this task. 70.1% of the girls made use of the added 60 seconds to identify more numbers in the exercise and scored more than 41%. The proportion of girls who managed to accurately identify more than 41% of the numbers using the additional time is similar in both regions (72.1% in Oromia and 71.9% in SNNPR).

### Exercise 9: Addition (timed)

#### Exercise

$$2 + 2 =$$

$2 + 4 =$

$5 + 3 =$

For this exercise, girls were given addition problems to solve and give the answer for each problem.

**What did this subtask assess?**

It assessed the girls' knowledge and confidence of basic addition facts.

They mentally solved addition problems with sums less than 20

Table 60: EGMA – IFAL Exercise 9 score per minute

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 9 (60')</b>	Non-learner 0%	157	42.4	37	38.1	194	41.5
	Emergent learner 1%-40%	66	17.8	11	11.3	77	16.5
	Established learner 41%-80%	102	27.6	31	32.0	133	28.5
	Proficient learner 81%-100%	11	3.0	11	11.3	22	4.7

▪ **Scores at 60 seconds (1 minute)**

From the overall sampled 467 girls, 58% of them could not go beyond scoring 40% in this sub-task. 41.5% of the girls were, in fact, those who did not even score as high as 1%. There were also 28.5% of girls who scored 41-80% of the answers. 4.7% of the girls in both regions reached the proficient learner band score within the 60 seconds - with girls in SNNPR proportionally outperforming in both the established and proficient learner categories.

Table 617: EGMA – IFAL Exercise 9 score per 2 minutes

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 9 (120')</b>	Non-learner 0%	157	42.4	37	38.1	194	41.5
	Emergent learner 1%-40%	27	7.3	4	4.1	31	6.6
	Established learner 41%-80%	89	24.1	16	16.5	105	22.5
	Proficient learner 81%-100%	97	26.2	40	41.2	137	29.3

▪ **Scores 120 seconds (2 minutes)**

More girls managed to effectively use the additional minute provided and scored better results. It is noticeable that 29.3% (137) more girls were able to score the highest result for giving more than 81% accurate answers to the mathematical problems. Still, girls from SNNPR (41.2%) performed very well than the girls in Oromia region (26.2%) in this score category. 29 girls in this region improved their scores and achieved the 'Proficient learner' band score.

## Exercise 10: Subtraction (timed)

### Example:

Exercise
4 - 2 =
22 - 6 =
15 - 7 =

Like the previous exercise, girls were provided with subtraction problems. They were asked to solve the problems and say the answer.

#### What did this subtask assess?

- It assessed the girls' knowledge on basic subtraction facts
- They mentally solved subtraction problems with differences less than 20

Table 48: EGMA – IFAL Exercise 10 score per minute

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 10 (60')</b>	Non-learner 0%	179	48.4	39	40.2	218	46.7
	Emergent learner 1%-40%	69	18.6	13	13.4	82	17.6
	Established learner 41%-80%	89	24.1	32	33.0	121	25.9
	Proficient learner 81%-100%	6	1.6	7	7.2	13	2.8

#### ▪ Scores at 60 seconds (1 minute)

46.7% of the girls (218 out of 467) scored 0% on this subtask. Most of the girls in Oromia did not do very well in the first 60 second of the test that 48.4% of them could not provide more than 1% of the required answers. In SNNPR as well 40.2 of the girls did not solve a single subtraction problem as per the required accuracy. On the other hand, 17.6% of the girls in both regions answered less than 41% of the questions while 25.9% (121) managed to go up to getting 80% of the answers in the first 60 seconds. Less than 3% girls out of the 467, however, achieved the highest score in this subtask within the first minute.



Table 49: EGMA – IFAL Exercise 10 score per 2 minutes

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 10 (120')</b>	Non-learner 0%	179	48.4	39	40.2	218	46.7
	Emergent learner 1%-40%	25	6.8	2	2.1	27	5.8
	Established learner 41%-80%	95	25.7	25	25.8	120	25.7
	Proficient learner 81%-100%	71	19.2	31	32.0	102	21.8

▪ **Scores in 120 seconds (2 minutes)**

In the first 60 seconds, less than 3% of the girls were proficient enough to answer more than 81% of the questions. But making use of the additional minute, 21.8% girls managed to achieve the same score. Girls from SNNPR still outperformed the girls in Oromia region that 32% of them accurately solved the subtraction problem.

**Exercise 7: Quantity Discrimination (not timed)**

Here, girls were given a pair of numbers to identify the bigger ones from the pairs

Example:

Exercise	
8	6
12	21
34	26

**What did this subtask assess?**

- It assessed the girls' ability to compare numbers

Table 50: EGMA – IFAL Exercise 7 score - untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 7</b>	Non-learner 0%	96	25.9	31	32.0	127	27.2
	Emergent learner 1%-40%	71	19.2	11	11.3	82	17.6
	Established learner 41%-80%	94	25.4	12	12.4	106	22.7
	Proficient learner 81%-100%	109	29.5	43	44.3	152	32.5

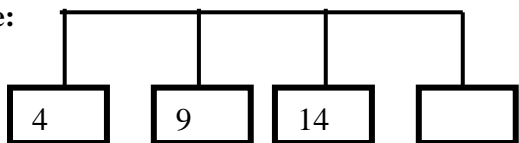
**Scores**

For 27.2% of the girls, it was not possible to identify the larger numbers from the specified sets of questions. 32% of these girls were from SNNPR while 25.9% were from Oromia. Nevertheless, 17.6% scored better by providing 1-40% of the correct answers when 22.7% others did even better and gave 41 to 80% accurate answers. 32.5% exceeded all scoring the highest mark for this subtask with 44.3% girls in SNNPR, whose score again surpassed most of the girls in Oromia for the proficient learner band score.

### Exercise 8: Missing Number (untimed)

This exercise contained row of numbers with one missing number in between. Girls were asked to specify which number goes in the empty space to complete the pattern of the numbers.

**Example:**



#### What did this subtask assess?

- It assessed the girls' ability to identify number patterns
- They identified the missing number in a pattern of four numbers

Table 62: EGMA – IFAL Exercise 8 score - untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 8</b>	Non-learner 0%	95	25.7	30	30.9	125	26.8
	Emergent learner 1%-40%	100	27.0	15	15.5	115	24.6
	Established learner 41%-80%	126	34.1	31	32.0	157	33.6
	Proficient learner 81%-100%	49	13.2	21	21.6	70	15.0

#### Scores

Understanding the number patterns and identifying the missing numbers was not very easy for some of the girls, in that only 15% were able to achieve the highest score. In this task, 26.8% of girls scored 0% while 24.6% struggled to provide 1-40% of the answers. Hence, the majority of girls in the regions are found in these categories – some are under 'non-learners' while the others are under 'emergent learners' band scores. However, 33.6% of the girls in both regions managed to perform better and scored 41-80%.

## Exercise 12: Word Problems

For this specific exercise, counters were provided to the girls to help with the tasks. The girls were told to use the counters if only they needed to.

**Example:**

---

**Answer Correct Incorrect**

---

### Exercise 1

**7 ducks are swimming in a pond. [pause and check]**

**2 more ducks join the swimming. [pause and check]**

**How many ducks are swimming in the pond altogether?**

---

#### What did this subtask assess?

- It assessed the girls' skill on interpretation of a situation, planning, and problem solving.
- The girls solved problems presented orally using any strategy they wanted, including the use of paper or counters.

Table 632: EGMA – IFAL Exercise 12 score - untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
<b>Ex 12</b>	Non-learner 0%	116	31.4	1	1.0	117	25.1
	Emergent learner 1%-40%	31	8.4	11	11.3	42	9.0
	Established learner 41%-80%	102	27.6	27	27.8	129	27.6
	Proficient learner 81%-100%	121	32.7	58	59.8	179	38.3

#### Scores

Most of the girls did relatively better in this task. 38.3% (179 of 467) girls achieved the highest score while 27.6% scored 41-80% in this subtask. However, this does not mean lower performances were not spotted. There were 25.1% girls who could not provide a single accurate answer, while there were 9% others who did not go beyond scoring 40%. More girls from SNNPR (59.8%), as usual, scored higher than the girls in Oromia region (32.7%) in the proficient learner category.

### Exercise 11: Written Exercise (untimed)

This exercise was only completed by girls who had correctly solved 5 or more addition or 5 or more subtraction items in the previous two subtasks. For those who did not achieve this, the next exercise (Exercise 12- analyzed above) was carried out. For this exercise, white papers were given to the girls to write their answers on with a pencil. Basic mathematical exercises were included for the girls to calculate. The questions included addition, subtraction, multiplication, and division, with sums of a range of difficulty given.

Example:

Exercise
$18 + 7 =$
$25 - 8 =$
$30 \div 6 =$
$6 \times 5 =$

#### What did this subtask assess?

- It assessed the girls' ability to apply procedural addition, subtraction, multiplication, and division knowledge

Table 64: EGMA – IFAL Exercise 11 score - untimed

Category		Oromia		SNNPR		Total	
		No	%	No	%	No	%
Ex 11	Non-learner 0%	75	34.6	17	28.3	92	33.2
	Emergent learner 1%-40%	42	19.4	16	26.7	58	20.9
	Established learner 41%-80%	50	23.0	20	33.3	70	25.3
	Proficient learner 81%-100%	50	23.0	7	11.7	57	20.6

#### Scores

Because the majority of girls performed weakly in the previous addition and subtraction subtasks, almost half, 40.7% of the 467 girls were not able to carry out this sub task. However, a considerable number of girls (20.6%) achieved the highest score while 25.3% managed to score more than 41% of the answers. Meanwhile, the rest of the girls, that is 54.1%, could not score more than 40% out of which 33.2% not able to provide a single accurate answer at all.

### 10.2.6. EGMA Analysis Summary

All the girls across the regions achieved a relatively better score in the numeracy test than the literacy one in spite of their age difference. Of course, girls aged 15-19 (IFALs) somewhat outperformed the girls aged 10-14 particularly on the numeracy test. But still, in both age groups, 70-90% of the girls scored 0% in most of the subtasks of EGMA while in EGMA, it is 40-60% of the girls that were mostly labelled as ‘non-learners’ for scoring just 0%.

Unlike in the literacy test, most girls from SNNPR scored a relatively better result in this test. For the most part, these girls were able to effectively make use of the additional 60 seconds for the timed exercises to achieve more score – often more than 41%.

### 10.3 Characteristic subgroup analysis of the learning outcome

To identify base learning levels by their characteristic subgroups, the following thorough analysis was made:

*Table 65: Learning Scores by regions- ABE and IFAL*

All girls in	Average literacy score (aggregate)		SD		Average numeracy score (aggregate)		SD	
	ABE	IFAL	ABE	IFAL	ABE	IFAL	ABE	IFAL
<b>Oromia</b>	13.3	26.2	18.1	28.8	31.4	66.2	23.6	18.9
<b>SNNPR</b>	12.7	21.2	12.8	22.4	56.0	75.1	21.1	18.9
<b>Total</b>	12.9	25.2	14.8	27.7	42.3	68.2	25.6	19.2

The average literacy and numeracy scores of girls aged 10-14 were less than 28% in both regions, which indicates that their level of literacy and numeracy is very low. Girls from Oromia registered a lower score in the average of both skills with 22.3%. The average score of both skills for girls aged 10-14 in SNNPR is 34.4%. In both regions, these specific sampled girls achieved a relatively higher score in the numeracy tests than in the literacy ones. Moreover, in both regions, girls scored an average of only 12.9% in the reading test while they scored an average of 42.3% in the numeracy test – indicating that the girls somehow have better number knowledge than words.

As per the girls aged 15-19 (IFALs), most of them perform higher than the girls aged 10-14 (ABEs) that their average score was 46.7%. More particularly, the table above clearly shows that the girls from SNNPR (48.1%) achieved relatively higher than girls in Oromia (46.2%) in both tests. In addition, a notable pattern was observed in the girls’ literacy and numeracy scores as in the one observed with ABE girls that they performed far better in the numeracy test (68.2%) than they did in the literacy test (25.2%).

## 10.4 Transition outcome

Table 66: Transition pathways

<b>Intervention pathway tracked for transition</b>	<b>Please describe the possible transition pathways for this group</b>	<b>Aim for girls transition for next evaluation point</b>	<b>Aim for girls' transition level by the time project stops working with cohort</b>
<b>(Intervention pathway group 1 (girls aged 10-14))</b>	<p>ABE level 1 / 2 respectively: After passing the final exam at the end of the academic year, the girls can start attending ABE level 2 / 3 respectively. After passing the final exam level 3, girls can enrol into formal schools or TVET education.</p> <p>Considering the context, a certain level of drop-out is expected. Those girls might be reached by the project to double check the reason for drop-out. In any case, it is expected that the drop-out girls will have at least some knowledge, information and access regarding education and other options.</p>	<p>It depends on the girls' current level of education. The project set up benchmarks for improvement based on the standardized ABE/IFAL levels. The beneficiary girls should reach the learning outcome related to their latest year of attendance within the project. Therefore, it is expected for girls to follow the CHANGE transition diagram.</p> <p>Since all ABE girls are enrolled at level 1, the next phase will be level 2.</p>	<p>ABE girls who are enrolled at the age of 10-12 will finish the program at the age of 13-15 and join to grade 5 in formal schools. Those who are at the age of 16 will join TVET or will start self-employment.</p>
<b>(Intervention pathway group 2 (girls aged 15-19))</b>	<p>IFAL level 1 / 2 respectively: After passing the final exam at the end of the second academic year, the girls can start attending IFAL level 2. After passing the final exam level 3, girls can enroll into formal schools or TVET education.</p> <p>Considering the context, a certain level of drop-out is expected. Those girls might be reached by the project to double check the reason for drop-out. In any case, it is expected that the drop-out girls will have at least some knowledge, information and access regarding education and other options.</p>	<p>It depends on the girls' current level of education. The project set up benchmarks for improvement based on the standardized ABE/IFAL levels. The beneficiary girls should reach the learning outcome related to their latest year of attendance within the project. Therefore, it is expected for girls to follow the CHANGE transition diagram.</p> <p>Since the IFAL girls are enrolled at level 1, the next phase will be level 2.</p>	<p>After the full intervention, they will join TVET, SHG and / or they will start working.</p>

## Pathway analysis

The baseline result indicates that majority of the girls are interested to be enrolled in schools. 64.1% of sampled girls in both regions would like to complete university and 24.8% would like to complete upper secondary school if finances and opportunities are available. Hence, the majority of the girls are already aware of the importance of education. During discussions in particular, the girls were far more likely to raise the issue of earning an individual or personal income to fund their study costs so they manage to stay at school. This indicates that the girls in spite of their age groups are interested to continue education through finding ways to overcome their challenges. However, 35.6% of the girls from both regions reported that they need to work, earn money, or help at home so that the nature of the work does not allow them to attend school. Some girls implied during discussion that they had dropped out to work and generate income, and most work was related to household tasks or supporting family agriculture or cattle-rearing businesses.

### 10.4.1 Gender Equality and Social Inclusion (GESI) Analysis of project pathways

Table 67: GESI analysis on project pathways

Would project pathways ...	Yes or No	How?
Constrain equal participation of and benefit girls in the project areas	No	The girls have different opportunities to seize – they can either be re-enrolled/ enrolled in school, attend TVET or start working
Contribute to changes in the beneficiary girls' quality of life	Yes	Girls will be able to acquire new knowledge and experience that could positively impact their living quality
Allow girls choice and control over their own life – increase girls' decision-making power	Yes	Girls will be able to acquire new knowledge and experience that could positively impact their living quality
Constrain equal participation of girls with disabilities	No	Girls with disabilities are the major focus of the project
Increase girls' productivity and economic empowerment	Yes	Girls will be able to acquire new knowledge and experience that could positively impact their living quality

## 10.5. Barrier Analysis

Table 57: Status at baseline

Status	Intervention
Never been to school (%)	<b>66.4%</b>
Been to school, but dropped out	<b>30.1%</b>
Currently enrolled in formal school	<b>0%</b>
Currently employed	<b>8.8%</b>
Source: <b>Girls survey</b> N = <b>1066</b>	



### **Characteristic subgroups and barrier analysis**

In Oromia, 68.2% of the girls live in poverty where their basic needs are not met. This region (Borena) was described by discussants in this study as a remote area with little to no infrastructure available. The communities here are pastoralists who highly depend on rearing cattle for living. Because of limited water, these communities face seasonal migration in search of water where they could graze their herds. This could have contributed to this region's highest number of girls who have never been to school. 70.7% of the girls in this region have never had the opportunity to go to school. Next to most households' inability to meet the basic needs of these girls, 55.8% of the girls are identified as those who carry out high domestic chores in their houses for half to a whole day.

In SNNPR, 62.9% of the girls live in poverty. 61.5% of the girls in this region have never been to school while 37.9% have once had the chance even though they ended up dropping out. The need for girls to work, earn money, or help out at home, long school distance and the inadequacy of transport services were found to be the major barriers in this region.

- ↳ All in all, the baseline result has identified the encouraging positive level of awareness most study participants have towards girls' education. 84.7% of parents and 86.1% of girls in this study strongly believe in educating girls. However, in actual practice, all the 1066 girls in this study are currently out of formal school amongst which more 66.4% of them have never had a schooling opportunity even once. This indicates that lack of awareness is not a critical issue for the vast majority of study participants. It is rather the major previously mentioned barriers such as high domestic chores and poverty that are playing a decisive role in the marginalization of the girls.

## 10.6. Sustainability Outcome

Table 5868: Sustainability indicators<sup>12</sup>

Level	Outcome 3	Baseline value	<sup>13</sup> Rating																																																
Community	<b>Outcome Indicator 3.1:</b> % of parents of girls participating in the project demonstrating positive attitude towards girls' education	<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>Opinions of caregivers who disagree that school is not important for teaching girls how to grow up – they can learn this from their parents specially from their mothers: <b>Oromia (76.3%)—SNNPR (94.4%)</b> The percent is based on the sum of the “disagree a little” and “disagree a lot”. The question and the respective responses are shown below.</li> </ul> <table border="1"> <thead> <tr> <th rowspan="2">School is not important for teaching girls how to grow up – they can learn this from their parents specially from their mothers.</th> <th colspan="3">Number</th> <th colspan="3">%</th> </tr> <tr> <th>Oromia</th> <th>SNNPR</th> <th>Total</th> <th>Oromia</th> <th>SNNPR</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Agree a little</td> <td>89</td> <td>15</td> <td>104</td> <td>15.6</td> <td>3.0</td> <td>9.8</td> </tr> <tr> <td>Agree a lot</td> <td>40</td> <td>12</td> <td>52</td> <td>7.0</td> <td>2.4</td> <td>4.9</td> </tr> <tr> <td>Disagree a little</td> <td>121</td> <td>97</td> <td>218</td> <td><b>21.2</b></td> <td><b>19.6</b></td> <td>20.5</td> </tr> <tr> <td>Disagree a lot</td> <td>314</td> <td>371</td> <td>685</td> <td><b>55.1</b></td> <td><b>74.8</b></td> <td>64.3</td> </tr> <tr> <td>Don't know</td> <td>6</td> <td>1</td> <td>7</td> <td>1.1</td> <td>0.2</td> <td>0.7</td> </tr> </tbody> </table>	School is not important for teaching girls how to grow up – they can learn this from their parents specially from their mothers.	Number			%			Oromia	SNNPR	Total	Oromia	SNNPR	Total	Agree a little	89	15	104	15.6	3.0	9.8	Agree a lot	40	12	52	7.0	2.4	4.9	Disagree a little	121	97	218	<b>21.2</b>	<b>19.6</b>	20.5	Disagree a lot	314	371	685	<b>55.1</b>	<b>74.8</b>	64.3	Don't know	6	1	7	1.1	0.2	0.7	Oro-3 SNN-4
		School is not important for teaching girls how to grow up – they can learn this from their parents specially from their mothers.		Number			%																																												
Oromia	SNNPR		Total	Oromia	SNNPR	Total																																													
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Don't know	6	1	7	1.1	0.2	0.7																																													
		<ul style="list-style-type: none"> <li>Perception of girls who think going to school is important and who disagree that there is no point in disabled people going to school because they will not be able to get ‘proper’ jobs anyway: <b>Oromia (78.1%)—SNNPR (60.9%)</b></li> </ul>	Oro-3 SNN-2																																																

<sup>12</sup> The logframe has been revised after the process of baseline data collection and report writing. Therefore, in some cases, here in case OI 3.2 and 5.1, some projects outputs/ outcomes/ indicators in the text do not reflect those in the updated document. OI 3.1 was reformulated in the new version of logframe

<sup>13</sup> Score range: chronological 0-4 – positive increment / reverse chronological 4-0- negative increment (\*) – that means values without the (\*) are positive and achieving more will bring more positive result, but values with (\*) are negatively high numbers and decreasing those figures is required for a positive result.

0% - 12.5% (0) (4)\*

12.6%-37.5% (1) (3)\*

37.6% -62.5% (2) (2)\*

62.6%-87.5% (3) (1)\*

87.6%-100% (4) (0)\*

Similar to the above, the percent is based on the sum of the “disagree a little” and “disagree a lot”. The question and the respective responses are shown below.

There is no point in disabled people going to school because they will not be able to get 'proper' jobs anyway?	Number			%		
	Oromia	SNNPR	Total	Oromia	SNNPR	Total
Agree a little	47	99	146	8.2	20.0	13.7
Agree a lot	23	85	108	4.0	17.1	10.1
Disagree a little	153	103	256	<b>26.9</b>	<b>20.8</b>	24.0
Disagree a lot	292	199	491	<b>51.2</b>	<b>40.1</b>	46.1
Don't know	16	2	18	2.8	0.4	1.7
Neutral	39	8	47	6.8	1.6	4.4

- Qualitative data confirms the positive attitudes of the majority of girls and caregivers towards girls’ education in both regions
- Yet, few families’ and communities’ negative attitudes towards girls’ education particularly on the utility of girls’ education was registered

Community & System	<b>Intermediate Outcome 5.1<sup>14</sup></b> <i>% of girls’ education agenda officially raised in forums and stakeholders meetings by the local communities and lower level education office’s representatives that were fully addressed by the local authorities.</i>	Girls' education agenda <b>often officially raised</b> in forums by the local communities ↳ <b>Oromia (8.5%)</b> ↳ <b>SNNPR (7.3%)</b>	Oro-0 SNN-0
		Girls education agenda <b>often fully addressed</b> in forums by the local authorities ↳ <b>Oromia (3.6%)</b> ↳ <b>SNNPR (4.9%)</b>	Oro-0 SNN-0

14 The logframe has been revised after the process of baseline data collection and report writing. Therefore, in some cases, some projects outputs/ outcomes/ indicators in the text do not reflect those in the updated document.

School	<b>Outcome Indicator 3.2<sup>15</sup>:</b>  Current status of schools demonstrating knowledge and practice about girls' education	Teacher-related barriers girls faced in schools  ↳ Boys are treated better than girls <b>Oromia (27.1%)—SNNPR (45.2%)</b> A question was presented to girls as “My teachers treated boys better than girls in the classroom”. The above percent is the sum of the responses who agreed a lot and who agreed a little.	Oro-3* SNN-2*
		↳ Teachers ask more questions to girls <b>Oromia (9%)—SNNPR (14.4%)</b> A question was presented to girls as: “Did your teacher ask more questions to: boys, girls, ...” The above percent is the response who said “to girls”.	Oro-4* SNN-3*
		↳ Teachers do not explain usefulness of lesson to girls' life <b>Oromia (26.3%)—SNNPR (16%)</b> A question was presented to girls as: “How often did the teacher explain how the things you were learning would be useful to you in your life?” The above percent is the sum of the responses who replied “never” and “rarely”.	Oro-3* SNN-3*
		<p>Overall, School managements appear to do relatively better in SNNPR than the other regions:</p> <ul style="list-style-type: none"> <li>- identifying girls at risk of dropping out</li> <li>- supporting those girls with material and financial resources</li> <li>- teachers try to deal with parents so as to encourage the child to go back to school</li> <li>- Continuous follow up on girls' attendance</li> <li>- Girls' clubs run by female teachers – but underutilized across all the regions</li> <li>- one school described an income-generation project - SNNPR</li> <li>- make-up classes</li> <li>- identifying difficult subjects and topics to provide support in key areas</li> <li>- Teachers' voluntarily work</li> <li>- making use of Parent-teacher Associations</li> <li>- School feeding programs</li> </ul>	

15 The logframe has been revised after the process of baseline data collection and report writing. Therefore, in some cases, some projects outputs/ outcomes/ indicators in the text do not reflect those in the updated document.

System	<b>Outcome Indicator 3.2:</b> Current status of REBs and WEOs demonstrating knowledge and practice about girls' education	Girls' education cases often referred to an appropriate and quality support services such as Community Action Groups, House to House Visits, Campaign on girls' education, community forums, family counselling <b>Oromia (3.6%)—SNNPR (4.5%)</b> A question was presented to primary caregivers as: "How often are girls' education cases referred to an appropriate and quality support services (such as Community Action Groups, House to House Visits, Campaign about girls' education, community forums, family counselling)?" The above percent is the responses who replied "often".	Oro-0 SNN-0
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The sustainability indicators of the project are found to be very adequate to curb the challenges beneficiary girls face in their respective contexts for a long-lasting impact. To set benchmarks for the next evaluation point and the overall outcome of the project, the following insights are provided:

**Community:** All in all, attitude of girls, men and women towards girls' education is positive in this study. Therefore, from a score range 0-4 – 4 being the highest, both regions scored relatively high implying that the community is fairly aware of the importance of girls' education even though the girls are still out of school for a number of other reasons (mostly because of other barriers identified in this study).

**Community and System:** When it comes to the commitment of the community and system in dealing with girls' education issues, lower scores are achieved in both regions. In particular, the result indicates that girls' education issues could be raised in the regions to some extent but addressing the issues is relatively very low. This could help project identify that there is a notable gap within the system of the respective localities which requires utmost attention for the sustainability of the project.

**Schools:** The school-related issues raised in this study have to do more with the teachers' pedagogy knowledge, classroom practice, and deprivation of school facilities. The scores of these findings are accompanied by (\*) to show that the high percentage is negative and that working towards minimizing such result can assure sustainability.

## 10.7. Key intermediate outcome findings

Table 69: Intermediate outcome indicators as per the logframe

IO	IO indicator	Sampling and measuring technique used	Who collect ed the data?	Baseline level	Target for next (final) evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Increased girls' enrolment, re-enrolment and attendance in alternative/ accelerated learning centres	IOI 1.1 % of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time	-	-	Class did not start before baseline	60%	Y
Improved quality of teaching and inclusive learning environment to support equitable access to education for girls	IOI 2.2 % of supported non formal and formal schools with safe, gender-friendly and inclusive learning environment	-	-	Class did not start before baseline	60%	Y
Improved quality of teaching and inclusive learning environment to support equitable access to education for girls	IOI 2.3 % of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct	-	-	Class did not start before baseline	100%	Y

Marginalised girls acquire relevant skills to overcome social, economic and contextual factors that leave them behind in life	IOI 3.3 % of girls participating in SHGs and IGA demonstrating self-confidence in their economic decision-making	Girls' survey Sample: girls taking part in SHGs and IGA  Methodology: % of girls who demonstrate self-confidence in their economic decision-making out of the total # of girls participating in SHGs and IGA	-	Proportion of girls with good level of perceived self-efficacy <sup>16</sup> : ↳ Oromia – 25.5% ↳ SNNPR – 25.8%  Baseline status of girls in income generating economic activities ↳ Oromia – 6.1% ↳ SNNPR – 1.8%	65%  Target number currently under revision, considering the feasibility	Y
	IOI 3.1 % of youth girl trainees who have met the VET competency standard for the given occupation	-	-	Not assessed	70 %	Y
	IOI 3.2 % of girls in SHGs who are trained in preparation for IGA			↳	95%  Will be tracked by using tracer study	N
Improved willingness of communities to foster positive social	IOI 4.1 % of parents demonstrating positive	Primary Caregivers and Girls' survey	EE	↳ Not assessed	75%	Y

<sup>16</sup> Self-efficacy refers to an individual's confidence in their ability to complete a task or achieve a goal

attitudes towards girls' education and their progression in life	attitude of CAGs' work on girls' education	<p>Sample: mothers &amp; fathers of girls 10-19 years (participating in the project)</p> <p>Methodology: % of mothers &amp; fathers with positive attitude towards CAG work out of the total # of mothers &amp; fathers of girls 10-19 participating in the project</p>				
				↙		
Strengthened partnerships with government and other key actors to influence zonal and woreda level policy, systems and practice	<p>IOI 5.1 # of curricula adapted to local context and validated by Zonal Education Department</p> <p>IOI 5.2 # of trained facilitators who remain in the formal education system after the projects' end</p>	<p>Source: adapted curricula</p> <p>Sample: facilitators trained in gender-sensitive and child-centred and</p>		↙	3	Y
					150	



		<p>inclusive education methodologies</p> <p>Methodology: # of facilitators trained in gender-sensitive and child-centred and inclusive education methodologies who remain in the formal edu system after the end of the project</p> <p>Sample/methodology: WEOs who were supported by the project through various training, e.g. on gender-responsive pedagogy, inclusive pedagogy, multi-level teaching methodology etc.</p>			20	
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## 11. Conclusions

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This section of the report summarizes each of the major critical factors that affect girls' school dropout or OOS rates. Although most of the barriers mentioned in this study were independently reported, in some cases, one of the barriers can augment the impact of another. Therefore, it is crucial to understand these individual barriers and their interrelations in impacting girls' education. Below, the most prioritized and accentuated demand and supply side-barriers faced by sampled girls to access education are listed in order of magnitude:

### 11.1 Demand-side Barriers

- 1. Household level factors (aspiration for girls' education and high level of housework chores on girls):** financial constraint of households is a barrier often referenced in this study. Most sampled households earn their living through agriculture; yet, in most cases, produce does not go beyond feeding the household. As such, families do not have the financial means to cover the education costs of their girls. Girls from both Oromia and SNNPR are mostly in this sub-group that they live in a household where their basic needs are not at all met. Girls in both regions, SNNPR (85.3%) and Oromia (77.2%), were out of school because there is not enough money to pay the costs of girls' schooling. The majority of sampled parents are also uneducated but most reported that education is a conduit for improving their daughter's or family's prospects. However, although positive relationships were described between education and girls' future on one hand, girls are still tied up with considerable amounts of housework in their homes, implying that no attempt is yet in place to curb girls' situation regardless of most families' positive perception towards education. Sampled girls particularly in Oromia spend half to a whole day undertaking domestic works in their households – more than 82% fetching water and more than 78% helping to cook.
- 2. Individual-level factors (girls' efficacy, schooling perceptions, marriage and pregnancy; employment status):** Most of the girls lack the confidence and knowledge to overcome many of the likely challenges of life they will face. They do not have control over their own education, neither do they have a say on what they would like to do and not do. And even if they could, many of them lack the necessary supportive environment to push them forward. Proportionately high numbers of girls in Oromia are in this situation. Oromia takes the lion's share in having 31.1% of married girls and 15.1% mother girls in this study. The majority of girls in both regions would like to pursue a better future through their education. Conversely, they feel so burdened by the poor economic status of their parents that they drop out of schools in search of paid work to help their families. In some instances, girls get married of their own desire or that of their families while in school, and the fate of their education falls under the control of husbands from then on. This is not to mention the unfeasibility of attending school once they have a child. However, the probability of attending school becomes scarce as the practice is considered a taboo. Limited family planning knowledge also plays a decisive role in the heightened struggles of the girls. Still, girls in both regions are in this state of being that 83.2% of girls in Oromia and 90.9% in SNNPR are barely aware of the benefit of using contraception during opposite sex relationships.

3. **Community-level factors (gender norms):** the eventual conclusion as to why girls are less likely to attend school is the feeling that girls fulfill more useful roles at home than they would do if they were attending education. This reflects the structural, patriarchal imbalances that disproportionately curtail women and girls' opportunities. That girls, in particular, are more likely to fail at this hurdle demonstrates that they have less time to study and that they are more likely to skip class – which is due to the fact that they are more obliged to take time on household tasks than their male counterparts. In Oromia, the majority of the girls are not currently enrolled in a formal school mainly because they need to work, earn money or help out at home. Particularly in Oromia, the region with the largest number of girls who have never been to any school, 56% of their caretakers implied that their girls are rather required to undertake domestic chores in their households than attend schools. There is nothing inherent in the concept of carrying out domestic work that makes girls more likely to be successful other than the patriarchal culture that a woman's responsibility is in the household. This explains why she is more likely to secure such work: because she has already carried out so much and spent so much of her life perfecting these chores.
4. **Learning Outcomes (very low literacy and numeracy levels):** the average literacy and numeracy scores of girls aged 10-14 did not go beyond 28%, which indicates that their level of literacy and numeracy is very low. Girls aged 15-19 scored relatively better in the tests with an average score of 46.7%, which is higher than the previous age groups. The vast majority of girls in this age group from Oromia did not perform well on the numeracy test (average score of 48.8%), compared to the girls in SNNPR (average score of 65.6%). Oromia is with high proportion of girls (70.7%) who have never been to school.

## 11.2 Supply-side Barriers

5. **Location of schools (particularly secondary schools, safety issues):** School distance mostly augmented concerns regarding safety issues in this study – which includes both travelling to and from schools. The farther schools are located from homes, the more girls' safety is threatened. The feeling of safety when accompanied by others is the other mentioned phenomenon in this study, implying that, in some contexts, safety is defined as being in a group rather than in isolation. Proportionately higher number of girls from Oromia would be required to walk for more than 31 minutes to an hour to a nearby primary school. This is partly because the sampled girls were from Borena, a pastoralist community, who needs to move from place to place which may be far from schools.
6. **Lack of potable water (mostly the case for mobility):** the unavailability of water in most households and schools is severe, which in some cases triggers migration (Oromia-Borena) in search of it. In schools, clean water is mostly unavailable causing even more complications for girls who need to travel for over half an hour to and from schools - not to mention the considerable amount of time girls could spend fetching water for households.

7. **Existing school infrastructure (basic facilities):** schools lack basic facilities to the extent that they do not even meet the requirements of non-disabled girls, let alone girls with disabilities. Lack of drinking water was echoed in both regions as the major part of school deprivation. 42.4% of the girls in the regions implied this as the major barrier they face at schools. In SNNPR, lack of toilet was the other critical issue girls face in schools next to absence of potable water and inaccessibility of books. In fact, computers are unthinkable where the vast majority of girls (94.1%) responded that they cannot get computers at their respective schools to use.
8. **Lack of qualified teachers (absence of gender sensitive and child-centered pedagogy knowledge, absenteeism):** teachers are said to be often absent from work. In some instances, teachers were reported to lack the necessary pedagogy knowledge to teach girls or children. The use of unsuitable punishments and insulting students for making errors in class is one demonstration of teachers' lack of necessary expertise. High number of girls from Afar indicated this.
9. **Institutional support (girls' education agenda in meetings):** commitment of the community and system in dealing with girls' education issues in all the regions is low. Girls' education issues are scarcely raised and discussed about in community meetings especially through Parent, Teacher and Student Associations (PTSAs) but the particular measure taken to address the issues is said to be very low.

## 12. Recommendations

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As a baseline assessment, the overall aim of this study is to set benchmark value in key indicators for future evaluation of the project as well as provide a contextual analysis where the project (CHANGE) operates and the profile of the direct and indirect beneficiaries. Overall, this report demonstrated and identified the common barriers direct beneficiaries are facing to learning and transition in spite of their age differences. Therefore, the indicators already put in place by the project are appropriate enough to achieve the Intermediate Outcomes in the process of implementation. CHANGE has already considered almost all the major barriers identified in this study. The project ToC considers many possible barriers on the level of households/ communities, schools/ institution, and system. In the meantime, however, paying special attention to the following critical areas will positively impact the outcome of the project:

Project sustainability:

As per the results from this baseline study, attitude of girls, men and women towards girls' education is very positive that more than 83% advocate girls' education. When it comes to the commitment of the community and system in dealing with girls' education issues, however, totally opposite results were obtained. In all the regions, girls' education issues are scarcely raised and barely addressed. This could negatively affect the sustainability of the project in a way that practicality is missing more than the theoretical knowledge of the aspect amongst the community and system. Therefore, IOs 4.2 and 5.1<sup>17</sup> would require utmost attention and intervention for the better sustainability outcome of the project.

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17 The logframe has been revised so the indicators have changed.

Region-specific barriers for focus on intervention:

Borena in Oromia has nomadic pastoral communities often moving from place to place in search of water for their household and livestock. This region has a lot of commonalities in the barriers their girls face to education. Despite the fact that a high level of positive perception towards girls' education is registered in the region, the majority of their girls have never been to school and those who were, have already dropped out. In both regions, high level of household chores is said to be the major reasons for the girls Out Of School status. Thus, the vast majority of their girls have low aggregate scores in the literacy and numeracy tests. Particularly in Oromia, there is a high level of early marriage and child birth and yet in both regions higher proportions of girls have very limited knowledge and awareness about family planning. Their schools are also said to lack potable water. Secondary schools are as well more distant from the homes of notable number of girls. Therefore, focusing on the fact that livelihoods in these regions are never stable would lead to intensified interventions on the households, communities, systems, and schools' level in these regions to achieve the desired IOs 1, 2 and 3

Girls in both regions, with few discrepancies, also share common barriers that could guide project activities. A considerable number of girls in both regions have had the chance to be enrolled in a formal education. However, the girls demonstrated low literacy levels in the test. Even though the perception of the community towards educating girls is very positive, the girls in these regions have ended up dropping out of school due to the aforementioned barriers. It is also noted that about half of the girls in Oromia spend half to a whole day undertaking daily household chores. This particular barrier, in addition to primary school distance and inability to cover school costs were the major barriers indicated. In SNNPR, secondary schools were as well said to be very far from a considerable number of girls' homes. Lack of potable water in schools was also identified as a barrier. Therefore, girls in these regions seem to be more affected by supply-side barriers. They mostly require economic empowerment, physically accessible schools with all the necessary basic facilities such as potable water, and the commitment of concerned official stakeholders to achieve all the proposed IOs.

## Annex 1: Data collection summary

### Evaluation questions and summary of quantitative and qualitative data/analysis required to answer question

CHANGE Project evaluation questions:	Evaluation question definition /explanation	Evaluation Indicator(s)	Data collection method/source 1	Data collection method/source 2	Data collection method/source 3	Data collection method/source 4
<b>1.1 How effective was the project in out-of-school girls' enrolment, re-enrolment and attendance in alternative/ accelerated learning centres?</b>	Did enrolment and retention levels increase as a result of the program?	The number of eligible girls who enrolled at the beginning of the September 2019 school year and remained in school for the project duration.	Attendance tracking database developed by PIN will be used. The REB EMIS enrolment data will serve to set a benchmark	School head counting	HH survey of girls, boys and primary care givers	KII with (school teacher, School Director interview
		Proportion of CHANGE cohort girls who express that they were able to enroll in school/continued attending school as a result of CHANGE related initiatives.	FGD Girls, boys	KII cohort girls (midline and end line)		
<b>1.2 How effective was the project in developing out-of-school adolescent</b>	Is there an increase in the number of supported girls demonstrating	Number of supported girls demonstrating newly acquired life skills;	REB reports and project EMIS	HH Survey of Primary Caregivers	KIIs with education officers, community	

<p><b>girls' cognitive and non-cognitive life skills to overcome social, economic and contextual factors that leave them behind in life?</b></p>	<p>newly acquired life skills?</p> <p>Is there improved access to education at individual, community and institutional levels?</p> <p>Are there strengthened partnerships with government and other key actors to influence national level policy, systems and practice?</p>	<p>Number of youth girl trainees who have met the VET competency standard for the given occupation;</p> <p>Policy and programme interventions established by the REB and WEB to improve access to education among marginalized girls;</p> <p>Proportion of households, religious leaders and clan leaders who send all girls in their household (aged 10-19) to school;</p> <p>Number of girls' education agenda officially raised in forums and stakeholder meetings by the local communities and lower level education offices' representatives;</p> <p>Proportion of girls at ABE centers/schools using the available, well maintained gender-segregated latrines</p>	<p>(midline and end line)</p>	<p>representatives, girls</p>	
<p><b>1.3 How effective was the project in terms of Value for Money (economy, efficiency, effectiveness) in reaching its goals?</b></p>	<p>Is resource allocation linked to previous performance data in a similar context?</p> <p>Have different alternatives for delivering the project and respective benefits</p>	<p>Number of project activities which considered previous performance data in a similar context;</p> <p>Number of completed project activities in time, less cost and effort;</p>	<p>REB reports and project EMIS</p>	<p>HH Survey on REB, WEO, Schools, Primary Caregivers (midline and end line)</p>	<p>Observation</p> <p>KII girls cohort</p>

	and costs been considered? Did the project generate important learning through the intervention? Did the project have clear and realistic objectives? How successfully have the project goals been achieved? Did the project consider the needs of people living with disabilities?	Number of project activities which were not completed on time, which spent more money and effort; Number of project goals accomplished and project outcomes observed; Proportion of CHANGE cohort girls who express that project interventions addressed their specific needs.		Girls FGD (midline, end line)
<b>2.1 What impact did the project have on the learning and transition of marginalised girls, including girls with disabilities?</b>	Transition of marginalized girls, including girls with disabilities, will be assessed using a ‘survival rate’ approach whereby a girl’s current circumstance is compared to her status in the previous evaluation point (ABE/ IFAL/ primary to lower secondary, lower secondary to upper	Number of marginalised girls (including girls with disabilities) who have transitioned through key stages of education, training or employment; Number of marginalized girls (including girls with disabilities) with improved learning outcomes based on assessment scores for each stages of transition which will be adopted from the national ABE/IFAL guidance;	EGRA/EGMA test records FGD girls, boys, HH Surveys with Primary Caregiver Teacher/ Trainer questionnaire Community surveys, FGDs,	Teacher KII/FGD Employment skills measurement tool SHG questionnaire (midline, end line) Database which is



	secondary, training, employment or other.)	Teacher/parent/girl observations of improved learning outcomes amongst girls;	KII (midline, end line)	under development by PIN to track successful transition
	Learning outcomes of marginalized girls, including girls with disabilities, will be assessed based on their ability to read a short passage, answer several comprehension questions and apply deductive reasoning to solve practical questions.	Number of marginalized girls and girls with disabilities who have transitioned into safe, fairly-paid employment or self-employment;		
		Number of marginalized girls and girls with disabilities who have transitioned into vocational training relevant to the pursuit of their career;		
		Number of marginalised girls and girls with disabilities who have transitioned into formal or informal education programmes.		
<b>2.2 How and why was this impact achieved?</b>	Approaches used to bring impact in the learning and transition of marginalised girls, including girls with disabilities;	Number and types of most successful approaches used in bringing impact in the learning and transition of marginalised girls, including girls with disabilities;	FGDs with girls, boys, HH surveys with Primary Caregiver	Community surveys, FGDs, KII (midline, end line)
	Reasons for bringing impact in the learning and transition of	Number and types of reasons mentioned for bringing impact in the learning and transition of	Teacher/Trainer questionnaire	

	marginalised girls, including girls with disabilities.	marginalised girls, including girls with disabilities.	(midline, end line)		
<b>2.3 What is the role of the project's specific components, like SHGs in transition?</b>	Did the project's specific components, like SHGs contribute for OOS girls in transition?	Types of project's specific components which contribute for OOS girls in transition; Description of the roles of the project's specific components in OOS girls' transition.	FGD girls, HH Surveys with primary caregivers	KII with community, teachers/ trainer	KIIs with SHGs
<b>2.4 How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the out-of-school girls to pursue their life plans?</b>	Did the project reduce inhibitors and increase key enablers of learning environments in schools, families, and communities, for the out-of-school girls to pursue their life plans?  What methods did the project use to create enabling environments?	Number and proportion of out-of-school girls who pursue their life plans;  Key enablers/ inhibitors identified by girls who pursue their life plans;  Key enablers/ inhibitors for out-of-school girls who pursue their life plans identified by teachers/ABE facilitators.	REB reports, school records and project EMIS  HH survey girls  Teacher's Survey (include open ended questions)	FGD girls  FGD (community)	
<b>2.5 Were there different impacts for different sub-groups?</b>	Did the project result in different level of pursuing life plans for out-of-school girls across regions, age groups (10 – 14 and 15 to 19) and type of marginalization	Number and proportion of out-of-school girls who are affected by the project intervention disaggregated by regions, age groups and type of marginalization.	EGRA/ EGMA tests	KIIs with girls,	HH Surveys with primary care givers

(disabled, very poor, early married, etc.)?

**3.1 How is the progress of the project when is measured against the sustainability scorecard?**

**How sustainable are the changes brought about which increase learning and transition through education cycles?**  
**How sustainable were the activities funded by the GEC and was the project successful in leveraging additional interest and investment?**

Did community & school stakeholders develop knowledge; show some change in attitude towards girls' education & specific project approaches?

Did officials engage with project aspects, develop knowledge/support for girls' education?

Did community & school leaders & critical mass of stakeholders convinced of benefits & have independent capacity to deliver changed practice?

Did the REBs, WEOs, Schools and the community have capacity to sustain the CHANGE outputs

Key characteristics of sustainability observed against the sustainability scorecard;  
 Number and proportion of parents who changed their attitudes about girls continuing to attend school and learn beyond the project intervention;

Observed and reported improved practice in schools & communities targeted in increasing support for girls' education;

Observed practice of the project in driving change and starting to raise funds locally;

Improved capacity & engagement of local officials to support girls' education;

Change in practice / attitude well established. Communities & schools can act with no support from project, develop further / new initiatives & secure funding to respond to their local needs.

HH survey, REB reports, school records and project EMIS

REB, WEO, School KIIs, and KIIs with other Key Stakeholders

following project  
closure?

Proportion of REBs EMIS, WEOs,  
Schools staff and community  
demonstrate improved knowledge  
and capacity in identified gap areas.

## **13. Quality Assurance**

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JaRco is committed in maintaining the highest standards of data quality assurance and has multiple Quality Assurance systems and procedures that are applied across all aspects of assignments. The sections below outline in detail the quality assurance mechanisms, from recruitment through the completion of the final deliverables - the evaluation reports.

### **13.1 Recruitment**

Data Quality Assurance starts with recruiting the right personnel for each assignment. JaRco's well established recruitment system for Supervisors and Enumerators requires that all those hired have strong knowledge of local environments and languages and are well experienced in data collection processes. Supervisors are required to be familiar with the use of tablets for data collection and aware of the specific control measures taken to check the data gathered. Given the sensitivity of the subject matter and that females under the age of 19 are the primary focus of this work, it is important that qualified female investigators conduct the interviews on a one-to-one basis.

In-house supervisors who are experienced in conducting studies of this type in Oromia and SNNPR will be recruited. In addition, JaRco has a list of enumerators who have previously worked in these regions in similar studies in the recent past. Recruitment as an enumerator will be dependent on the aptitude demonstrated during the training and the pre-test in the field.

### **13.2 Training**

JaRco will conduct a training of five days for enumerators and supervisors. The training will be developed by the Team Lead and Gender Expert, consisting of classroom-based learning and possible field-based revision. During the training of the field teams, 120% of the required number of enumerators will take part. The training workshop will cover every aspect that the field teams will need to conduct the survey. There will also be common and differentiated aspects for enumerators and supervisors based on their role and responsibility in the survey.

JaRco will develop detailed job descriptions for the data collection teams based on the requirements of the evaluation activities to depict their day-to-day duties and responsibilities during the fieldwork. These job descriptions will be discussed at length during the training.

### **13.3 Pre-Test**

Training will be used for pre-testing and fine-tuning the tools and for testing the surveying of eligible responders. The data collection team will be taken out to the field for two days for testing the questionnaire and checking the standardisation.

On review of the results, the Team Lead and Gender Specialist will:

1. Make any further adaptations to the survey tool to best suit the local context of the survey areas to maximise the validity and reliability of the tool, and
2. Identify the best enumerators for recruitment. The former will involve a discussion with the enumerators about the translation of the questionnaire into the vernacular of the local language, and the Team Leader will gather their suggestions about how to increase the usability of the tool.

The Data Manager and statistician will judge the filled-in survey forms to check the accuracy of the information recorded by the enumerators. Those with the highest degree of accuracy will be selected for recruitment. Those that perform highly will be retained as reserves and called upon to keep the field teams at the required staffing level despite of attrition. Those that do not perform to the minimum requirements set by JaRco will not be recruited. Field tests will also allow logistical adjustments to be made to maximise the quality and efficiency of data collection.

Upon conclusion, the Survey Team will update PIN on the training and pre-testing processes, explaining the content of the training delivered, any challenges faced and issues raised, and any other information deemed appropriate. The results of the pre-test can also be shared.

#### 13.4 Field Manual

All those selected as enumerators for the survey will be given a bespoke field manual. This manual will cover the details of all aspects of their roles and responsibilities, and the following information:

- **Introduction** – a guide to the objectives of the survey, the instruments to be used, the team composition, sampling methods used, and a general guideline for visits.
- **The role of the supervisors** – how to prepare the data collectors/enumerators at the start of the day, guide them during the survey, and the checking that is required at the end of each day.
- The lines of **communication** among the survey team.

The survey field manual will also include technical information about the enumerators' roles:

- **How to conduct an interview** – advice for the data collectors on how to get the best out of the interview, including instructions for ensuring the interview is fair and accurate and how to re-interest a respondent that appears to have lost enthusiasm.
- Cultural and Ethical considerations.
- Guide to the PDA forms.
- COVID-19 mitigation plans

The manual will be prepared in clear and simple English so that all field staff understand its content and can use it as a reference after the training and during the fieldwork.

#### 13.5 Data Collection

As with the previously conducted baseline evaluation, data collection will be conducted using Personal Digital Assistant (PDA) electronic tablet devices. The Data Manager will convert the questionnaires into a digital file using Tangerine software for EGRA and EGMA and CsPro for household surveys and upload them to PDAs. The Team Leader will then train enumerators who will perform the interviews using the devices. Field Supervisors will perform front-line quality checks before sending the files back to the central server, where they will be password-protected and held securely. Aside from removing the financial and environmental costs of paper forms, the devices have several advantages for such surveys listed below:

- **Instant data access:** PDA devices enable ‘live’ data updates that can begin as soon as the first form is completed. This will allow PIN to access the first cases shortly after data collection has commenced and to continue assessing the quality of the data throughout.
- **Efficiency:** As returned data automatically populates the predesigned format during data collection, there is no more time-consuming data entry and no wasted paper.
- **Reduces human error:** Survey forms are locked and prompt the correct filling-in procedure, meaning no missing questions, correct administration of multiple response questions and no interpretation errors due to poor handwriting or data entrant errors. Forms automatically follow complex skip patterns, so individual enumerators cannot misinterpret skip patterns. This capability allows for the combination of multiple surveys into one using complex skip pattern programming – significantly shortening the overall interview time and burden on the respondent, encouraging productive answers, and ensuring data is collected from the intended respondent. By collecting basic information from the site of data collection, it is possible to re-trace each interview using timestamps and Global Positioning System (GPS) coordinates, facilitating allows back checking that promotes enhanced quality control.

Electronic data submitted from the field on a regular basis will be cleaned using MS Excel as soon received. The complete dataset will be cleaned again at the end of the fieldwork with the assistance of the supervisors, who will provide adequate justification for any issues or data entries that are contested. Any justifications and/or corrections that the CHANGE Project implementation team request will be provided. The soft copy of all cleaned data will be provided as requested with data stored securely according to data protection principles and standards.

JaRco is committed to maintaining the highest level of quality in this evaluation using its sound data and management systems. Quality assurance and routine performance monitoring will be priority of all the Evaluation Team members, but ultimate responsibility will lie with the Evaluation Team Leader and Programme Director. JaRco has developed a work plan in consultation with the CHANGE Project Team that includes strict milestones for tracking evaluation performance. Furthermore, it will be the responsibility of the Team Leader to systematically identify, assess and

prioritise any potential issues as well as mechanisms to mitigate challenges and communicate these to PIN.

### **13.6 Data Analysis and Reporting**

The use of tablets to capture data will allow for a swift and strict data management process. Information is stored firstly on the device, and then uploaded at the end of the day onto a supervisor's laptop and sent to the Data Manager in Addis Ababa via email on a weekly basis. JaRco utilises a local server for processing to maintain the security and confidentiality of the surveys. Weekly returned data will be cleaned using MS Excel as soon they are received, and the complete data will be cleaned again at the end of the data collection. JaRco will create a STATA dataset for data management and the information from the tablets can be directly uploaded onto this, reducing risk of error. Prior to this, data entry ranges and necessary rules for variables will be set so that unlikely values are rejected. Re-evaluation and judgments on the rejected responses will be made and the Data Manager and Statistician will take appropriate actions.

The Team Lead and Evaluation Team will then input the quantitative information gathered into a tabulation plan developed in the Inception Period. The information will be filed under the relevant tabs, and it will become possible to draw out themes, comparisons and outliers for each theme in the evaluation report. Initial analysis of the quantitative information will happen during the field work to ensure that the questions asked, and tabs developed are relevant. With the tabulation plan, evaluation questions will be triangulated with other qualitative information captured.

Once the data collection phase is complete and all data sets cleaned, the Evaluation Team will conduct in-depth analysis of the data, based on a strategy agreed during the Inception Phase. The data analysis will entail a rigorous process in which quantitative and qualitative analysis strategies will be connected to determine and understand key findings and conclusions. JaRco will input all quantitative information into the tabulation plan, which will reflect the qualitative data needed and explain the reasoning behind the quantitative data collected. Based on the tabulation plan and core indicators, the quantitative data will be studied and interpreted, and conclusions will be drawn. Both the qualitative and quantitative information have their separate purposes in the evaluation, but they also interlink for triangulation purposes. JaRco will bring the two together to suggest causality and to identify links running through all the data collected. For example, when assessing the ability of the CHANGE Project to improve girls' enrolment, qualitative data may provide additional information and reasons as to why improvements have or have not been achieved which will complement and substantiate the quantitative data.

Quantitative data will be studied and interpreted to make inferences at the population level, and an assessment of project outcomes and impact will be made. The results from the cohort household survey and EGRA/EGMA will contain the most robust findings and conclusions, statistical tables and a description of the procedures used in conducting the survey. The learning results will be analysed using SPSS statistical software.



The analysis based on the quantitative data will produce objective, significant evidence of change in results and outcomes that is attributable to the CHANGE project. JaRco's Senior Statistician's statistical analysis will help to disentangle the CHANGE Project's impact from other factors and determine whether the results from the sample can be extrapolated to the population of intended beneficiaries. In addition, JaRco will undertake bi-variant analysis to measure the association of different variables. As deemed necessary, an econometric analysis can be carried out using advanced multi-variant analysis statistical models such as Logistic and Profit regression model. Data will be imported to STATA for further analysis. In addition, further data cleaning will be conducted using STATA by identifying outlier values of variables by looking into frequency distributions and crosstabs.

In addition to the quantitative data collected from household surveys and learning assessments, the data from KIIs, FGDs and classroom observations will be used to further explore Key Evaluation Questions. The qualitative data will be designed to test the assumptions of the targeting and intervention, to explore the experiences of those exposed to intervention, to confirm that any associations between intervention and outcome are causal, to verify that the intervention logic is working in the way expected, and to look for unexpected results. The Supervisors' quality checks of the data collected by the Enumerators are performed daily throughout the data collection period. They will provide ongoing monitoring of attrition in the field, using re-contact to help maintain the sample size across the base and endline evaluations.

The Evaluation Team provides the next level of supervision: senior experts are responsible for giving the highest level of data quality assurance within their area of supervision. Our data collection assurance dimensions ensure that data is accurate, timely, complete, and has integrity. This hierarchy of quality assurance is connected through a chain of communication and specific checks following JaRco's standard operating procedures, which comprise of the following:

- **Back-checking:** The first means of checking will take place as the fieldwork is ongoing. Once an Enumerator has completed a household questionnaire and learning test, they will hand their tablet to the Supervisor, who will then give them an empty device so the Enumerator can perform another interview while the Supervisor checks their work. The Supervisor will perform a visual quality check, including a 5% back checking which requires re-interviewing girls to check on the information recoded and ensure that the questions are filled in properly, that there are no unintended gaps, and that the information is stored and time-stamped properly. Any errors spotted by the Supervisor will be corrected before leaving the site.
- **Spot-checking:** The Supervisors will perform spot-checks on the Enumerators' work during the first three days of their deployment. During the interview, the Supervisor will sit in and monitor that the process of questioning is being conducted properly. The Supervisor will give feedback to the Enumerator at the end of the session, instructing if and where an error has been made, so that they can correct it together and reduce the likelihood that it will happen again. Any common errors will be highlighted to the whole team.

- **Check before sending:** Before sending the digital forms to the Data Manager in Addis Ababa at the end of each day or week, the Supervisor will perform an overall check on the data files to ensure that the information is complete, formatted correctly and there are no unaddressed issues. The Supervisor will write a short summary report to describe where the data has been collected, how the checks have proceeded and any anomalies of which the Data Manager needs to be aware.
- **‘Live’ assessment of returned data:** JaRco’s Data Manager will check the quality of the returned information (be it on a weekly or daily basis) using MS Excel, and will be able to relay messages to the Supervisors and the Survey Team about the quality of the data quickly and efficiently. This prompt feedback mechanism will allow for the field teams to return to households where any errors occur and rectify them.

### 13.7 Written Reporting

The Team Leader and Programme Director will compile the initial version of the Inception Package and the Evaluation Reports according to the GEC guidelines (the revised version which soon will be discussed with the Fund Manager and PIN). The Team Leader will organise and check the quality of the inputs from the Evaluation Team. Once the draft report is ready, it will be submitted to the Program Director for further scrutiny using the following quality criteria:

Inception package criteria:

- 1) The methodology is sound and provides a coherent and complete structure for collecting the data; the methodology is clear and accessible for engagement of Stakeholders,
- 2) The research tools represent evaluation and best practices for research on education and girls; that the questions and sub-questions are detailed enough to evaluate each topic for assessment in-depth whilst contributing to meeting the overall survey objectives and will lead to valid and replicable results,
- 3) The Work Plan is feasible, clear and will provide a coherent plan to the CHANGE Project Team and GEC of how the evaluation will be performed.

Evaluation Reporting must:

1. Be compliant with the evaluation objectives
2. Address all areas for research
3. Be free from contradiction
4. Have relevance, completeness, and accuracy of the information used
5. Have inclusion of all necessary annexes: Log-frame, Outcomes Spreadsheet, Beneficiary Tables, Combined Longitudinal Data Sets, table summarizing key variables in the data, Declaration from JaRco, all data collection tools, and clear project response.

6. Have strong summary statistics per outcome area which are in line with specifications provided by GEC's Evaluation Manager.
7. Have logical flow and structure
8. Have strong Executive Summary
9. Be written in a way that responds to the needs of the users
10. Have Quality writing and clarity of presentation

Once these checks have been performed and amendments made by the Evaluation Team, the Programme Director will clear it for submission to the CHANGE Project Team for comment. Any comments will then be sent back to the Team Leader, who will address the points raised in conversation with the Program Director. The Programme Director will then perform a final check on the quality of the written material and the Team Leader will submit the final deliverables to the CHANGE Project Team.

## **14. Ethical Protocols**

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Significant ethical considerations will be considered in the individual interviews, especially in the data collection with highly marginalised girls. All members of JaRco's team will strictly follow JaRco's Safeguarding and Protection Policy (presented in Annex 12), which is also in line with PIN's policy as well as GEC and FCDO's safeguarding protocols.

JaRco has a comprehensive child safeguarding and protection policy for engaging minors as well as vulnerable groups in studies. In addition, all members of the evaluation team will also undergo safeguarding and protection training. This will be part of the training for the quantitative and qualitative data collection teams. Strict protocols will be in place in the individual interviews in the household surveys, learning assessments, Key informant Interview and Focus Group Discussions that directly engage young and vulnerable people in discussing difficult topics such as their own marginalisation.

Informed voluntary consent and assent will be obtained prior to the start of the interviews. In the case of minors, consent will be obtained from the parent or caregiver and assent will be obtained from the minor. Any refusals to participate by either the parent/caregiver or minor will be upheld and these cases will be treated as no-response under the survey. The major guidelines to be followed by the researchers are:

- Seek the permission of an adult caregiver before involving a child in any part of the research.
- Always avoid all physical contact with children.
- Make no inducement to either child or parent for a child's participation in any part of the research.

- Ideally spend no time alone with a child, and where spending time alone is necessary, avoid spending longer than the research task takes.
- Respect local cultures regarding child protection.
- Be prepared to break cultural practices and traditions when it is clear that they are harmful to the physical, emotional or psychological wellbeing of the child. Abstain where there is ambiguity.
- Report any breaches of the code immediately to JaRco’s senior management.

In addition, to ensure that the respondents feel comfortable and to reduce any unnecessary time or logistical burdens, the household survey and learning assessments will take place at the respondents’ homes. Given the subject matter and the fact that the primary beneficiaries are female minors, the household survey will be conducted one-to-one by suitably qualified and experienced enumerators. JaRco takes child protection and safeguarding very seriously. Our firm understands its responsibility to report all child protection issues that may arise during the implementation of fieldwork activities to the CHANGE Project implementation team.

## 15. COVID mitigation plan

The following major COVID-19 risk mitigation plan will be implemented during field work for the data collection of the evaluation:

Table 60: COVID-19 mitigation plan

Activities that may generate risk	Action to be taken to mitigate risk	Responsible personnel	Frequency
<b>Evaluation team while on the road – travel to and from project locations/ enumeration areas</b>	<ul style="list-style-type: none"> <li>- All evaluation team members will be provided transportation by JaRco to and from enumeration areas.</li> <li>- The number of people in vehicle will not exceed the licensed number of passenger-carrying capacity.</li> <li>- Prior to boarding the vehicles, the vehicle door handles will be disinfected with alcohol-based disinfectant by the responsible driver who are equipped with personal protective equipment.</li> <li>- Enumerators will only be allowed to board vehicles if they are properly masked, and hands are sanitized.</li> <li>- Vehicle windows should be kept open to allow adequate ventilation during travel.</li> </ul>	Evaluation team and Driver	Daily routine

	<ul style="list-style-type: none"> <li>- Upon return from the project site at the end of day, the responsible driver will clean and sanitize the vehicle.</li> <li>- Enumerators and supervisors will be advised to avoid going to crowded places.</li> </ul>		
<b>During interviews- Enumerators</b>	<ul style="list-style-type: none"> <li>- Enumerators will avoid handshake or other forms of greetings that involve physical touch.</li> <li>- Face masks will be worn throughout the interview process</li> <li>- Interviews will be held in open spaces to increase air circulation</li> <li>- 2 meters distance (two arm lengths) between the interviewee and interviewer will be kept.</li> <li>- Group discussions will be kept to four people (including the interviewer) with appropriate distances between all participants.</li> </ul>	Enumerators and Supervisors	Daily routine
<b>During interviews- study participants</b>	<ul style="list-style-type: none"> <li>- Study participants will be asked to cover their nose and mouth with mask (JaRco will provide masks).</li> <li>- Hand sanitizers will be available onsite for participants to be used before interview.</li> <li>- Pencils and counters to be provided for EGMA testing will be disinfected after each use.</li> <li>- If needed, participants will be asked to sneeze and cough into their elbow.</li> </ul>	Enumerators and supervisors	Daily routine

## 16. Risk and Risk Management Plan

The current internal conflict in the country could significantly delay the data collection process. Also, from JaRco’s experience in conducting similar evaluations, several other common issues with the perceived level of risk could challenge the evaluation process as presented below along with anticipated mitigations.

Table 61: Risk and risk mitigation plan

CHALLENGE	RISK LEVEL	MITIGATION STRATEGY TO MANAGE CHALLENGE
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<p><b>Security issues preventing travel to enumeration areas</b></p>	<p><b>High</b></p>	<p>Security issues (the current volatile internal conflict in the country) could prevent the Evaluation Team from travelling to specific areas. The impact on the research could be a delay on the scheduled timeline. While these events are volatile bearing a never promising plans, there could be few strategies JaRco can adopt to somehow mitigate the risks on the study. Firstly, JaRco will be keeping up to date with regards to national security issues (the currently announced state of emergency) and statuses of regional conflicts, using its regional networks and contacts. Secondly, JaRco will develop plans for alternative timeline scenarios and travel. Thanks to our in-house vehicle procurement, we have the capability and flexibility to rapidly change travel plans as needed.</p>
<p><b>Unavailability of sampled project beneficiaries for interview due to displacement</b></p>	<p><b>Medium</b></p>	<p>From JaRco’s experience in conducting the first baseline with cohort 1, a significant proportion of sampled girls dropped out of the project, migrated to other places, relocated due to marriage or started employment in a different area, which caused a significant amount of delay in the data collection process and the overall representativeness of sample size in the evaluation. Current internal migration has only been exacerbated by the current internal conflict in the country. Millions of people have been displaced from their homes due to the conflict, which could prove very challenging for the Evaluation Team in terms of relocating sampled individuals from project participant lists. To mitigate this risk, JaRco will work very closely with the implementing to ensure the beneficiary master list that will be shared by the partners is the latest up-to-date version.</p>
<p><b>Lack of clarity on data collection and data management</b></p>	<p><b>Low</b></p>	<p>Lack of clarity on data collection and data management can result in getting incomplete or useless data. JaRco is very experienced with designing and implementing accurate training and developing a quality and timely control procedure. In addition to setting a periodic review of personnel performance and regular feedback mechanisms, JaRco will ensure this risk stays minimal.</p>
<p><b>Refusal to answer surveys or in-depth interview</b></p>	<p><b>Low</b></p>	<p>When researching sensitive issues such as cultural barriers to girls’ education, it is not uncommon to encounter resistance or mistrust from respondents. JaRco will ensure that this is not due to a lack of information or confidence in the project’s researchers by setting an appropriate strategy to approach the different groups of respondents. This strategy will draw on our institutional and researchers’ experience conducting studies with</p>

young girls, their parents, and community leaders around Ethiopia.

## 17. Annexes

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Annex 1: Girls' survey tool

Annex 2: EGRA/EGMA – ABE

Annex 3: EGRA/EGMA – IFAL

Annex 4: PCG's survey tool

Annex 5: HH's survey tool

Annex 6: Girls FGD guide

Annex 7: PCGs FGD guide

Annex 8: Woreda and Keble Officials KII guide

Annex 9: School leaders KII guide

Annex 10: Religious and Clan leaders KII guide

Annex 11: JaRco Child Safeguarding and Protection policy and EE declaration

Annex 12: Interview Consents/Assents



Girls' Survey\_3rd  
BL.docx



EGRA-EGMA- 3rd BL  
for ABE.docx



EGRA-EGMA- 3rd BL  
for IFAL.docx



HOUSEHOLD  
SURVEY\_3rd BL.docx



PRIMARY  
CAREGIVERS' Survey\_



FGD Guide\_Girls  
10-19\_3rd BL.docx



FGD Guide\_PCG\_3rd  
BL.docx



KII Guide\_Woreda  
officials\_3rd BL.docx



KII Guide\_School  
leaders\_3rd BL.docx



KII Guide\_Kebele &  
Clan leaders\_3rd BL.d



Girls Assent BL.docx



PCG consent for girl  
participation BL.docx



Consent for  
PCG\_emancipated\_BIFacilitators, Woreda, S



Consent for Project  
Facilitators, Woreda, S



JaRco Protection and  
Child Safeguarding Pc



Annex 11 External  
Evaluator declaration.

## CHANGE: Improving Access to Education in Ethiopia for Most Marginalized Girls

### Management response to the Third Cohort baseline report

November 2022

This report presents the conclusions and proposed adaptations of project activities in response to the findings of the C3 baseline, conducted by JaRco Consulting in late spring 2022. CHANGE management makes the following proposals after numerous consultations with all the implementing partners as well as project technical advisors.

It should be said at the outset that the project has undergone major revision during the last year of implementation (Y4 of the lifetime of the project), reflecting the contextual challenges severely affecting project implementation. Massive drought hit Oromia region in November / December 2021 and protracted armed conflict in the North of the country had a very serious impact on project activities in Afar and Amhara region. As a result, project targets had to be decreased and several indicators as well as activities re-designed. The project has thus already gone through a series of discussions and adaptations that aim to overcome the common barriers direct beneficiaries are facing to learning and transition - barriers that the crisis has only accentuated. The proposed changes are though rather minor, at the level of activities, as the revision of project outcomes and outputs was carried out recently. CHANGE is now entering to its last year of implementation, and the carried-out survey confirms that the team already has a deep knowledge of the context and was able to identify majority of the key barriers and adapt the project accordingly during the implementation process, which itself is very important as well as positive finding.

- a. *What is the project's response to the key findings in the report? This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome? This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.*

Generally speaking, the findings in the report largely reflect the conclusions from our internal analyses and discussions mentioned above, reflected already in the revised project documentation. Therefore, the indicators already put in place by the project are appropriate enough to achieve the outcomes in the process of implementation.



As stated in the C3 baseline report, the key characteristic subgroups and barriers identified in the baseline study are mostly well considered in CHANGE's Theory of Change (TOC). TOC considers many possible barriers on the level of households/communities, schools/institution, and system.

### **Project response to key findings identified in the C3 baseline report**

- *More than half of the sampled girls for this study live in poverty. Amongst the 1066 sampled households, 65.8% cannot meet their basic needs without charity or external help, while 24.4% are able to meet only basic needs, but cannot purchase extra things that are not regarded as essential. 72.1% of the households said they have gone to sleep feeling hungry for more than two days over the past month. Overall, 14.6% of sampled households reported almost never having had sufficient access to clean water over the last month, while a further 30.2% reported often not having enough.*

The overall design of the project is based on this premise and seeks to respond in all its complexity.

- *Almost all girls in both regions were involved in household chores. The majority (88.1%) of the sampled girls in Oromia and a considerable number (30%) in SNNPR are responsible to undertake their households' work chores for half to a whole day. Of the different types of housework girls need to undertake, fetching water (89.3%) and cleaning home (85.3%) required a considerable amount of time and energy as in most cases. This is the main reason why many girls particularly in Oromia are currently not enrolled in formal schools. While 66% have never been to a formal school at all, 30% of the sampled girls have been enrolled in a formal school.*

The baseline result has clearly identified the encouraging positive level of awareness most study participants have towards girls' education (85% of parents strongly believe in educating girls). However, in actual practice, the vast majority of girls never had a schooling opportunity even once. This indicates that lack of awareness is not a critical issue; it is rather the barriers such as deep-rooted social norms such as child marriage, the long distance of school, high domestic chores and poverty, mentioned above, that are playing a decisive role in the marginalization of the girls.

The project has already applied measures that seek to support the school attendance while respecting girls' duties at home, e.g. oral agreement with site owners not to recruit children/girls to the coffee harvesting sites. (Official letter, approved by the zonal education department, circulated for the coffee site owners mentioning legal issue as child labour abuse). The project monitors that CAG members have an up-to-date list of girls at risk of dropping out from school/learning center representatives during their monthly meetings. Volunteer CAG members then visit the girls/families to find out the reason for the absence/potential drop out of the girl and if possible try to arrange a solution to help the girl return to school. To reinforce the identification of girls who are at risk of dropping out, the project team also envisages the Attendance Tracker moving to a more fluid use, so there is updated list of girls at risk of dropping out at any time during the month. Additionally, one of the findings from GESI assessment which was conducted recently, is to minimize the burden of household chores, awareness creation, through participating model fathers and boys, training of CAG members and also GC (Gender Club) boys and girls.

- *Amongst the overall 1,066 sampled girls for this study, 18.1% were married while 10.6% have experienced early marriage. Oromia takes the lion's share in both statuses with 31.1% married and 18.1% of sampled girls in the region experienced early marriage.*

The project acknowledges the impact that early marriage has on the on girls' schooling, especially at the adolescent age. However, due to the complexity of this problematics (relating both to socio-cultural and economic factors), we need to set realistic goals in terms of tackling this issue. The project is proposing to encourage the girls to discuss the topics related to early marriage, family planning and reproductive health during their GC sessions. Through peer to peer sharing and discussion in the safe environment, the girls will gain new impulses which may contribute to the overall discourse in society. One pager, summarizing the main directions to the GC's leaders, shall be prepared and distributed to the relevant project team members in the nearest future. In addition, the project will continue to strive to maximize the attendance of newly married girls in school through a network of facilitators as well as through intense community work at the CAGs level.

The project already strengthens contextualized interventions that discourage early marriage with in communities through proactive involvement of influential groups in the communities like community leaders, religious leaders and community influential persons. Activities such as awareness creation on topics of consequences of early marriage using standardized SOPs developed by the project for such purposes.

- *According to girls' survey, 16.3% of the girls sampled for this study are teenage mothers. The majority of girls having a child/child (28.2%) are from Oromia and only 2.6% are from SNNPR.*

Same as above.

- *As per the formal employment status of sampled household heads, the majority are either self-employed or unemployed. Most surveyed heads of households are illiterate and have never attended school.*

The overall design of the project is based on this premise and seeks to respond in all its complexity.

- *The respondents mentioned several reasons that made the travel to school unsafe for girls with long distance being the most referenced one. 28.8% would travel for 31 minutes to an hour to reach a nearby school. In both regions, around 10% of girls could walk one to three hours to reach a school nearby. Long distances of schools from homes (61.7%), heat or rain (51.1%) and poor roads (28.7%) were found to be the major commonly-shared causes of unsafe journeys. Of the respondents who chose long distance being one of the major causes for unsafe journeys to school, 64.9% are from Oromia and 50% are from SNNPR.*

The safeguarding team works with the school members to at least release girls in good time to reach their home as early as possible before dusk to avoid on road accidents, abuses, harassments and any other GBVs related to late time. The project also uses the Gender Clubs to aware girls to travel in-group than moving individually that increase causality. Girls are regularly alerted about risks and violence during their school travel times from home to school and from school to home through their trained class facilitators. In addition, in Oromia and Afar region, standard TVET education was replaced by skills training, available locally, in order to avoid long travels to schools (this apply mainly to IFAL girls as the TVET colleges are only minimally represented in the region and the travelling distances to school are huge.

- *Sampled girls described a number of school-related issues that pushed them to the verge of dropping out of education. The most widely recognized barriers are related to poor infrastructure quality of the establishments and the lack of adequate resources to provide the basic educational*

*needs girls have in order to stay in school and learn well. Boys were also said to be treated better than girls. Although a considerable regional variation exists, girls in interviews and focus groups reported feeling equal to boys, and mostly reported that their teachers treat them similarly demonstrating that this issue might be too sensitive to discuss outside of a questionnaire or survey context. In Oromia, 32.3% of the respondents revealed that the delivery of lessons was too slow for them as it was for the 15.4% of girls in SNNPR. On the other side, 9.3 % (similarly in both regions) of respondents consider lessons as too fast.*

There is a focus on child-centered approach within the project where the teachers/facilitators supposed to react on individual needs and capacities of each student – this is not always possible mainly if the differences in girls' attainment are too unequal. As part of the project monitoring, the child-centred approach is one of the aspects of teaching that is observed (unique tool) by the field team during regular field visits. In case this aspect is found to be unfulfilled by the teachers/facilitators, then the education expert would prepare a refresher training within the FLC to improve it. Our advocacy works with school management and education authorities include these topics and we are strategically using the findings of baseline to strengthen our advocacy works as these relate to school related barriers for girls education in general.

- *The vast proportion of sampled girls across the regions agreed with the fact that going to school is important for their future plans, and that children- boys and girls with or without disability all have the right to go to school. In Oromia, 81.6% sampled girls have positive perception towards schooling. In SNNPR too, 91.3% agree. Unlike Oromia, caregivers in SNNPR (84.3%) tend to favour their children joining college or university. In Oromia, only 44.4% of caregivers stated that their girls should make it to college or university. On the whole, 72.1% of caregivers across both regions believe that girls are as likely as boys to use their education in their lives. Accordingly, most caregivers agreed with the advantage of sending their girls to school even when funds are limited. In a similar question, 84.8% of caregivers in both regions agreed that school is important for teaching girls how to grow up.*

The overall design of the project is based on this premise and seeks to respond in all its complexity.

- *47% of the respondents from both regions implied that girls' education agenda are rarely or never raised in any type of community meetings. Out of the 412 respondents who have participated in community conversations, 7.8% stated that girls' education issues are often raised in community meetings, while 44.9% said it is only sometimes. In the meantime, 49.7% from Oromia and 41.7% from SNNPR said meetings of those types sometimes raise girls' education issues.*

Community support to girls' education is being addressed mainly via the involvement of the Community Action Groups. Involvement of CAGs shall be strengthened to ensure stronger awareness and more positive attitude towards girls' education at the community level, also positively benefitting the sustainability of project outcomes, as defined already in projects' Sustainability plan. Regular meetings of the CAGs and better follow up and monitoring of their activities to better understand e.g. impact of the activities at the community level shall be applied. Equally stronger engagement of the CAGs in discussion and awareness sessions at the community level on the relevant topics identified. On top of the CAGs involvement, there should be practice on individual parent to come to the learning center and communicate with the facilitators on girls achievement and improvement. To do this, CAGs should play the leading role and expand this exercise so that, all parents might be involved.

- *It is surprising that 31.7% of the girls in both regions have not heard of COVID-19 after more than two years of its presence as a pandemic in Ethiopia. It is worth to mention here how COVID-19 has affected the girls' education. In this regard, 30.6% of the girls reported that they left formal school due to the pandemic. 38.2% of the girls also responded that they had less food to eat because of COVID-19.*

Covid ID 19 measures already applied to the project.

- *The average literacy and numeracy scores of girls aged 10-14 did not go beyond 28%, which indicates that their level of literacy and numeracy is very low. Girls aged 15-19 scored relatively better in the tests with an average score of 46.7%, which is higher than girls aged 10-14. The vast majority of girls in all age group from Oromia did not perform well on the numeracy test (average score of 48.8%), compared to the girls in SNNPR (average score of 65.6%). Oromia is with a high proportion of girls (70.7%) who have never been to school.*

The test results are very poor overall. The project proposes that the EGRA and EGMA testing should also be done on a sample of primary school children as part of the endline (a sample comparable in age to our target group) so that we have a chance to see the target girls' test results in a broader light, set in a local context. If approved, it will be incorporated to the endline methodology we are currently developing.

- b. *What is the project's response to the conclusions and recommendations in the report? The management response should respond to each of the External Evaluator's recommendations that are relevant to the grantee organisation. The response should make clear what changes and adaptations to implementation will be proposed because of the recommendations and which ones are not considered appropriate, providing a clear explanation of why.*

### **Key recommendations presented by the study**

The report repeatedly concludes that indicators already put in place by the project are appropriate enough to achieve project outcomes and that the project has already considered almost all the major barriers identified in the report.

However, paying special attention to the following critical areas will, according to the report conclusions, positively impact the outcome of the project:

#### **Project sustainability:**

- *As per the results from this baseline study, attitude of girls, men and women towards girls' education is very positive that more than 83% advocate girls' education. When it comes to the commitment of the community and system in dealing with girls' education issues, however, totally opposite results were obtained. In all the regions, girls' education issues are scarcely raised and barely addressed. This could negatively affect the sustainability of the project in a way that practicality is missing more than the theoretical knowledge of the aspect amongst the community*

*and system. Therefore, IOs 4.2 and 5.1<sup>[1]</sup> would require utmost attention and intervention for the better sustainability outcome of the project.*

This conclusion shows that the project team well- identified the sustainability and reflected them in the Sustainability Plan, submitted to the FM recently. At community and family level CAGs were identified as a key intervention for community resource mobilization and liaison role between government and communities as well with the girls' families. A key intervention related to the strengthening of T&L practices at system level, via enriched CPD for non-formal education programs delivered in formal system, in particular integrating FLC (facilitators/teachers learning center) into ABE/IFAL programs, trained government officers and teachers, adapted curricula and newly built or renovated school blocks.

### **Region-specific barriers for focus on intervention:**

- *Borena in Oromia has nomadic pastoral communities often moving from place to place in search of water for their household and livestock. This region has a lot of commonalities in the barriers their girls face to education. Despite the fact that a high level of positive perception towards girls' education is registered in the region, the majority of their girls have never been to school and those who were, have already dropped out. In both regions, high level of household chores is said to be the major reasons for the girls Out Of School status. Thus, the vast majority of their girls have low aggregate scores in the literacy and numeracy tests. Particularly in Oromia, there is a high level of early marriage and child birth and yet in both regions higher proportions of girls have very limited knowledge and awareness about family planning. Their schools are also said to lack potable water. Secondary schools are as well more distant from the homes of notable number of girls. Therefore, focusing on the fact that livelihoods in these regions are never stable would lead to intensified interventions on the households, communities, systems, and schools' level in these regions to achieve the desired IOs 1, 2 and 3*

As mentioned and described in more detail above, the project has already applied a series of measures to overcome the barriers such as the household chores, early marriage, girls' awareness on family planning, walking distance to school etc. Here also worth mentioning, specifically for Oromia, the adaptation to the crisis (drought) that hit the region severely and had a massive impact on households' livelihood, facing severe shortage of food: as a part of Contingency plan approved for Q14-Q15, the project introduced a school feeding program and Emergency cash support in ABE / IFAL learning centers to help keep girls attending schools.

- *Girls in both regions, with few discrepancies, also share common barriers that could guide project activities. A considerable number of girls in both regions have had the chance to be enrolled in a formal education. However, the girls demonstrated low literacy levels in the test. Even though the perception of the community towards educating girls is very positive, the girls in these regions have ended up dropping out of school due to the aforementioned barriers. It is also noted that about half of the girls in Oromia spend half to a whole day undertaking daily household chores. This particular barrier, in addition to primary school distance and inability to cover school costs were the major barriers indicated. In SNNPR, secondary schools were as well said to be very far from a considerable number of girls' homes. Lack of potable water in schools was also identified as a barrier. Therefore, girls in these regions seem to be more affected by supply-side barriers. They mostly require economic empowerment, physically accessible schools with all the necessary basic facilities such as potable water, and the commitment of concerned official stakeholders to achieve all the proposed IOs.*

Addressed already above in previous sections.

- c. *Does the external evaluator's analysis of the projects' approach to gender, social inclusion and disability correspond to the projects' ambitions and objectives? Please respond to opportunities highlighted by the evaluator to be more transformative in your approach.*

In general, we can say that the external evaluator's analysis of the projects' approach to gender, social inclusion and disability does correspond to the projects' ambitions and objectives.

Throughout the project, in addition to the education of the girls and their transition, great emphasis is also placed on their safety, whether from a safeguarding or protection perspective. To ensure the positive impact of the project and the changes associated with it, empowerment of the girls is also an integral part of the overall focus. This is of course led by the education of the girls themselves, their capacity building, which increases their employability and therefore income for the and their households.

One of the platforms that the project team feels is appropriate for empowering girls is the Gender Clubs that are already part of the project. However, we would like to increase our focus and support for these clubs in the final year of the project, as we see the clubs as a meaningful, safe space to raise up and support girl leaders who could be important agents of change in the future.

There is ongoing discussion about the possibility of establishment of community-based girls clubs in the areas with high number of girls - project beneficiaries who lives far from the schools and where is also higher number of the girls who will not manage the transition to formal or other education (this applies mainly for Afar). So, the girls who have some leadership potentials even if they could not continue education could remain active in their communities as well as their informal education.

For both above mention reasons (referral and lack of school) the project team came up with the idea to pilot the model girls' clubs where the following activities could be considered: provision of the specific trainings (leadership, life skills, basic savings, financial literacy, advocacy, etc.) to selected girls/ leaders, so that they can cascade it to members of the club; active participation on CAGs meetings and community actions led by girls – awareness on some safeguarding topics, importance of education, early child marriage, etc.

Although the main target group of CHANGE is girls, inclusion of boys is addressed via their participation on GCs; the inclusion of the girls families and general the whole community and all its members (women, men) is sought in CAGs. The project teams are also trained about how to support girls with disabilities who need especial services. The project developed an SOPs on how to work with girls with disabilities. This activity should be further strengthened by Peers and other project beneficiaries who are early engaged in the program to share their experiences that how they were benefitted by the project.

- d. *What changes to the logframe will be proposed to FCDO and the Fund Manager? (If applicable) The management response should outline any changes that the project is proposing to do following any emergent findings from the evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs.*

NA - as mentioned above, the project recently went through a logframe revision process, no further changes will be proposed.

[\[1\]](#) The logframe has been revised so the indicators have changed.