Project Evaluation Report

Report title:	Endline Evaluation of CHANGE
Evaluator:	Development Research and Training
GEC Project:	CHANGE
Country:	Ethiopia
GEC window:	Leave No Girl Behind
Evaluation point:	Endline
Report date:	November 2023

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.

ENDLINE EVALUATION OF 'CHANGE': IMPROVING ACCESS TO EDUCATION IN ETHIOPIA FOR MOST MARGINALIZED GIRLS ("CHANGE PROJECT")

FINAL REPORT

FOR

People in Need

development research and training plc.

Girls' Education Challenge | UKaid from the British people | CONCERN worldwide | welt hunger hilfe | HELVETAS | Alliance 2015 | CIAI | FSA

ACRONYMS

ABE	Alternative Basic Education
ACPF	African Child Policy Forum
CAG	Community Action Group
CAPI	Computer Assisted Personal Interview
CPD	Continuous Professional Development
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
FM	Fundi Manager
GEC	Girls Education Challenge
GER	Gross Enrolment Rate
IFAL	Integrated Functional Adult Literacy
KII	Key Informant Interviews
LNGB	Leave No Girl Behind
MoE	Ministry of Education
NER	Net Enrolment Rate
OECD	Organization for Economic Co-operation and Development
OOSC	Out of School Children
PIN	People-In-Need
REB	Regional Educational Bureau
SD	Standard Deviation
SHG	Self-Help Groups
SNNPR	Southern Nations, Nationalities, and People's Region
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
VfM	Value for Money
WEO	Woreda Education Office

GLOSSARY OF TERMS

Term/Phrase	Description
Out of School Children (OOSC)	Girls who are highly marginalized (aged 10-19) who were beneficiaries of the CHANGE project.
Self-Help Groups (SHG)	A group of marginalized girls that have benefited from the project to engage themselves and develop decision making
Community Action Groups (CAG)	A group of members of the community members that help in project activities linked to girls' education
ABE Centres	Learning Centres for project beneficiaries to attend ABE courses at which the marginalized girls aged 9 – 14 attend
ABE	An alternative provision of education pathway (different from the formal schooling) that supports girls aged 10 – 14 to attend non-formal accelerated education courses in the ABE program and transit into formal school grade 5 after completion
IFAL Centres	Learning Centres for project beneficiaries to attend IFAL courses which the marginalized girls aged 15 – 19 attend
IFAL	An integrated functional adult literacy program that helps girls aged 15 – 19 either to attend formal education, or get involved in other pathways such as involve in SHG/IGA or transit into TVET
VfM	A measure of the project's utility in terms of economy, efficiency, effectiveness, and equity
Early Grade Reading Assessment (EGRA)	A test students take that can measure their skill at both pre-reading and reading subtasks
Early Grade Mathematics Assessment (EGMA)	A test students take that can measure their basic maths and numeracy skills

CONTENTS

LIST OF TABLES

LIST OF FIGURES

EXECUTIVE SUMMARY

CHANGE is an FCDO UK funded girl's education project under the global Girls Education Challenge (GEC) programme implemented in Ethiopia. It aims to improve access to education and life chances of nearly 25,000 out-of-school adolescent girls in Ethiopia. The project targets girls aged 10-19 who are highly marginalized and out of school due to barriers faced in their respective context, and need support to enter or re-enter education. Therefore, CHANGE aims to advance the girls' learning, transition, and community support by providing Alternative Basic Education (ABE) and Integrated Functional Adult Literacy (IFAL) classes as the main intervention pathways, while educating teachers in inclusive child-centered methodologies. These alternative education programs were introduced to support girls to transition to formal education and/or (self-) employment, including through Self-help Groups (SHGs) modality. Community awareness and engagement activities have been conducted to strengthen community's support, acceptance and commitment regarding girls' education.

The five-year project, run from 2019 to 2023, is implemented by People in Need, Concern Worldwide, Helvetas, Welthungerhilfe, and Friendship Association Network in the four selected Ethiopian regions of Afar, Amhara, Oromia and Southern Nations, Nationalities and Peoples' Region (SNNPR). However, since a baseline has been conducted in August 2022 with new entrants of the project beneficiaries from cohort-3 in Gedeo (SNNPR) and Borena (Oromia), only these regions were included to ensure appropriate comparisons of results through cohort-based pre-post evaluations.

This evaluation aimed to measure the project outcomes and intermediate outcomes listed below and to answer the evaluation questions presented on the table below.

- **Improved learning outcomes and life skills:** it measured girls' levels of literacy and numeracy, girls' school attendance and teachers and facilitators' teaching methods;
- **Increased transitions rates**: it measured girls' involvement in Income Generating Activities (IGA) and Self-Help Groups (SHGs) and their confidence in their economic decision-making.
- **Improved community and government support, acceptance and commitment to sustain girls' education:** it measured parents' support of girls' education and their perception on the work developed by the Community Action Groups (CAGs); and the government involvement.

7

Table 1 Evaluation questions

Effectiveness	- How effective was the project in out-of-school (OOS) girls' (disabled, never been at school, dropped out, etc.) enrolment, re-enrolment and attendance in alternative/accelerated learning centres? - How effective was the project in developing OOS adolescent girls' self-confidence and economic decision making?

Impact	- What impact did the project have on the learning and transition of marginalised girls, including girls with disabilities?
	  - How and why was this impact achieved?
	  - What is the role of the project's specific components, like SHGs in transition?
	  - Were there different impacts for different sub-groups?
	- How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the OOS girls to pursue their life plans?
	  - How and why was this impact achieved?
	  - Were there different impacts for different sub-groups?

Sustainability	- How sustainable are the three main identified interventions (transition to formal education / SHGs, CAGs, and strengthening of T&L practices at system level)? Are they creating positive lasting change for the girls reached through the project?
Value for Money	- How effective was the project in terms of Value for Money (economy, effectiveness, efficiency) in reaching its goals?

In order to do this, this evaluation used a mixed-methods approach which included: a survey conducted with the intervention target girls (1,033) and their primary caregivers/parents (535) during an endline, but also used the results from baseline as benchmarks for comparison; 38 observations of ABE and IFAL classes; 16 focus group discussions (FGDs) with target girls and their caregivers; 28 key informant interviews with project staff, relevant government officials and other stakeholders were also employed.

Findings

Outcome-1. Learning: improved learning outcomes and life skills for highly marginalized girls

- The literacy average score increased from 18.34% in the baseline to 37.45% in the endline; the highest increase was found among girls registered in the IFAL programme, with an increase of 21% (from 25.2% to 46.24%). The numeracy average score also registered an increase, yet less significant, from 53.65% to 56.18%.
- The number of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time has reached 94.19% while the target was 60%.

Outcome 2. Increased transition rates for highly marginalized girls at key points in their pathway

- The target for the number of marginalized girls and girls with disabilities who started IGA was 8400 for the entire project and 4345 in both the Borena and Gedeo zones. The actual reached target was 3050.
- The target for marginalized girls and girls with disabilities in the age of 10-14 years who transition into formal education was 53% and the project reached 60%.
- 99% of trained facilitators in target ABE/IFAL were found using gender-sensitive, child-centred and inclusive teaching methods, surpassing the 90% target.
- 100% of target ABE/IFAL centres were targeted to have an established mechanism for reporting a violation of the Facilitator's Code of Conduct. 97% were found to have established mechanism for reporting a violation of the Facilitator's Code of Conduct.

Outcome 3: Improved community and government support, acceptance and commitment to sustain girls' education

- Among the girls participating in SHGs and IGA 63.63% of them have demonstrated confidence in their economic decision-making which is behind the 75% target.
- 84.1% of the girls' parents participating in the project demonstrated a positive attitude towards girls' education whose target was 75%.
- Three curricula were planned to be adapted to local context and validated by Zonal Education Department, and three were already adapted and validated.
- 83.6% of the parents have demonstrated positive attitude of CAGs' work on girls' education while the target was 75%.
- Target was for 150 trained facilitators to remain in the formal education system after the projects' ends. Though it could be too early to conclude whether the trained facilitators remain in the formal education system, 147 of them are active during the data collection time.
- Number of training sessions cascaded by the trained WEO officials to other education officers were planned to be four, and four training sessions were conducted.

Value for Money

The total project budget is about £7.8 million out of which 5.9 million (76%) is direct cost and the remaining £1.9 million (24%) is indirect. This implies the project efficiency of 76% percent.

Conclusion

- Given the continued challenge at improving learning outcomes, especially in literacy in Ethiopia where the national average is around 31%, the project achieved an average of 37.5% and around 88% of the beneficiary girls have witnessed by themselves that they achieved a lot from the project in their learning, and endorsed by about 94.2% of the enrolled OOS girls attended the ABE/IFAL programme throughout the course duration for at least 70% of the class time. These indicate a high rate of achievement at improving learning outcomes.

- The second important variable is transition where the pathways are linked with the re-enrolment in formal education, including vocational training or involvement in technical training, involvement in SHGs and start IGAs. About 60% of the girls have successfully transitioned to formal education which is over the target of 53%. 3050 girls started IGA with the support of the project albeit the 4345 target. The transition also included changes at ABE/IFAL centers, and the project has contributed to the ABE/IFAL centers where almost all (97%) have established mechanisms for reporting a violation, and almost all trained facilitators (99%) in target ABE/IFAL used gender-sensitive, child-centered, and inclusive teaching methods. The project can be rated moderate to high with promising achievements for transition, except for start of IGAs which is a bit behind the target.
- The project was found to have managed to ensure sustainability by increasing the confidence of girls in SHGs and IGAs in their economic decision making, improving parents' attitudes towards girls' education and CAGs' work, adjusting curricula to the local context, reducing staff attrition, getting a buy-in by government leaders, and being economical and effective project. More than three-fourth of girls participate in decision making, and success at securing favourable attitude among primary care givers towards girls' education and a shift in parents' behaviour towards their responsibility for their daughters' education with 84% of parents of girls participating in the project which is higher than the project target of 75%. Improvements in the ABE/IFAL centers at using gender sensitive pedagogies, while facilitators opt to stay in the formal education system is also an achievement.
- Value for money also indicates that the project was effective at attaining its targets and was economical and efficient in its use of resources. Attaining targets with as low as 88% utilization of outcome related budget and a maximum of matching funding as high as 120% indicates the worth of the project, despite the frequent changes of plans due to many influencing factors.
- In terms of impact the project has achieved encouraging results in all parameters of learning outcomes, involvement in SHGs and IGAs, and transition to promoted life paths, improvement in decision making of girls and improved community participation through their CAGs. The improved attitude of community members is also an encouraging result achieved by the project. Therefore, the project has far reaching implications that include change in the community level thinking on girl's education and policy implications on hoe girls' education could be best accessed and better results achieved. The improvement in self-confidence and decision making of the girl's is also one implication that assures positive changes in their life career.
- Due to positive changes in attitude of both the beneficiary girls, the community and the government officers, girls in the community will either enrol in the formal school, or engage in self-help groups or income generating activities that will have implications at societal change.
- The findings provided above indicate the project had high effectiveness and impact at changing girl's education and improvement in attitude of parents, community members and government officials that will sustain continuity of support to improve girl's education.

- Finally, the end term evaluation presents recommendations that help similar future interventions produce better impacts and outcomes, and some of the recommendations are given as follows.

Recommendations

The project identified a very critical problem facing the target communities in Borena and Gedeo. Due to economic problems and the lack of prioritization of education for girls and children with disabilities, many girls in the communities appear to be out of school. The project indicated a promising results and future interventions should be strengthened and consider how similar efforts can contribute to sustainable socio-economic improvement of households or communities so that households can afford to supply educational materials and other basic needs to their children when project exits. It is important that educational interventions integrate socio-economic interventions so that the critical problem of girls' education – poor household economic conditions – can be adequately addressed in a sustainable manner.

The achievement in improving learning outcomes is remarkable and these need to be reinforced by ways of scaling-up to reach out OOS girls who could remain as OOS.

The project has achieved remarkable success in transitioning girls to IGAs, despite some limitation to reach the target. Therefore, it is recommended to scale-up or roll-out the project to reach more needy girls and for continued impact. Despite the success, Girls' access to training on life skills, financial literacy, and business startup was limited in number, therefore, the IFAL program could integrate such topics in the curriculum. Separate training on these matters may not be effective and affects the efficiency of the program. Integrating such topics in the formal curriculum and training facilitators to handle such topics increases equity, effectiveness and efficiency of the program.

The project aimed at establishment of SHGs and transitions to formal education, TVET and income generating activities. The sustainability of the project ideas depend to a certain degree on the proper conceptualization and implementation of these ideas. The implementation of these components should be integrated in projects from the beginning so that girls and parents can have preparation time to materialize them before the project terminates. When such ideas are designed to be implemented towards the end of the projects, they will not have follow up and monitoring, hence could not be achieved.

It seems there are no exit strategies that are owned by the parents, principals and local administrative leaders. Project stakeholders appear to be unprepared on how access to girls' education can be sustained by continuing the project activities. The employment of the project deployed teachers was the one that has been taken over by the government. It is essential that exit strategies are shared with community members and the right actions are taken so that the status of girls education do not relapse to where it was before the project intervention. The project addressed generic support with no special tract for girls with disabilities, where the community has shown limitations. There are girls with disability who remain at home. It is therefore important to think of intervention that specifically focuses girl's with disabilities – including safe school environment, training of teachers on specific techniques of supporting GWDs, and having specific indicators.

The support provided to the girls involved in SHG was largely provision of seed money or covering training costs to help them transit into TVET. This is good, but not fully sufficient to sustain unless they are reinforced through planning and engaging in microfinance where they can be backed, mentored, coached, and supported to sustain their engagement in income generating activities.

It also appears that such projects should follow a gradual or progressive closure for so that the communities adapt strategies to deal with the diverse project futures.

CHAPTER 1: DESCRIPTION OF THE PROJECT, PRIOR EVALUATION FINDINGS AND CONTEXT

1.1 PROJECT CONTEXT

Ethiopia has made significant progress in girls' education, with a rapid expansion in primary school enrollment. During 2012/13, female primary school students had an enrollment rate of 84%, slightly lower than males' 87.5%. However, this disparity has decreased to 85% for girls and 92.3% for boys in 2021/22(Ministry of Education, 2021/22). Educational inequity, particularly in remote rural areas, remains a pressing concern due to cultural, social, and economic barriers, and high dropout rates even after enrollment.

Rural regions in Ethiopia, particularly Afar and Somali, have the highest proportion of Out of School Children (OOSC), posing a significant challenge to the country's education system. Access to education remains difficult for these children, and high dropout rates persist. Oromia, Amhara, and SNNPR also have a significant number of OOSC (MoE, 2021/22).

The National Gender Parity Index (GPI) for primary-school-aged children is 0.92, indicating fewer girls in the education system than boys. The GPI for all regions except Addis Ababa favors males. Somali and Afar have the lowest GPI, with the largest proportion of female Out of School Students (OOSC)(MoE, 2021/22). This high proportion leads to low female participation in secondary and tertiary education, exacerbating systemic gender imbalance (ACPF, 2020).

The Ethiopian government, private sectors, and NGOs are implementing interventions to improve access to quality education. UK Aid's Leave No Girl Behind program, under Girls Education Challenge, has launched a five-year-long CHANGE project in four Ethiopian regions to improve the life chances of 25,000 out-of-school girls. The project works with stakeholders like girls' families, community groups, religious leaders, schools, and government officials.

1.2. THE CHANGE PROJECT

The CHANGE project is an FCDO UK funded project under its globala flagship Girls Education Challenge (GEC) programme. Under the Leave No Girl Behind (LNGB) window, the CHANGE project is implemented in four regions of Amhara, Oromia, SNNP, and Somali targeting 25,000 out-of-school adolescent girls. It aims to promote learning, transition, and community support, with three expected outcomes: (i) improved learning outcomes, (ii) increased transition rates, and (iii) improved community and government support for sustainability. The project aims to enable marginaliszed girls to acquire relevant skills, improve perceptions and willingness of communities to foster positive attitudes towards girls' education, and strengthen partnerships with government and other key actors. Five strategic outputs are expected: providing flexible Alternative Basic Education (ABE) and

Integrated Functional Adult Literacy (IFAL) support programs, training teachers and facilitators in child-centered teaching methods, introducing alternative programs to support girls, sensitizing Communities to promote learning opportunities, and pursuing Government structures for policy improvements targeting girls' education.

1.2.1. THEORY OF CHANGE OF THE PROJECT

Under its theory of change, the overarching aim of the project is to help OOS girls aged 10-19 learn essential educational and life skills to improve their life prospects. Accordingly, the project activities include delivering ABE and IFAL programs, developing teachers' and facilitators' capacities, and linking short-term technical and vocational education and training (TVET) programs, establishing self-help groups, gender clubs, and enrolling girls with disabilities.

The project is being carried out using a multi-pronged strategy that addresses the supply and demand side impediments to education at several levels. These include households, communities, schools, and systems. The Project established alternative basic education programs, educated teachers in child-centered and gender-sensitive methodologies, and developed supportive transition programs. These are designed to aid girls in advancing to formal education and self-employment; sensitize larger communities to support girls' education, and assist governmental structures in developing better policy. These all seek to promote learning, transition, and community support for girls.

1.2.2 PROJECT RESULTS

The table below summarizes the indicators and outcomes that were included in the evaluation. In line with the overall objectives expected accomplishment of the project were defined as follows:

Table 2. List of ultimate and intermediate outcomes of the CHANGE project

OUTCOMES	Learning: improved learning outcomes and life skills for highly marginalized girls
	Transition: increased transition rates for highly marginalized girls at key points in their pathway
	Sustainability: improved community and government support, acceptance and commitment to sustain girls' education
Intermediate outcome	Increased girls' enrolment, re-enrolment and attendance in alternative/ accelerated learning centres
	Improved quality of teaching and inclusive learning environment to support equitable access to education for girls
	Marginalized girls acquire relevant skills to overcome social, economic and contextual factors that leave them behind in life
	Improved willingness of communities to foster positive social attitudes towards girls' education and their progression in life
	Strengthened partnerships with government and other key actors to influence education system and practices

For the details of indicators (along with baseline and target) of achievement are provided as part of Annex 1: project design and interventions, the results of each of which are presented in chapter five.

1.2.3. THE PROJECT BENEFICIARIES

The direct beneficiaries targeted by the project are girls aged 10 to 19 years old who are not in formal school, including specific sub-groups of beneficiaries which are girls with Disabilities (GwD)[1]. 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 previously acquired any literacy or numeracy skills. These girls were divided into two groups: 1) OOS and highly marginalised girls aged 10-14, who are heavily involved in household chores and agricultural work and show no literacy or numeracy skills; these girls are supported through enrollment to ABE education pathway; 2) OOS and highly marginalized girls aged 15-19, who often marry early or migrate to reduce the burden on the family; these girls are supported through enrollment to IFAL education pathway.

Other direct beneficiaries include boys, parents/caregivers, teachers/facilitators, community members and government staff.

1.3. FINDINGS FROM THE PROJECT BASELINE STUDY

In August 2022, a baseline study was conducted with the project beneficiaries from cohort-3 in Gedeo and Borena. The study included a survey with target girls and parents/caregivers, key informant interviews, and focus group discussions. The summary of the findings can be found below:

- Most girls believed access to school with continued attendance is crucial for their future goals and all children, regardless of disabilities, have a right to education. A large percentage of girls in Oromia (70.7%) had never attended school. More than half of the girls in SNNP region (61.5%) had never been to school while 37.9% have once had the chance even though they ended up dropping out in SNNPR. While the community viewed girls' education mostly favorably, supply-side restrictions suggested to have led to high school dropout rates among girls. The study suggested that girls felt their roles were more fulfilling at home than attending education, which might explain their lack of time to study and the missing classes. In Oromia, 56% of the girls' caretakers believed they are more likely to skip school due to their domestic chores. The study has also highlighted safety concerns due to long school commutes. Specifically in Oromia, a high proportion of girls were found to need to walk for over an hour to nearby primary schools due to their pastoralist community.

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[1] Girls with disabilities are those girls who have at least two forms of disabilities such as seeing, hearing, walking, etc

- Most sampled girls across regions agreed that attending school is crucial for future plans, and children, regardless of disability, have the right to attend school. In Oromia, 81.6% and 91.3% of girls in Oromiya and SNNPR respectively viewed school positively. Most parents in SNNPR (84.3%) favoured college or university, while only 44.4% in Oromia believed tend to favour their children joining college or university.
- In Oromia, 81.6% of sampled girls have positive perception towards schooling while just 10.5% girls do not. In SNNPR too, 91.3% agree while 6% do not.
- Girls between the ages of 10 and 14 had very low levels of reading and numeracy, as evidenced by the fact that their average scores did not exceed 28%. The average test score for girls aged 15 to 19 (IFAL) was 46.7%, which was higher than the score for girls aged 10 to 14 (ABE). When compared to the girls in SNNPR, who performed significantly better on the numeracy test (average score of 65.6%), the great majority of girls from Oromia in all age groups did not do well (average score of 48.8%).
- The study showed evidence of the financial constraints faced by households in Oromia and SNNPR, where girls' education costs are often not met. In these regions, 85.3% and 77.2% of girls respectively, are out of school due to insufficient funds. Despite the positive relationship between education and girls' future, girls still face significant housework, with 82% fetching water and 78% helping cook. Despite families' positive perceptions, no efforts were being made to curb girls' situation.
- Girls in Oromia and SNNPR face challenges in their lives due to lack of confidence, knowledge, and control over their education. Many girls drop out of school to support their families, often due to their parents' poor economic status. They also face challenges in attending school, as it is considered a taboo (as reported in the baseline report) to go to school following marriage or having family. Limited family planning knowledge also contributes to these struggles, with 83.2% of girls in Oromia and 90.9% in SNNPR being barely aware of contraception benefits during opposite sexual relationships.
- 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.
- Girls' education issues were found to be rarely discussed in community meetings, especially in Parent, Teacher, and Student Associations (PTSAs).

CHAPTER 2: EVALUATION PURPOSE, QUESTIONS, STAKEHOLDERS AND TIMELINE

Chapter 2 presents an overview of the purpose of the evaluation, the evaluation questions to be addressed, the stakeholders and possible users of the evaluation results and the evaluation timeline.

2.1 EVALUATION PURPOSE

In August 2022, a baseline was conducted by an external evaluator with cohort-3 beneficiaries in Oromia and SNNPR regions. The baseline established pre-intervention values on the project's key performance indicators.

This End line evaluation was conducted with the same cohort (i.e. cohort-3) following baseline methodology in Oromia and SNNPR regions. This End line evaluation assesses and measures the changes that took place over the course of cohort-3 implementation since baseline.

The evaluation assessed the effectiveness, sustainability, value for money and impact of the project during the cohort-3 implementation in Borena and Gedeo. The evaluation focuses on the three main expected outcomes and intermediate outcomes, which are summarized in table 1 above.

2.2 EVALUATION STAKEHOLDERS

This evaluation was managed by the DAB-DRT. The primary audience for the final report is the PIN M&E and project team, relevant government sector offices and the project partners (international partners and local implementing partner, including fund manager). This final report provides clear analysis, conclusions, and recommendations for the PIN strategic partners as well as for the project's implementing partners at the country, regional, and global policy levels. It is anticipated that other organizations implementing projects in improving access to education in for most marginalized girls, will also benefit from the findings, helping to inform the design and implementation of future projects at national and international level.

2.3. EVALUATION PHASES AND TIMELINE

Key activities of the endterm evaluation were accomplished in four stages as follows:

Inception
June 2023

- Inception and Kick-off
- Development of Tools
- Methodological approach to the Evaluation
- Deliverable: Inception report

Training and Field Data Collection
July 2023

- Training and Deployment of Data Collectors and Supervisors
- Field Visits and Data Collection
- Deliverables: Training guide and Report, and Data Colelcti

Data Cleaning and Analysis
July - August 2023

- Data cleaning and analysis
- Deliverables: Data Sets and Codebooks, & Qualittaive Transcripts

Reporting and Dissemination
August - September 2023

- Draft report writing
- Feedback and review of draft report and revision of final report
- Dissemination
- Deliverable: Final evaluation report

Figure 1. Phases of the Evaluation

CHAPTER 3: SCOPE OF EVALUATION, EVALUATION CRITERIA AND METHODOLOGY; LIMITATIONS AND CHALLENGES; QUALITY ASSURANCE, AND ETHICAL ISSUES

3.1 THE PURPOSE OF EVALUATION

The purpose of this end line evaluation is to evaluate attainment of targets set for the CHANGE project and examine the effectiveness, impact, equity, economy, and generate lessons learnt for further improvement of the project with feasible recommendations.

3.2 THE SCOPE OF EVALUATION

The end line evaluation's thematic focus includes learning outcomes, transition, decision making, sustainability, and value for money. Consequently, the study assessed literacy and numeracy related learning outcomes and investigated facilitations and barriers for the transition activities, including the involvement of the girls in self-help groups (SHGs), income generating activities (IGAs), and engagement of Community Action Groups (CAGs). The evaluation further examined the contributions of CAGs, gender clubs, and advocacy activities with local governments, and the change in attitude to determine the sustainability outcome. An evaluation of CHANGE's Value for Money (VfM) was included to measure economy, efficiency, effectiveness, and equity.

3.3 THE EVALUATION CRITERIA, QUESTIONS, AND METHODOLOGY

3.3.1 EVALUATION CRITERIA AND QUESTIONS

The theory of change serves as the basis for the evaluation criteria and questions, which detail how and why the project contributed to the targeted objectives. The evaluation criteria include effectiveness, impact, sustainability, and value for money analysis. For each evaluation criteria broad questions are listed in the table below along with variables.

Table 3 Evaluation criteria and evaluation questions

Evaluation Criteria	Evaluation Questions
Effectiveness	How effective was the project in enrolment, re-enrolment, and attendance of out-of-school girls' (disabled, never been at school, dropped out, etc.) in alternative/accelerated learning centers?
	How effective was the project in developing OOS adolescent girls' self-confidence and economic decision-making?
Impact	What impact did the project have on the learning and transition of marginalised girls, including girls with disabilities?
	- How and why was this impact achieved?
	- What is the role of the project's specific components, like SHGs in transition?
	- Were there different impacts for different sub-groups?
	How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities for the OOS girls to pursue their life plans?
	- How and why was this impact achieved?
	- Were there different impacts for different sub-groups?

Sustainability	How sustainable are the three main identified interventions (transition to formal education / SHGs, CAGs, and strengthening of T&L practices at system level)? Are they creating positive lasting change for the girls reached through the project?
Value for Money (VfM)	How effective was the project in terms of value for money (economy, effectiveness, efficiency) in reaching its goals?

3.4 EVALUATION APPROACH

The end-line evaluation employed mixed-methods approach encompassing qualitative and quantitative approaches. The evaluation followed pre-post design type of evaluation with the intent of comparing results achieved during this evaluation study against the baseline results, and to assess the project's contribution to desired output and outcomes. It tracked indicators of change over baseline and end line time points, using both qualitative and quantitative data.

The concurrent mixed-methods study includes gathering both quantitative and qualitative data essentially at the same time for this evaluation. Since one type of data does not inform the gathering of the other type of data, the quantitative and qualitative data collecting is independent of one another. Triangulation was well-established to guarantee the validity and trustworthiness of the evaluation findings, and when found to be necessary another round of field verification was conducted.

The instruments and accompanying indicators for the data collection and triangulation are shown in the following table.

Table 4. Data gathering tools, indicators, and triangulation

Tools	Indicators	Triangulation
EGRA and EGMA(Annex 3)	OI 1.1a and OI 1.1b	
Girl's survey (Annex 4)	OI 2.1, OI 2.2, OI 2.3, IOI 3.1 and IOI 3.2.	HH/PCG FGD, Girls FGD and household survey
Household survey (Annex 5)	OI 3.1 and IOI 4.1	HH/PCG FGD, Girls FGD and girl's survey
Classroom observation Questionnaire(Annex 6)	IOI 2.1	Girls survey and Facilitators' interview

3.4.1 QUANTITATIVE EVALUATION STRATEGY

The strategy for quantitative evaluation was capturing learning outcomes as literacy and numeracy and non-academic outcomes such as involvement and benefits from self-help groups, income generating activities, decision-making, and transition in the life career of the beneficiary girls, and the change in attitudes of community and activities of community action groups. Mean gains and improvements in percentages or increment in number were used to determine the changes. In addition, positive deviance analysis was part of the strategy to check if there is improvement in the end line results against what was observed during baseline, and explain overachievements if there are so.

TARGET GROUPS, SOURCES OF VERIFICATION, AND DATA COLLECTION INSTRUMENTS

To respond to the evaluation questions quantitative data were collected from ABE and IFAL girls (through EGRA/EGMA tests, and Girl's Survey), ABE and IFAL girls' parents (Household Survey) and ABE and IFAL facilitators through checklist for classroom observation.

SAMPLES FOR QUANTITATIVE EVALUATION AND SAMPLING PROCEDURE

The end-of-term evaluation sampled 1033 girls and 535 households to acquire quantitative data. The sampling used the sample used during baseline survey to ensure comparability of results. In addition, 38 ABE and IFAL classes were chosen for classroom observation.

The quantitative sampling followed a two-stage cluster sampling method with the first stage being selections of clusters defined as zones, districts, and kebeles and ABE/IFAL centers, and the second being selection of girls, household heads and teachers. The selection of ABE and IFAL girls was done using probability proportionate to size. The quantitative data was collected using surveys among the cohort of girls aged 10 to 19 and the heads of households/PCGs where the selected girls are living. In addition to this, one ABE and one IFAL class were observed from each of the kebeles.

Table 5 Sample Distribution by type of Data collection methods in the two evaluation zones

	Borena		Total	Gedio		Total	G. Total
	ABE	IFAL		ABE	IFAL		
Girls survey	195	373	568	347	118	465	1033
Classroom observation	10	9	19	10	9	19	38
	Male	Female		Male	Female		
Household survey	149	151	300	191	44	235	532

3.4.2 QUALITATIVE EVALUATION STRATEGY

The evaluation employed qualitative approach as well, and this approach anticipated extracting information that could have not been achieved only by using the quantitative approach, and to generate meaning through the direct voices of the beneficiaries and community members. The strategy used one-in-one interview and FGD, but the points to be addressed were consciously made to relate with the key quantitative variables and identify emerging issues through probing and search for mirrored responses.

TARGET GROUPS AND SOURCES OF VERIFICATION

Participants in the qualitative data collection for this evaluation included ABE & IFAL girls (including SHG/IGA members), households (fathers, mothers, primary caregivers, and other relatives), facilitators, school principals, religious and clan leaders, youth and women experts, woreda and kebele officials, and project staff.

QUALITATIVE EVALUATION DATA COLELCTION INSTRUMENTS

For the qualitative data collection, we used KIIs and FGDs. KIIs were semi-structured and used to obtain information from stakeholders on the progress of the project, impact, lessons learned, and general questions were developed as per the evaluation criteria questions. List of key informants included religious leaders, school leaders, woreda officials, youth and women experts, project staff and ABE/IFAL centre facilitators. In addition, FGDs were conducted with girls and HH/PCGs, in each of the project sites. The questions were open-ended to allow respondents to discuss the impact of the project, pending gaps as well as information of what beneficiaries believed should have been improved.

SAMPLES FOR QUALITATIVE EVALUATION AND SAMPLING PROCEDURE

Key informants' interviews were conducted with about 28 respondents including project staff, relevant government representatives and stakeholders. In parallel the focus group discussions were carried out with 16 groups. The FGD guides were administered to groups comprising of groups having members between eight (8) to twelve (12) people each.

Purposive sampling was used for qualitative respondents in key informant interviews and focus group discussions

Table 6 Sample Distribution by type of Data collection methods in the two evaluation zones

	Borena	Gedio	Total
Key informant interview (with project staff, experts at woreda offices, and)	14	14	28
Focus group discussion (separate FGDs with both men and women parents, and beneficiary girls)	8	8	16

3.5 DATA COLLECTION

For the evaluation a total of 24 enumerators were deployed (12 for each zone) with one supervisor for each. The enumerators were selected from the pool of data enumerators who had experiences with similar data collection. They took a three days training sessions organized for each zone administered separately, giving rise to a one full week of training. They were trained by using the instruments developed in the languages of each zones: Afan Oromo and Gedeofa. The training was provided from July 3 – 8, 2023. The data in Borena was collected in Afan Oromo, and that of Gedeo was in Gedeofa.

Both quantitative and qualitative data were collected from both secondary and primary data sources. Secondary data were collected through a desk review of project reports including the project document, baseline reports, annual reports, and M&E reports. Primary data were collected from the selected girls and household heads or primary care givers using the instruments on one-to-one and Face-to-Face basis. In addition, Focus Group Discussions (FGD), Key Informant Interviews (KII) and direct observations were conducted.

3.6. DATA ANALYSIS

Data generated through the different data collection techniques were analyzed and interpreted. Data were validated via triangulation (comparing and contrasting results from answers from the different groups of respondents), and the mixed methods approach (completing findings of the quantitative results with the qualitative one). The evaluation team analyzed two data sets in this study; quantitative and qualitative. Data analysis and interpretation drew on all data sources' triangulation to complement and provide a holistic view of the project.

QUANTITATIVE DATA ANALYSIS

Data was collected electronically using the Kobo Collect mobile application. This allowed for elimination of data quality compromise and time delays inherent in entry of data collected using paper questionnaires. At the end of the data collection session the complete data set was exported into Microsoft Excel and the Statistical Package for Social Science (SPSS). This involved summary presentations (tabulation and charts) in order to generate descriptive statistics. The descriptive statics included percentages, frequencies, and means. We also conducted inferential statistics such as t-test to compare if observed differences between baseline and endline are statistically significant.

QUALITATIVE DATA ANALYSIS

Qualitative data from focus group discussions and key informant interviews were recorded and transcribed. The evaluators ensured that the transcripts from spoken local language to English are carefully considered for linguistic nuances. Data analysis was done with Atlas-Ti where the evaluators established protocols for coding each transcript to topically categorize and organize the content, which was the first step in identifying themes. Code book development followed an interactive process informed by the evaluation purpose, interview guide content and preliminary findings based on quantitative aspect of the study. The evaluators conducted the coding exercise to establish code consistency protocols and further organized document families, code families and individual codes. After coding was completed, the evaluators ran queries on the coded data to analyze the content and themes that emerged from the qualitative study, drew out data to interpret and triangulate findings from the quantitative and qualitative data.

3.7. Quality Assurance, Ethical Issues, and limitations and challenges

3.7.1 QUALITY ASSURANCE

Data quality started with the adoption and development of appropriate questions responding to the evaluation. This was followed by training of data collectors on the tools and pre-testing the tools to ensure clarity of presentation and sequencing.

3.7.2 ETHICAL ISSUES

The evaluation team, during the data gathering process, took all the necessary precautions to ensure the protection of children and vulnerable groups. All recruited participants received informed consent/assent forms before taking part in the survey, KIIs, and FGD. Enumerators received training on ethical guidelines and procedures to ensure kids protection during data collecting, and a referral system was in place to handle any safety issues. Protection of information and data was taken seriously on behalf of our clients and the respondents we worked with.

3.7.3 CHALLENGES AND LIMITATIONS, AND MITIGATION MEASURES

The following limitations and constraints were observed as part of this evaluation:

- Some target personnel for key informant Interviews were not met in the districts; those who were acting on their behalf were interviewed instead. But it is assumed that these representatives gave the factual account of CHANGE project as requested by the Evaluation Team.
- The evaluation did not include a systematic review of all implemented activities and outputs; rather it focused on a limited number of significant outcomes and then worked backwards to see how activities and outputs contributed to the outcomes. This is a deliberate choice to focus on the contribution of CHANGE project to both expected and unexpected outcomes, and this evaluation therefore did not assess the quality of the implemented activities themselves.
- Some of the respondents from the various districts were unfamiliar with the project while others had very little knowledge about the project. This is because some of the respondent's engagement in the project was minimal.
- Disparities in enrollment and completion, and lack of unique identifier of the girls made outcome comparisons difficult especially to make pairwise comparisons. In response we utilized the outcome indicator such as gross means to draw comparisons.
- Accessing the sample project beneficiaries in schools was found to be unrealistic since in some areas schools were closed during the data collection period which made it difficult for the Evaluation Team to reach all needed targets for interview.

CHAPTER 4: EVALUATION FINDINGS

This section presents the findings of the evaluation study. The discussion of the results follows in the next chapter. The following three tables present a summary of the results by outcome indicators to highlight comparison, details of each of the indicators including their calculations, when necessary follow. Some of the key indicators and their measurement are also attached as annex.

Table 7. Summary of results by outcome indicators

Table 7.1. Summary results of outcome 1: Improved learning outcomes and life skills for highly marginalized girls

	BASELINE	TARGET	Achievement
Average of correct answers given in the literacy test	<28%		37.45%
Percentage of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in literacy	No baseline	80%	88[2]
Average of correct answers given in the numeracy	< test28%		56.2%
Percentage of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in numeracy	No baseline	80%	88[3]
Number of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time	No baseline	60%	94.19%[4]

Table 7.2. Summary results of outcome 2. Increased transition rates for highly marginalised girls at key points in their pathway

	BASELINE	TARGET	Achievement	
Number of marginalized girls and girls with disabilities who started IGA	No baseline	4345[5]	3050	
% of marginalized girls and girls with disabilities in the age of 10-14 years who have transitioned into formal education	No baseline	53%	60%	
% of trained facilitators in target ABE/IFAL using: • gender-sensitive, • child-centred and • inclusive teaching methods	No baseline	90%	53.8% 92.3% 100%[6]	99%[7]
Percentage of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct	No baseline	100%	UT: 97%[8]	

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[3] Since there was not possibility of comparing pairwise data from baseline, the respondents were asked whether they improved in their capability in terms of numeracy, and these results indicate the self-reported success rating by the beneficiary girls themselves
[4] Attendance tracker from 2019 - 2023
[5] The target for the entire project was 8400, but specific to zones on Borena and Gedeo it was 4345
[6] From class observation data
[7] UNIQUE Tool-q19
[8] UNIQUE Tool-q19

Table 7.3. Summary results of outcome 3: Improved community and government support, acceptance and commitment to sustain girls' education

	BASELINE	TARGET	Achievement
Percentage of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making		75%	84%[9]
Percentage of parents of girls participating in the project demonstrating positive attitude towards girls' education		75%	84.1%
Number of curricula adapted to local context and validated by Zonal Education Department	3	3	3[10]
Percentage of parents demonstrating positive attitude of CAGs' work on girls' education	No baseline	75%	83.6%[11]
Number of trained facilitators who remain in the formal education system after the projects' end	No baseline	150	147
Number of training sessions cascaded by the trained WEO officials to other education officers	No baseline	4	4 (100%)

4.1 Background Characteristics of Girls and Household Heads

Table 8. Background characteristics of girls

	Responses	Oromia (%)	SNNPR (%)	Aggregate (%)
Marriage status	Unmarried	513 (90.3%)	358 (80.3%)	871 (85.9%)
	Married	48 (8.5%)	27 (6.1%)	75 (7.4%)
	Not willing to respond	7 (1.2%)	61 (13.7%)	68 (6.81%)
Girls' mother tongue	Afan Oromo	511 (90%)	52 (11.2%)	563 (54.5%)
	Gedeofa	0	411 (88.4%)	411 (39.8)
	Amharic	0	2 (.4%)	2(.2%)
	Others	57 (10%)	0	57 (5.5%)
Difficulty in having a conversation in their first language	Yes	40	49	89 (8.6%)
	No	528	416	944 (91.4%)
Type of school	ABE	194 (34.2%)	347 (74.6%)	541 (52.4%)
	IFAL	373 (65.7%)	118 (25.4%)	461 (47.5%)
	Regular	1 (.1%)		1 (.1%)
Membership in SHG	Yes	309 (54.4%)	130 (28.0%)	439 (42.5%)
	No	259 (45.6%)	335 (72.0%)	594 (57.5%)

More than half of the respondents (52.4%) are enrolled in ABE and (47.5%) in IFAL. The majority of the girls are not enrolled in SHGs (57.5%). 7.4% of the respondents are married.

Table 9 Girls with disabilities – Self-reported by the Girls via questionnaire

Difficulty	Total	%
Seeing	17	1.70%
Seeing when wearing their glasses or contact lenses	0	0.00%

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[9] Source: Unique Tool

[10] This was already achieved in q12

[11] 63.8% of them agree a lot on the impact of CAG's work on Girl's education, while 19.8% of them agree a little.

Difficulty	Total	%
Hearing sounds like peoples' voices or music	4	0.40%
Hearing sounds like peoples' voices or music when using your hearing aid	7	0.70%
Walking 100 meters on level ground Compared with children of the same age.	19	1.80%
Walking 500 meters on level ground Compared with children of the same age.	24	2.30%
Walking 100 meters on level ground without their equipment or assistance	4	0.40%
Walking 500 meters on level ground without their equipment or assistance	1	0.10%
Self-care such as feeding or dressing themselves	5	0.50%
Being understood by people inside of their household when they speak	19	1.80%
Being understood by people outside of their household when they speak	17	1.70%
Learning things compared with children of the same age	27	2.60%
Remembering things compared with children of the same age	156	15.10%
Concentrating on an activity that they enjoy doing	105	10.20%
Accepting changes in their routine	36	3.50%
Controlling their behavior compared with children of the same age	34	3.30%
Making friends?	30	2.90%

Table 9 shows that difficulty to remember things (15.1%) and concentrate on an activity (10.2%) are the most common disabilities faced by girls. These difficulties are reported by the girls themselves, and may actually be difficult to know whether the girls have seeing or hearing impairments, which seeks further medical assessment. So the results indicated here are only self-reported. As per the definition an attempt was also made to check if there were girls with two or more disabilities, and the result indicated none.

Table 10. Background characteristics of household respondents

	Responses	Oromia	SNNPR	Aggregate
		%	%	%
Education Level	No formal education	229 (76.3%)	106 (45.1%)	335 (63%)
	Grades 1 to 4	28 (9.3%)	66 (28.1%)	91 (17.6%)
	Grades 5 to 8	20 (6.7%)	35 (14.9%)	70 (10.3%)
	Grades 9 to 10	6 (2.0%)	12 (5.1%)	18 (3.4%)
	Grades 11 to 12	8 (2.7%)	14 (6.0%)	22 (4.1%)
	Grade 12 complete	4 (1.3%)	0 (0.0%)	4 (.7%)
	University education	5 (1.7%)	2 (.9%)	7 (1.3%)
Employment status of household	Employed	9 (3.0%)	5 (2.1%)	14 (2.6%)
	Self-employed	224 (74.7%)	221 (94.0%)	445 (83.2%)
	Not employed	67 (22.3%)	9 (3.8%)	76 (14.3%)
Sex of the household head or caregiver	Female	151 (50.3%)	44 (18.7%)	195 (36.4%)
	Male	149 (49.7%)	191 (81.3%)	340 (63.6%)
Household economic status	Unable to meet basic needs without charity	82 (27.3%)	182 (77.4%)	264 (49.3%)
	Able to meet basic needs	62 (20.7%	44 (18.7%)	106 (19.6%)
	Able to meet basic needs with some essential items	127 (42.3%)	5 (2.1%)	132 (24.7%)
	Able to purchase most non-essential items	26 (8.7%)	2 (.9%)	28 (5.2%)
	plenty of disposable income and refusal	3 (1.0%)	2 (.8%)	5 (1.0%)

Most of the household heads in the study (63%) do not have any formal education. About one third of the household heads (30.2%) have primary education level. Most of the household heads are male (63.3%). About half of the households (49.4%) cannot afford basic needs without charity and one fifth of the households (19.7%) can only afford basic needs.

Results related to the outcome indicators are presented below.

OUTCOME-1. LEARNING: IMPROVED LEARNING OUTCOMES AND LIFE SKILLS FOR HIGHLY MARGINALISED GIRLS

The CHANGE project improved the girls' learning outcomes and life skills. This section presents results for learning outcomes measured through early grade reading and numeracy assessments. The result of this endline study indicates that the aggregated average of correct answers was 29.44% in literacy and 49.48% in numeracy for the girls in ABE program. For IFAL it was 46.23% for literacy and 64.01% for numeracy. The overall success by involving in the program was rated high or very high by 88% of the respondent girls based on their self-report, which is an indication of the positive achievement of the projects objectives. Details of findings are outlined by specific outcomes and intermediate outcomes, and are presented as follows.

4.2.1 LITERACY

Outcome Indicator 1.1A. % of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in literacy.

An early grade assessment with six subtasks was used to measure literacy skills: letter identification, familiar word reading, invented word reading, oral reading, reading comprehension, and listening comprehension. The subtasks go in order of identifying letter (sound of 100 letters provided in a timed subtask), word reading classified in to two (Familiar words that the children face frequently and are meaningful, and invented word reading – words that are formed by blending of letters without any meaning to help capture the decoding capability of the children). All the timed subtasks were evaluated in reference of two minutes. The other sub-test is oral reading, in which the girls are given a small passage to read as fast as possible to measure their fluency. The reading comprehension sub-task asks girls questions based on the texts they read, to measure whether they comprehend what they have read. The final subtask is listening comprehension where enumerators read a story for the girls and ask them to answer questions about the story to measure their listening comprehension. The aggregated average of the correct answers given in the six subtasks of EGRA was found to be 37.45% which is comparatively higher than the national maximum average which is around 31% (READ M & E, 2018). Yet, the values differ between the zones included in this study: the average was 22.45% for SNNPR and 49.25% for Oromia indicating that Oromia is still above the national average, but SNNPR is not. Both the timed and untimed EGRA subtasks are analyzed with respect to region and proficiency levels. The result is described below.

Table 11. Descriptive report of correct answers in EGRA subtasks

	Subtasks	Type	Mean		
			Aggregate	Gedeo	Borena
EGRA	Letter identification % correct	Timed	57.33	28.97	81.00
	Familiar word reading% correct	Timed	30.88	14.10	44.89
	Invented Word reading % correct	Timed	29.55	14.87	41.81
	Oral reading % correct	Timed	29.47	14.32	42.12
	Reading Comprehension % Correct	Untimed	17.78	10.40	23.94
	Listening comprehension % correct	Untimed	59.68	58.10	60.99
	Aggregated		37.45	22.45	49.25

Table 10 indicates the percent correct for each of the reading subtasks. The result shows lower level of percent correct, and the issue worsens in Gedeo than in Borena. However, the listening comprehension seem to be alike. For the untimed tasks of reading and listening comprehension, the results of percent correct indicated the mean percent score was 10.40% and 58.10% for Gedeo and 23.94% and 60.99% for Borena, respectively. In addition, percent of girls who correctly identified the fluency and accuracy measures in two minutes was explored and the result is given below.

Table 12. Percent of girls who correctly performed the timed subtasks

	Timed Subtasks	Gedeo	Borena
EGRA	Letter identification	23.45	82.57
	Familiar word reading	4.35	21.30
	Invented Word reading	5.16	16.51
	Oral reading	7.15	26.43

The following bands of achievements were used during baseline to classify learners, and we use these same levels for comparison purpose. Non-learner: 0% of items correctly identified; Emergent learner: 1%-40% of items; Established learner: 41%-80% of items; and Proficient learner: 81%-100% of items. The same band was used to regroup the performance of girls during the endline study, and the results are outlined below.
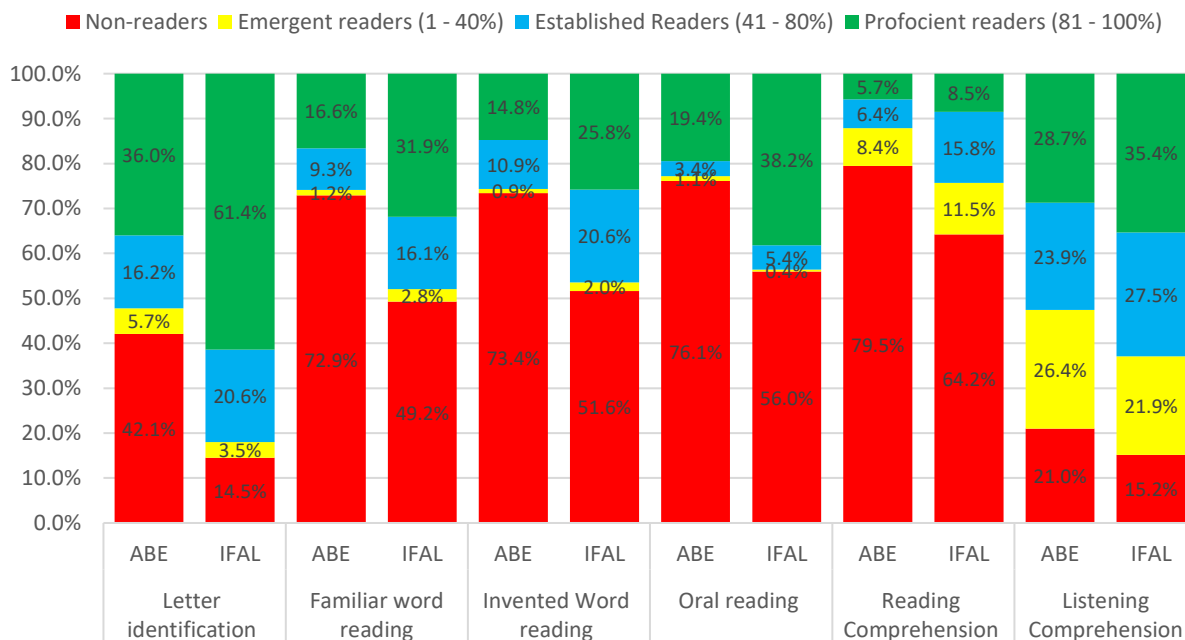
Letter identification, Familiar word reading, invented word reading and oral reading are timed and the comprehension (reading and listening are untimed)

Figure 2. Classification of learners by proficiency levels in reading and Listening both timed and untimed by program type

The result shows that more than two-third of the girls (67%) are non-readers for oral reading, (timed) which is basic pre-requisite for learning. However, improvement is observed, in all subtasks, from the baseline to endline, especially in reducing the proportion of non-learners and increasing the

proportion of established and proficient readers. Detailed descriptions of results for each sub-task are provided below for each group of ABE and IFAL.

EGRA-ABE

For letter identification 71.5% of the girls aged 9 – 14 were non-learners during baseline, and this reduced into 42% during endline. Likewise oral reading has reduced from 96% to 76% which is promising. The percentage of proficient readers in letter identification has increased from 7.7% (baseline) to 36% during endline. Although this shows an improvement from the baseline result (88.3%), it is important to bear in mind that most girls (80%) are in the non-learners category. The implication is that many of these girls may struggle to read to learn content area subjects and develop their life skills. Although the situation in formal education is not different from this, this may have an implication in girls' success to transit to formal education.

The following graph presents the comparison of changes from baseline to endline.
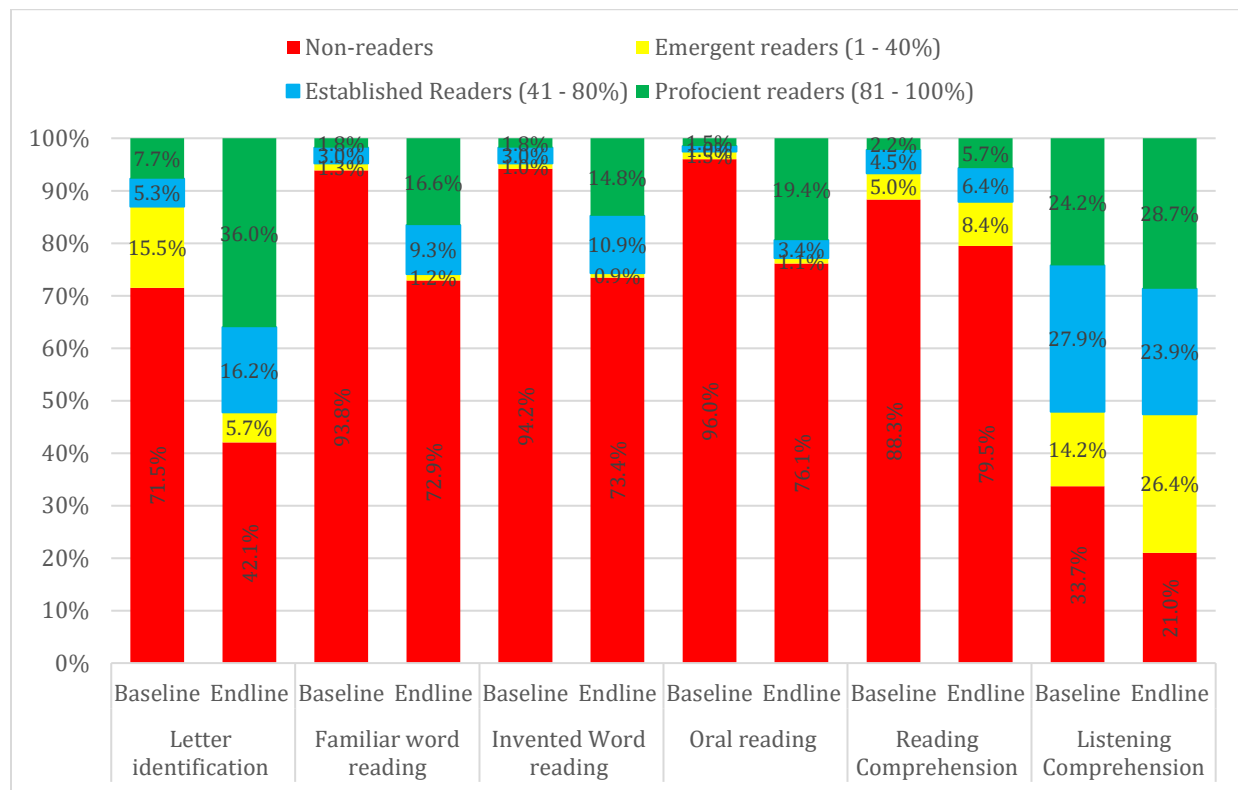
Figure 3 Classification of learners by proficiency levels in reading and Listening both timed and untimed for ABE

EGRA-IFAL

The girls attending the IFAL program have also improved their reading fluency and accuracy. While the percentage of non-learners in letter identification decreases from 46.3% to 15%, the proficient ones improved from 24.2% to 61%. But there is no observable improvement in reading comprehension.

The graph below outlines the comparison of baseline results with the endline results.
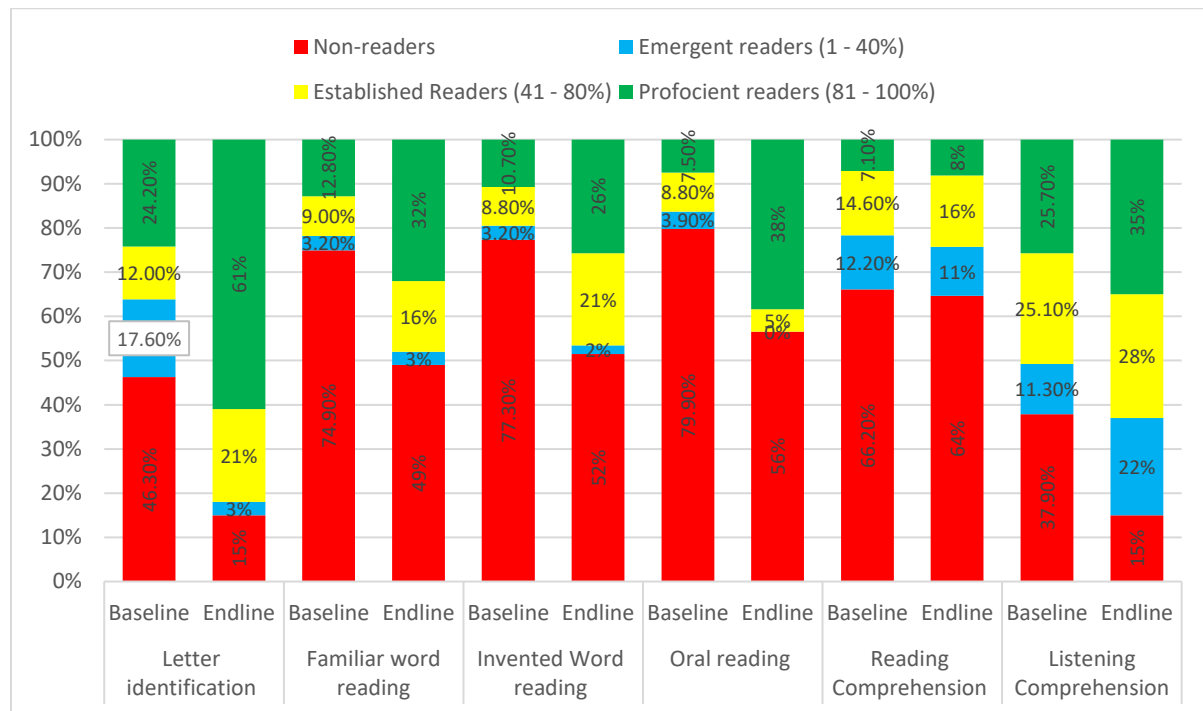
Figure 4 Classification of learners by proficiency levels in reading and listening both timed and untimed for IFAL

The red color representing non-learners decreased significantly except for reading comprehension. Likewise, the proportion of proficient readers increased except for the reading comprehension. This shows that reading comprehension was challenging for the IFAL girls as was the case for the ABE girls. Yet, they demonstrated improvement for all the other subtasks.

In addition to these empirical results the girls were asked to reflect on their improvement in their reading skills. 88% of the marginalized girls and girls with disabilities supported by GEC felt they improved their learning outcomes in literacy.

Outcome Indicator 1.1B. % of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in numeracy.

Early grade math and numeracy are foundations for future learning and successful involvement in variety of income generating activities. The overall aggregate average of early grade mathematics assessment (EGMA) percent correct was found to be 56.18%. Results for each of the sub-tasks of EGMA are presented below.

Table 13. Descriptive report of percent correct for EGMA subtasks

	Subtasks		Mean		
			Aggregate	Gedeo	Borena
EGMA	Number ident. % correct	Timed	79.50	77.97	80.78
	Quantity discrimination % correct	Untimed	69.60	68.87	70.21
	Missing number % correct	Untimed	42.06	38.49	45.04
	Add. % Correct	Timed	66.09	63.68	68.10
	Subtraction % correct	Timed	57.11	51.57	61.73
	Written Exercises	Untimed	20.56	18.50	22.27
	Word problems % correct	Untimed	58.36	50.18	65.19

The results show that in all the subtasks except for missing numbers and written exercises, the percentage correct is above the minimum required level of 50% set by the Ministry of Education. The disaggregated results by proficiency levels for each subtask are given in the chart below.
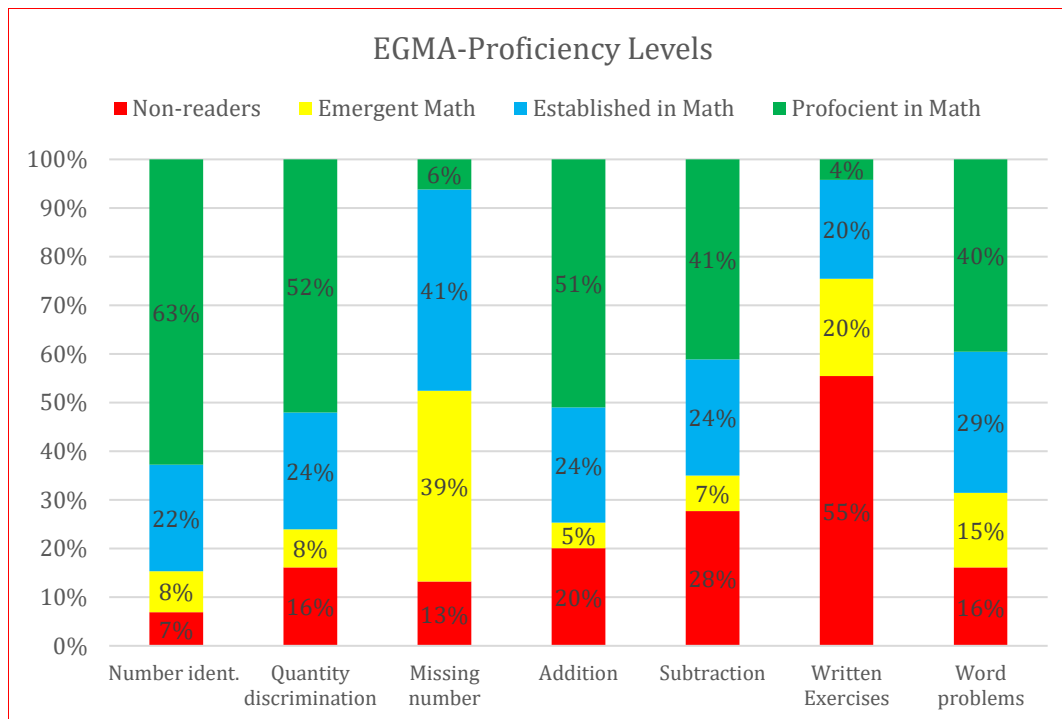
Figure 5. Classification of learners by proficiency levels in Math

The result indicates that about 85% of the girls have reached stages of established and proficient for number identification and 76% for quantity discrimination. Better results are observed for all the sub-tasks except for missing numbers and written exercises where 52% of the girls for missing numbers and 75% for written exercise fall in the categories of non-learner or emergent. The baseline results for EGMA shown that the average numeracy scores of girls aged 10-14 was 42.3% and girls aged 15 – 19 was 68.2%.

This result is dissociated by program type and the result is provided below.
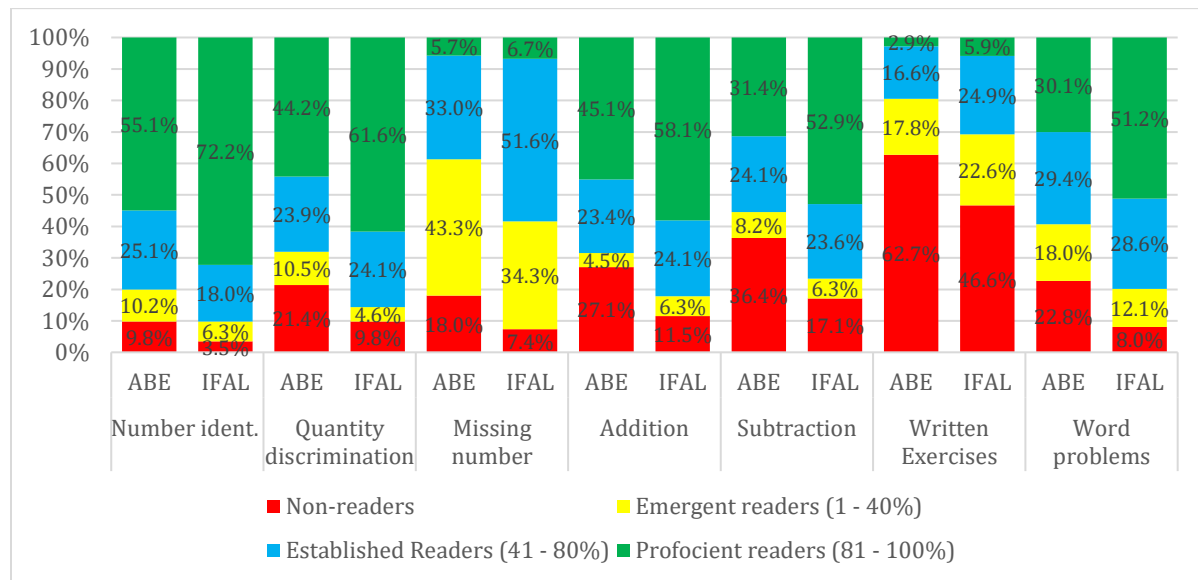
Figure 6 Classification of learners' proficiency levels in Math by program type

These results show improvements from baseline to endline. However, the tasks of written exercises, subtraction level2, and addition level 2 were difficult for the girls in their respective order. In addition, the girls were asked for their self-report on their improvement in numeracy skills. About 88% of the marginalized girls and girls with disabilities supported by GEC, declared they have improved their numeracy skills. The results are further disaggregated by program type and along baseline-endline continuum.

EGMA-ABE

The girls in ABE have improved in all the sub-tasks except for written exercises and word problems. In both these tasks the proportion of girls increased in non-learner and decreased in proficiency. But, the proportion in number identification, quantity discrimination, addition and subtraction has increased tremendously. The girls are challenged with the sub-tasks of missing numbers – which is fundamental issue of ordinality in learning mathematics, and written exercises and word problems that are useful on daily applications.

The following graph below outlines the extent of changed from baseline to endline.
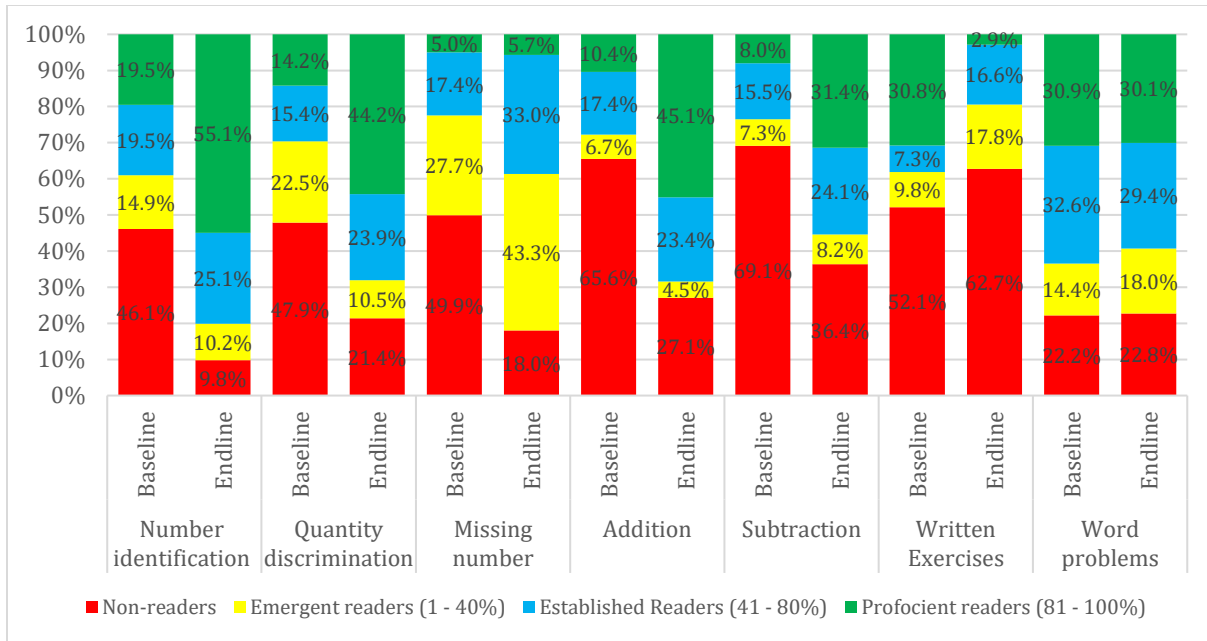
Figure 7 Performance levels comparison between baseline and endline

The result indicates that the girls are challenged in written exercises where the proportion of non-learners has increased. A consistent result is observed in word problems despite their stay in the program. It is worth considering if the low comprehension scores have a bearing on the lack of improvement in word problem scores and decline in written exercises scores.

EGMA-IFAL

The girls in IFAL have benefited much in word problem solving skills manifested by a decline from 25.1% of non-learners to 8% and an increase from 38.3% to 51% of proficient level.

The graph that follows shows the nature of the change in achievement between baseline and endline.

Chart data (percentages by category):

Category	Baseline/Endline	Non-readers	Emergent readers (1-40%)	Established Readers (41-80%)	Proficient readers (81-100%)
Number identification	Baseline	24.60%	5.40%	26.80%	43.30%
Number identification	Endline	3%	6%	18%	72%
Quantity discrimination	Baseline	27.20%	17.60%	22.70%	32.50%
Quantity discrimination	Endline	10%	5%	24%	62%
Missing number	Baseline	26.80%	24.60%	33.60%	15.00%
Missing number	Endline	7%	34%	52%	7%
Addition	Baseline	41.50%	6.60%	22.50%	29.30%
Addition	Endline	11%	6%	24%	58%
Subtraction	Baseline	46.70%	5.80%	25.70%	21.80%
Subtraction	Endline	17%	6%	24%	53%
Written Exercises	Baseline	33.20%	20.90%	25.30%	20.60%
Written Exercises	Endline	47%	23%	25%	6%
Word problems	Baseline	22.2%	9.00%	27.60%	38.30%
Word problems	Endline	22.8%	12%	29%	51%

Figure 8 Comparison in achievement between baseline and endline

The written exercise sub-task is the most challenging one for the girls in the IFAL program.

The scores of percent correct were further disaggregated by group of learners, and zones for each of the literacy and numeracy. The results are indicated as follows.

Table 14. Learning Scores by zones and enrolment type

Zone	ABE				IFAL			
	EGRA		EGMA		EGRA		EGMA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Borena	44.43	31.79	50.63	29.24	51.87	30.5	63.85	23.26
Gedeo	20.60	25.30	48.81	28.25	27.15	30.15	64.19	23.71
Total	29.44	30.15	49.48	28.61	46.24	32.11	64.01	23.34

FGDs with girls also demonstrated the readiness to learn numeracy and literacy skills and its associated benefits. Girls in ABE and IFAL programs appreciated the contribution of the project. A girl in one of the FGDs in Gedeo stated:

> I personally believe what we have learned is very nice. We learned how to subtract and add numbers. We were not aware of this when we were staying at home. So, we learned a lot after enrolling in ABE. We become knowledgeable and I think it's great.

Similarly, a girl in IFAL program from Gedeo stated the benefits they get from the project and its associated benefits:

> In the past girls did not have access to education, they [Girls] worked only in the kitchen but now girls can learn and get employed and have their own salary. Therefore, now we are learning and able to know a lot of things. I have no words to explain it. Girls used to get married early in previous times but now we are allowed to get an education and gain

knowledge…. When we were staying at home, we were not able to write our names, or list the day of the week, or months of the year…. But after entering the school we know everything, and I am also trying to learn to sign my own signature.

The above selected responses illustrate the views or opinions of girls in ABE and IFAL programs. As the findings of the quantitative result indicated, many of the girls feel that they have improved their literacy and numeracy skills which will in turn improve their future life. Girls also appear to have observed the role of education in improving their life skills. A girl in IFAL program in Borena stated that:

It is highly important to read and write as well as adding and subtraction. It has direct importance in our livelihood. Educated people have better communication skills and have better acceptance among community.

4.3. TRANSITION RELATED OUTCOMES

Results related to transition are given as follows.

OUTCOME-2. TRANSITION- INCREASED TRANSITION RATES FOR HIGHLY MARGINALISED GIRLS AT KEY POINTS IN THEIR PATHWAY

Transition was measured through the outcome indicators given below.

OI2.1. % of marginalised girls and girls with disabilities in the age of 10-14 years who have transitioned into formal education

61% of the beneficiary girls from both sites who were involved in the ABE program have transitioned into grade 5. The remaining 39% were attending the ABE program who are expected to transit upon completion of the academic year.

OI2.2. # of marginalised girls and girls with disabilities who have transitioned into vocational training relevant to the pursuit of their career

The target for marginalised girls and girls with disabilities who have transitioned into vocational training relevant to the pursuit of their career was 600 for the entire project. The evaluation study identified that from a total of 439 girls (309 from Oromia and 130 from Gedeo) who involved in the SHG, only 20 of them transitioned to TVET, and none of them sat for the competency assessment. From project document we learned that more than 95% of the girls in cohorts 1 and 2 have been transitioning in to TVET by taking competency assessment, but the girls in cohort 3 had varying academic schedules and not all have completed their education to sit for a competency assessment. This might have contributed to the low number of girls who transit in to TVET.

OI2.3. # of marginalised girls and girls with disabilities who started IGA

In aggregate the number of marginalized girls and girls with disabilities who start IGA was planned to reach 8400 for the entire project, but the number of those who started IGA was found to be 3050 in the two zones, as evidenced from project documents, whose plan was 4345 which stands to be a success of 70.2%. From those who involved in SHG, those who earned income in the past six months was 126 (12.2%) of the girls. In addition, girls with disabilities were specifically identified for each type of disability and the result is given below.

Table 15 Girls with disabilities who started IGA

	Some difficulty	A lot of difficulty	Cannot do at all	Total	Involved in SHG	Involved in IGA
Do you have difficulty seeing?	13	3	1	17	3	1
Do you have difficulty hearing sounds like peoples' voices or music?	2	1	1	4	0	0
Compared with children of the same age, do you have difficulty walking 100 meters on level ground? That would be about the length of 1 football field.	16	3	0	19	9	0
Do you have difficulty with self-care such as feeding or dressing yourself?	5	0	0	5	2	0
When you speak, do you have difficulty being understood by people inside of your household?	16	3	0	19	7	3
When you speak, do you have difficulty being understood by people outside of this household?	14	3	0	17	6	2
Compared with children of the same age, do you have difficulty learning things?	22	5	0	27	10	4
Compared with children of the same age, do you have difficulty remembering things?	150	6	0	156	74	21
Do you have difficulty concentrating on an activity that you enjoy doing?	98	6	1	105	50	14
Do you have difficulty accepting changes in your routine?	23	11	2	36	16	4
Compared with children of the same age, do you have difficulty controlling your behavior?	20	11	3	34	13	3
Do you have difficulty making friends?	17	11	2	30	12	3
TOTAL	396	63	10	469	202	55

The result shows that only few girls with disabilities involve in SHGs and IGAs. These girls are only those who reported to have one type of disability. From the respondents, there were no girls who had more than one disability.

4.4 SUSTAINABILTIY OF GIRLS EDUCATION

The results in relation to sustainability are provided as below by outcome indicators.

OUTCOME-3. SUSTAINABILITY: IMPROVED COMMUNITY AND GOVERNMENT SUPPORT, ACCEPTANCE AND COMMITMENT TO SUSTAIN GIRLS' EDUCATION

In relation to improvement in community and government support, acceptance and commitment to sustain girls' education, the following aggregate results were observed.
- Favorable attitude toward girl's education as high as 84%.
- Effective engagement and impact of community action groups at improving the attitude towards girl's education.

- Encouraging collaborative engagement between project implementers/partners, community members, and stakeholders, reported by all informants.
- Encouraging improvement in learning outcomes of girls (reported above)
- Success among those who involved in SHGs and IGAs

These are further unpacked for each of the specified outcomes indicated below.

OI3.1. % of parents of girls participating in the project demonstrating positive attitude towards girls' education

Table 16. Proportion of positive attitude by region and sex

Region	Gender	Positive Attitude	Aggregate	Total Average
Borena	Male	87.50%	81.90%	
	Female	76.30%		
Gedeo	Male	86.90%	87.00%	84.46%
	Female	87.10%		

The percent of parents was measured via six indicators that included "It is important that boys have more education than girls.", "When girls marry, they should keep going to school, even if they have to take care of their husband and household.", "Daughters should go to school only if they are not needed to help at home.", "Families should spend the same amount of money on educating their daughters as they spend on educating their sons.", "There is no point in disabled people going to school because they will not be able to get 'proper' jobs anyway.", each measured with 1 point - if strongly disagree; 1/2 point – if somewhat disagree, and an indicator of "What is the highest level of education you would like for your daughter(s) to complete if finances and opportunities are available?", measured with None - 0, Lower Primary (1-6) - 0,5, Primary (7-8) – 1, Secondary (9-12) – 1, College or university – 1, and Do not know – 0. The maximum score is 6 with 3 considered a passing score of 50%. In this regard, in each of the zones the minimum percent of parents demonstrating positive attitude towards girl's education is 76.3% for mothers in Gedeo, is as high as 84% of all parents in both zones demonstrating positive attitude toward girl's education, which is a promising result.

Table 17 % of parents of girls participating in the project demonstrating positive attitude towards girls' education

	Agree a lot		Agree a little		Disagree a little		Disagree a lot	
	Count	%	Count	%	Count	%	Count	%
There is no point in disabled people going to school because they will not be able to get 'proper' jobs anyway?	35	6.60%	20	3.80%	119	22.40%	358	67.30%
It is important that boys have more education than girls	32	6.00%	25	4.70%	42	7.90%	433	81.40%
When girls marry, they should keep going to school, even if they have to take care of their husband and household.	272	51.10%	174	32.70%	42	7.90%	43	8.10%
Daughters should go to school only if they are not needed to help at home.	22	4.10%	36	6.80%	104	19.50%	369	69.40%
Families should spend the same amount of money on educating their daughters as they spend their sons	248	46.60%	99	18.60%	121	22.70%	64	12.00%

The parents were further asked "What is the highest level of education you would like for your daughter(s) to complete if finances and opportunities are available?". In response to this 98.7% have rated at lease primary school with 61.8% of them indicating College or university. The aggregate responses of parents of girls as reported in Tables 17 and 18 for each key indicator of attitude indicate the prevalence of positive attitude towards girl's education, which is promising.

Table 18 Highest level of education parents would like their daughter(s) to complete if finance and opportunity are available.

	None		Primary		Lower Secondary		Upper Secondary		College or University	
	Count	%	Count	%	Count	%	Count	%	Count	%
What is the highest level of education you would like for your daughter(s) to complete if finances and opportunities are available?	6	1.1%	26	4.90%	23	4.30%	147	27.60%	329	61.80%

OI3.2. # of curricula adapted to local context and validated by Zonal Education Department

The planned was to adapt 3 curricula and validated by Zonal Education Department. As planned three were achieved.

INTERMEDIATE OUTCOMES

Intermediate Outcome 1: Increased girls' enrolment, re-enrolment and attendance in alternative/ accelerated learning centres

The increase in enrolment of OOS girls was measure by the intermediate outcome that follows.

IOI1.1. % of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time

To calculate the proportion of attendance of girls, we used the attendance sheet summarized by the project office for monthly reporting, and an aggregate of 490 (90%) of enrolled OOS girls who attend ABE/IFAL program throughout the course duration reported to have attended at least 70% of the class time. But, the results obtained from documents such as attendance list and project monitoring report revealed 80% in Oromia and 51% in SNNPR.

Intermediate Outcome 2: Improved quality of teaching and inclusive learning environment to support equitable access to education for girls

This outcome was examined by observation both the school and classrooms. The classroom observation was conducted by a checklist of activities the teacher was expected to implement to ensure quality provision of teaching and inclusive learning environment. Classroom observation results indicated that facilitators implement most of the in class expected pedagogical practices with classroom encourage student participation (100%), students can freely express their ideas and views (100%), students were not excluded based on any criteria (100%), lesson plans were prepared based on children's interest (88.5% with 100% in Borena and 72.7% in Gedeo) and there were both individual and group activities (92.3%; 100% in Borena and 81.8% in Gedeo). In addition, most of the classroom observation activities were frequently manifested as observed from the analysis outputs. Further details are provided in the table below.

Table 19. Facilitators' practices in the ABE and IFAL classes

Items observed happening	Borena		Gedeo		Aggregate	
	Count	%	Count	%	Count	%
Any indication that classroom activities were planned based on children's interest?	15	100.0%	8	72.7%	23	88.50%
Were there activities planned for groups and for individual children?	15	100.0%	9	81.8%	24	92.30%
Did the classroom activities encourage participation?	15	100.0%	11	100.0%	26	100.00%
Did children/students express their emotions and share their thinking freely?	15	100.0%	11	100.0%	26	100.00%
Does the ABE/IFAL facilitator employ gender-sensitive practices?	8	53.3%	6	54.5%	14	53.80%
Does the ABE/IFAL facilitator set the same standards of behavior for all students in the classroom (i.e., attention, quiet, visiting, etc.)?	14	93.3%	9	81.8%	23	88.50%
Does the ABE/IFAL facilitator administer the same reprimands of disciplinary actions to students for misbehaviour?	6	40.0%	7	63.6%	13	50.00%
Does the ABE/IFAL facilitator use gender free terms and occupational titles rather than gender-specific ones?	12	80.0%	9	81.8%	21	80.80%
Does the ABE/IFAL facilitator establish a classroom environment so that harassment on basis of gender, or disability is unacceptable and does not exist?	8	53.3%	9	81.8%	17	65.40%
Did the facilitator use corporal punishment in class?	4	26.7%	2	18.2%	6	23.10%
Does the facilitator act to ensure inclusion, respect, and equality of opportunity for all children(does not exclude, or discriminate on the basis of difference)	15	100.0%	11	100.0%	26	100.00%
Was much of the time used by the facilitator, limiting student involvement?	3	20.0%	3	27.3%	6	23.10%
Was the facilitators providing additional teaching materials for the students?	6	40.0%	0	0.0%	6	23.10%
Were resources equally and equitably distributed used in class?	11	73.3%	1	9.1%	12	46.20%
Were students confident and free to share their ideas in class?	15	100.0%	11	100.0%	26	100.00%

The class observations revealed that the facilitators didn't provide additional teaching materials for the students (76.9%) and the available resources were not equitably and equally distributed (53.8%) where some of the facilitators were following sharing approach, while some of them were using the materials they have for the facilitation. Around (53.8%) of the facilitators observed demonstrated the use of gender-responsive pedagogy. 100% of the classroom activities were observed to encourage participation, and the children/students were expressing their emotions and share their thinking freely both of which are important for learning. 100% of the classes were also observed to facilitators who act to ensure inclusion, respect, and equality of opportunity for all children (does not exclude, or discriminate on the basis of difference). Likewise confidence of the students and their freedom to share their ideas in class was revealed by 100% of the observed classes. Nevertheless, facilitators were not providing additional teaching-learning materials for the students with 0% in Gedeo and 40% in Borena. Despite these, the overall facilitation of the facilitators was found to be encouraging which could be associated with the level of training they received on inclusion, and gender-sensitive pedagogy. The overall proportion of gender sensitive lesson plans and gender sensitive practices are provided below.
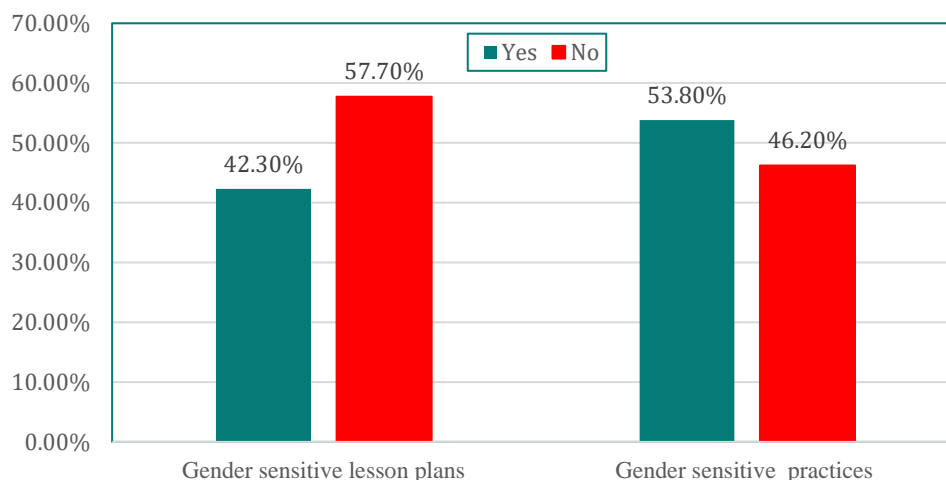
Figure 9 Gender sensitive lesson plans and classroom practices

Girls' views by and large validate the classroom observations. There were two items designed to capture gender-sensitiveness based on who (boys versus girls) was asked questions more often in the classroom and who is asked difficult oral questions. The majority of the girls believe that questions are equally distributed to boys and girls (63.7%), close to a quarter of the girls (23.7%) believe that facilitators ask more often the boys. When it comes to asking harder questions, the girls believe that facilitators appear to fairly distribute the difficult questions (83.6%) and very small respondents reported the facilitators favor either the boys or girls.

Table 20 Students' views on facilitators' practices in asking questions by sex

	Boys		Girls		Equally to boys & girls		
	Count	%	Count	%	Count	%	Remark
To whom did your teacher ask more questions to?	245	23.7%	69	6.7%	658	63.7%	Percentages in only female classes are excluded.
To whom did your teacher ask harder questions to?	66	6.4%	44	4.3%	864	83.6%	

In addition, the majority of girls strongly agreed that the facilitators made them feel comfortable in the classroom (72.4%) and supported them to transit to formal school (57.5%). A quarter of the respondents hesitantly agreed on those conditions. However, facilitators' absenteeism was an issue as more than half of the girls (51.6%) strongly or hesitantly agreed that facilitators were often absent from school.

Table 21 Girls views' on the classroom environment and facilitators' absenteeism

	My ABE/IFAL Facilitators	Agree a lot	Agree a little	Has no opinion	Disagree a little	Disagree a lot	Don't know
Aggreg ate	made me feel welcome in the classroom	748 (72.4%)	257 (24.9%)	12 (1.2%)	9 (0.9%)	4 (0.4%)	3 (0.3%)
	helped my learning to shift to formal school	594 (57.5%)	262 (25.4%)	73 (7.1%)	22 (2.1%)	81 (7.8%)	1 (0.1%)
	were often absent for class	296 (28.7%)	237 (22.9%)	41 (4.0%)	147 (14.2%)	312 (30.2%)	0 (0.0%)
Borena	made me feel welcome in the classroom	437 (76.9%)	115 (20.2%)	10 (1.8%)	3 (0.5%)	1 (0.2%)	2 (0.4%)
	helped my learning to shift to formal school	315 (55.5%)	124 (21.8%)	65 (11.4%)	5 (0.9%)	59 (10.4%)	0 (0.0%)
	were often absent for class	133 (23.4%)	119 (21.0%)	21 (3.7%)	74 (13.0%)	221 (38.9%)	0 (0.0%)
Gedeo	made me feel welcome in the classroom	311 (66.9%)	142 (30.5%)	2 (0.4%)	6 (1.3%)	3 (0.6%)	1 (0.2%)
	helped my learning to shift to formal school	279 (60.0%)	138 (29.7%)	8 (1.7%)	17 (3.7%)	22 (4.7%)	1 (0.2%)
	were often absent for class	163 (35.1%)	118 (25.4%)	20 (4.3%)	73 (15.7%)	91 (19.6%)	0 (0.0%)

It appears that the facilitators made the girls feel welcome in the classroom (about 97.3% of the girls agree with this in aggregate) where 76.9% from Borena and 66.9% from Gedeo agreed with this indicator. Only 6.4% of the girls reported that teachers ask harder questions for boys while 4.3% of the girls reported that teachers ask harder questions for girls and the remaining 83.6% reported that harder questions are fairly distributed for boys and girls. On the other hand, facilitators' absenteeism still remains a problem. In the endline study, more than half of the girls (51.6%) agreed to the frequent facilitators' absenteeism with 44.4% in Borena and 60.5% in Gedeo which were 42.6% in SNNPR and 21.8% in Oromia during baseline.

FGDs with girls also identified facilitator absenteeism as a major problem which may have affected enrolment and dropout of girls. A girl enrolled in ABE center in Gedeo in a focus group discussion stated:

> They [education coordinators] call us when somebody comes from above for supervision, they call us to come here. They do this especially during the beginning of project once a week. And then once per two weeks and after month we can't get any education here. As result, some students started learning regular school instead. When we came here, we found no teacher. As result our families refrained from sending us here. Even when he comes once per week or two weeks, he didn't teach kindly.

A similar view was expressed by another ABE student in Gedeo:

> During the beginning of school, our parents support us a lot morally and by preparing our foods early morning. But after months we didn't find our teachers here in the center. We told this to our parents and the stopped us from coming to the center. The total duration we learned so far is not more than a month's time (30 days). The learning time was not sufficient.

Nearly one third of the girls (31.5%) found the lessons' pace too slow during the endline evaluation.

Table 22 Lessons' pace during baseline and endline assessment

Lessons' pace is	Baseline	Endline
Too fast	22.4%	15.9%
Too slow	9.3%	31.5%
Just right	68.2%	52.7%

The outcome in improved quality of teaching and inclusive learning environment to support equitable access to education for girls was further measure by the two intermediate outcomes that follow and results related to each intermediate outcome is as follows.

IOI2.1. # of trained facilitators in target ABE/IFAL using gender-sensitive, child-centred and inclusive teaching methods

The use of gender-sensitive, child-centred and inclusive teaching methods by facilitators was measured through classroom observation when the facilitators actually engage in teaching, and by using unique tool that recorded formative data. Descriptive result is given in Table 17 where the number of trained facilitators in target ABE/IFAL using gender-sensitive pedagogy was 53.8% which indicates 14 facilitators out of 26 observed ones. Likewise, Child-centred was 92.3% meaning 24 facilitators, and inclusive teaching methods was 100%. The results from the UNIQUE Tool-q19 also revealed that 99% of the facilitators use the indicated teaching methods.

IOI2.2. % of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct

Whether target ABE/IFAl centers have established mechanisms for reporting a violation of the code of conduct was in place was checked by reviewing records (if they have bylaws for codes of conduct and mechanisms of implementation in action such as having list of acceptable and unacceptable behaviors (Code of conduct), CFRM posters, basic safeguarding materials, and availability of CFRM box per learning center), and interview with head teachers. Accordingly, 97% of target ABE/IFAL centres had an established mechanism for reporting a violation of the Facilitator's Code of Conduct, and Percentage of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct reached 100%.

Intermediate outcome 3. Marginalised girls acquire relevant skills to overcome social, economic and contextual factors that leave them behind in life

Outcome 3 was measured through the following intermediate outcomes.

IOI3.2. % of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making
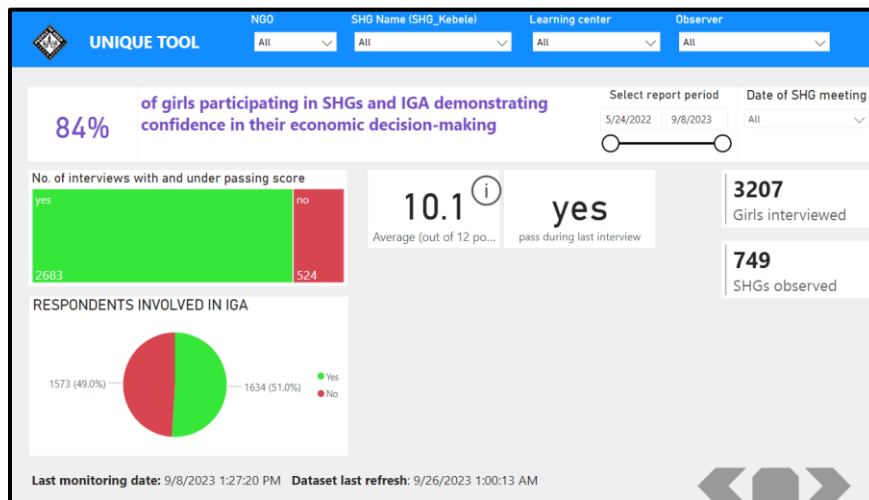
Figure 10 Percentage of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making. Source: Unique Tool

Based on the survey, 439 (42.5%) of the marginalised girls were found to be involved in SHG. The result further indicates that 126 (12.2%) of the girls have been engaged in income generating activities in the past six months. According to the Unique Tool, 84% demonstrate self-confidence in their economic decision-making. The graphs below show the individual statements used to calculate this indicator.
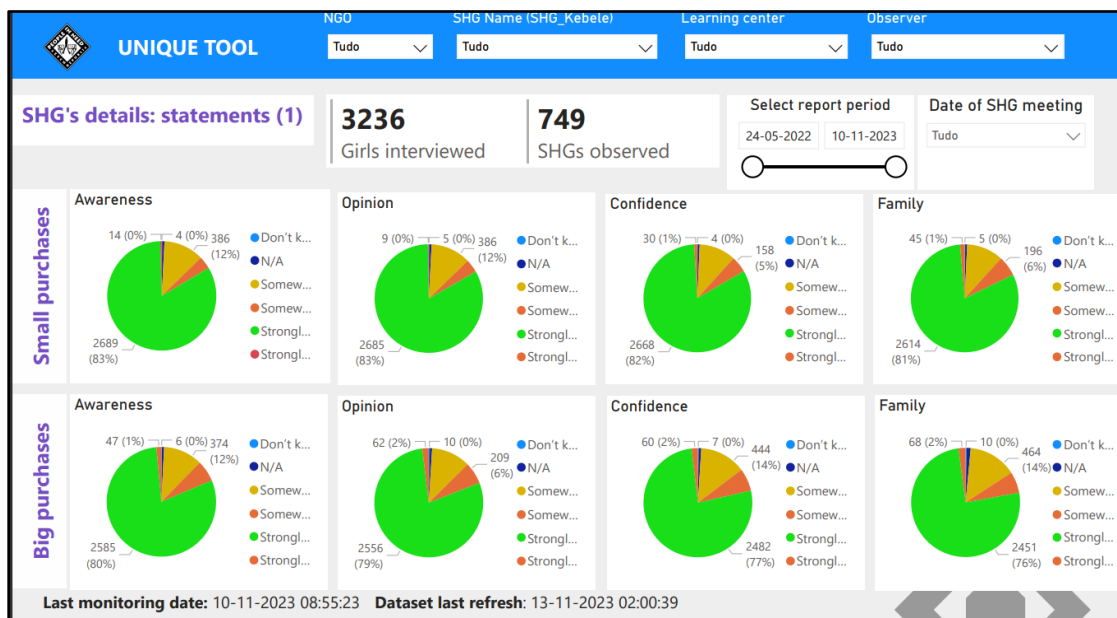
Table 23. Decision to participate in SHG or IGA

	Respondent Herself	Husband	Respondents & Husband Jointly	Respondent & Another household member	Someone outside the household	Do not want to answer
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)
Who decides if you can participate in SHG meetings?	146 (42.1%)	8 (2.3%)	58 (16.4%)	69 (19.9%)	5 (1.4%)	61 (17.6%)
Who decides if you can participate in IGA?	134 (38.6%)	7 (2.0%)	68 (19.3%)	74 (21.3%)	3 (0.9%)	61 (17.6%)
Who decides on what type of IGA you will be doing?	123 (35.4%)	8 (2.3%)	73 (20.7%)	78 (22.5%)	4 (1.2%)	61 (17.6%)
Who usually decides how to manage the income you bring into the HH?	99 (28.5%)	76 (21.9%)	100 (28.5%)	0 (0.0%)	5 (1.4%)	67 (19.3%)

Patriarchal views dominate despite improvements in women's participation in decision making in household matters.

The results indicated above show remarkable improvement in the view towards decision making of the girls, and there is a view that women's participation in household decision making has improved a lot although there are still ingrained gender stereotypes on women's role in decision making. A girl in IFAL group in Gedeo stated that:

> Mostly males dominate in higher value scenario decision because of culture and traditions inherited from our parents. The culture is oppressive and roles that they assigned were inferior to females for decision making. Females have decision for selling like hens, eggs, and other minor things. But males have power to sell cattle, camel etc. Also, father have exclusive power in deciding the marriage of his children.

Another girl in IFAL group in Borena focused on the improvements made in women's participation in decision making.

> It was not like in the past, now there is a change. In previous times only men were passing decisions. They also used to say why are you talking with me equally. Enter inside[to the house or kitchen]! But now there is a change due to education and government activities.

The reasons for women's limited power in taking part on major decisions is due to culture, economic dependence and lack of education. Respondents repeatedly reiterated that changes observed as a result of government's intervention but lamented education and economic factor as underlying causes. A participant mentioned that:

> the society's cultural tradition undermines females' participation in household decision-making because most of the women here are illiterate; they spent more time on reproductive works which affect their role in household economic decision making.

In addition, some mentioned age and income are important factors as husbands tend to be older than wives. An IFAL girl in Gedeo stated that "women are afraid of men because most husbands are older in age than their wife and have a better income."

Finally, the girls who involved in self-help groups were asked some questions to see their views on their own success from their involvement in the ABE/IFAL centers and the result is indicated in Table 25.

Table 24. What are some of your success from the ABE/IFAL Centers

Success reported	Aggregate		Borena		Gedeo	
	f	%	f	%	f	%
Shift to formal school	204	19.7	27	13.2%	177	86.8%
Joined self-help groups	71	6.9	43	60.6%	28	39.4%
Engaged in income generating activities	13	1.3	2	15.4%	11	84.6%
Improved literacy skills	491	47.5	377	76.8%	114	23.2%
Improved numeracy sills	146	14.1	80	54.8%	66	45.2%
Other: Specify	10	1.0	5	50.0%	5	50.0%
No response	98	9.5	34	34.7%	64	65.3%
Total	1033	100				

27.9% of the respondent girls indicated improvements from their engagement in the program. These include shift to formal school, joining SHGs, and IGAs. At joining SHG girls in Borena (60.6%) seem to have benefited more than those in Gedeo (39.4%). But, at shifting to formal school 86.8% of girls in Gedeo is higher than the 13.2% in Borena. Engagement in income generating activities was also found to be higher in Gedeo (84.6%) than those in Borena (15.4%). In addition, we learn from previous discussions significant proportion of girls in the survey aspire to complete college or university education (52.5%) and secondary education (29.2%). 36.4% of them reported that they are somewhat confident that they will achieve their desired level of education while 41.6% said they are fairly/completely confident. Only around 22% reported that they do not feel confident or don't know about it. This suggests that the majority of girls have both the desire and confidence to continue their education which is part of an improvement in transition.

Intermediate outcome 4. Improved willingness of communities to foster positive social attitudes towards girls' education and their progression in life

The results related to improvement in positive attitude towards girl's education are provided in Table 26.

Table 25. Household heads' views on the importance of teaching girls and educating disabled fpeople

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
School is not important for teaching girls how to grow up – they can learn this from their parents specially, from their mothers.	55 (10.3%)	30 (5.6%)	44 (8.3%)	403 (75.8%)
There is no point in disabled people going to school because they will not be able to get 'proper' jobs anyway?	35 (6.6%)	20 (3.8%)	119 (22.4%)	358 (67.3%)

In this project, sustainability of the programmer is expected to be measured in terms of parents' attitude towards the importance of educating girls and disabled people. The above table shows that 84.1% of the household heads disagreed with the idea that school is not important for teaching girls and 89.7% also disagreed with the idea of not teaching disabled people for they don't get proper jobs. In the baseline study, the percentages were 84.3% for the former one and 70.1 % for the second one, showing a significant improvement in the attitude of community members towards schooling disabled people. It appears that the vast majority of the parents have a favorable attitude towards girls' education as a consequence of the project implementation, and remarkable improvement is observed on the attitude toward disabled people going to school.
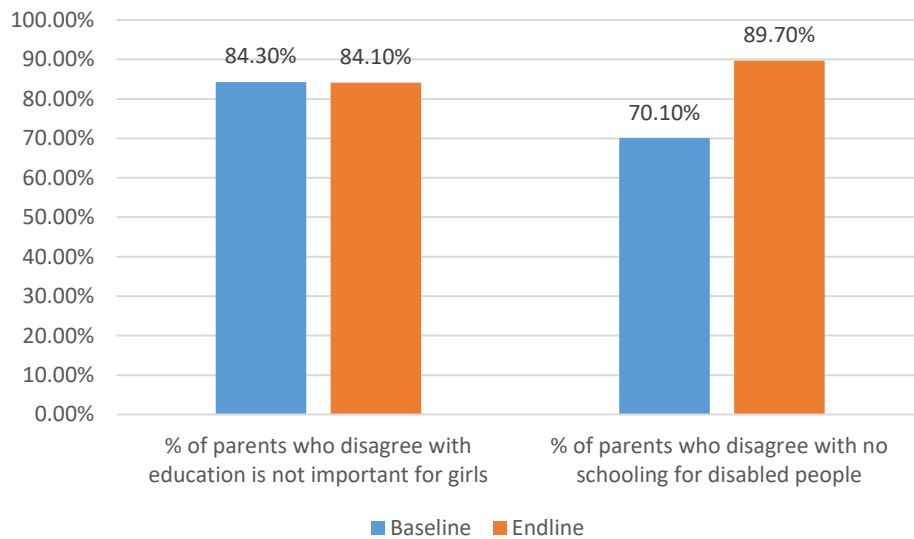
Figure 11. Parents' attitude towards girls and disabled people education

Majority of household heads (61.8%) would like their female children to complete university or college education and 27.6% of the parents would like to see their female children secondary education. Only 10% of the parents reported that primary education suffices for their female children. Girls' response on the parents' supportiveness in meeting their educational aspiration also indicated that there is a positive attitude towards girls' education. When asked how sure they are to get the support of parents in meeting their educational aspirations, only 12.1% reported they are not sure at all. Likewise 55.4% of the girls reported that they are somewhat sure or completely sure that parents will be supportive of them. When this was dissociated by zones it was found that 50.2% from Borena are somewhat sure or completely sure, while 64.2% from Gedeo are somewhat sure or completely sure. This shows that the girls in Gedeo tend to have better parental support. During the FGDs girls reported that their parents are very supportive of their education except in cases when there are economic problems and lack of finance to supply teaching and learning materials. The following quote from one of the IFAL girls in Gedeo illustrate the views of the majority of the girls.

> Our parents have been supporting us and they even told us that we do not have to be absent from the school. The community also support us in encouraging us to learn so that we have good support in regard of this. Our need is also to continue our education. They [The parents] said am going to continue education in a formal school and they are going to buy me exercise book and a pen. My father studied until grade 4 and my mother has never been to school, and my mother was telling me that she left behind since she is not educated so she told me not to be like her.

On the side of the parents who have awareness of the project were asked some of the positive changes they observed on their daughters. About 46.3% have indicated that their daughters are ready to start formal school and about 12.5% of them have witnessed that their daughters are motivated to do things by their own.

Percentage of parents of girls participating in the project demonstrating positive attitude towards girls' education has reached 75%, and engagement of the community action groups has revealed attainment of change in the positive attitude of communities. Close to two-third (63.8%) of the parents/caregivers have witnessed that they can see the impact of CAGs' work in the community, which can be considered as an indicator of change in the attitude.

IOI4.1. % of parents demonstrating positive attitude of CAGs' work on girls' education

Community action groups are intended to improve communities' attitude towards girl's education and improve enrolment and retention of girls in ABE and IFAL centres. To answer the percent of parents who demonstrated positive attitude on CAG's work at improving girl's education, initially parents were asked if they have CAG in their community. Close to two third of the household heads (63.2%) are aware of the presence of CAGs in their communities. More than half of those household heads (53. 9%) attended community conversations and 87.3% of those reported girls education was often discussed in the community conversations.

Table 26. Establishment and extent of support by CAGs

Presence of community action groups	Yes	336 (63.2%)
	No	117 (22 %)
	Don't know	79 (14.8%)
Attendance in community conversations	Yes	287 (53.9%)
	No, never	229 (43%)
CAGs' home visit to discuss on girls education	Yes	182 (54%)
	No	155 (46%)
Frequency and type of home visit by CAGS	More than once in a month	8 (4.4%)
	Once in a month	19 (10.4%)
	Once every two months	19 (10.4%)
	Once every three months	8 (4.4%)
	No regular schedule, visit when necessary	114 (62.6%)
	Meeting through campaigns, not home visit	14 (7.7%)
CAG members contacted you through a campaign to discuss issues related to the education of your children	Yes	92 (27.4 %)
	No	244 (72.6%)
Can see an impact of CAG's work on our community	Agree a lot	203 (63.8%)
	Agree a little	63 (19.8%)

Disagree a little	52 (16.4%)

It appears that close to three fourth of the households (72.6%) were not contacted by CAG members and the average number of CAGs campaign reported by the household heads were 1.52 times within the last six months. As stated earlier, the percentage of parents' who were supportive of girls' education in the endline (84.1%) has not increased from the baseline (84.3%). The frequency of CAGs organized appear to be two. And 43% of the household heads reported they have never attended community conversations. These might have contributed to the lack of increment between the baseline and endline results.

The attitude of parents who reported presence of CAGs in their community was further explored on a Likert scale type items. The result of those who agreed with the items disaggregated by zone and sex are provided in Table 28.

Table 27 Parent's Attitude on CAG

	Borena				Gedeo			
	Male		Female		Male		Female	
	Count	%	Count	%	Count	%	Count	%
It is important that my community has a CAG group	52	91.2%	76	87.3%	148	97.4%	29	93.6%
CAG's work is important	51	89.5%	72	82.8%	145	95.4%	29	93.6%
I appreciate when CAG members visit me to discuss girls' education	36	63.1%	40	45.9%	55	36.2%	17	54.8%
I think it is important for our community that CAGs organize community awareness raising activities on girls' education	49	85.9%	76	87.3%	145	95.4%	30	96.7%
I think it is important that CAGs follow up the attendance of girls and report dropouts	49	86.0%	73	83.9%	145	95.4%	30	96.8%
I think it is important that CAGs support distribution of school materials	46	80.7%	68	78.1%	145	95.4%	30	96.8%
I respect what CAG members say	49	85.9%	74	85.0%	147	96.8%	30	96.8%
I can see an impact of CAG's work on our community	29	50.8%	52	59.7%	146	96.1%	30	96.8%

When asked if CAGs work is important, more than 80% agreed (a sum of those who agreed a lot and those who agreed a little) in both zones and for both sexes accounting to a positive attitude on the importance of CAG. Likewise, when asked if they can see the impact of CAGs' work in the community, between 50 – 60% of community members in Borena agreed either a lot or a little, while more than 96% of those in Gedeo. These indicate the importance community members give to CAGs which ultimately impacts girl's education.

Community Action Groups: Efforts to improve attendance and completion of programs

Two relatively different voices were heard. Girls reported that CAG members came to their homes to encourage them to attend their education. But they reported that they did not notice much activity in the community in terms of girls' education as the following responses illustrate. On the other hand, members of the CAG were adamant that CAG worked a lot to improve attendance and completion of programs. A girl in IFAL focus group discussion stated that "CAGs were not visiting to our house but they advised us to continue our education in the school." Another girl in another FGD group acknowledged the role of CAGs for not dropping out from the center. She stated "a person from kebele came to my house and told me to continue my education and have to focus on learning. If he didn't encourage me, I could have dropped out of school."

Parents who are also members on CAG emphasized the many different activities carried out in the community.

> We arranged a parade with this project having slogans like "education for girls" "stop violence against girls," education a key for girls" and others is in a Gediofa language to raise awareness in the community about girl's education and most of the people were listening and watching us. I believe this helps to change the community's awareness.

Parents also reported that CAGs contributed to bring girls and disabled children to the centers. A parent stated "CAG is very important because we go to each household to check if there is anyone left behind without education and identify those who drop out of school and bring them back to school." A CAG leader in one of the Kebeles in Gedeo zone also stated:

> We are identifying girls who are unable to buy exercise book. In Chaliba kebele, there are 52 CAG members in six villages. As kebele CAG leader, we work at community level to identify girls who have challenge to cover education materials expenses or girls who were left out of school because of economic problems.

Another member of CAG also reiterated the effort done to reduce absenteeism and improve parents' attitude to send the girls to the ABE and IFAL centers:

> In this community, parents sell their children's labor for the purpose of getting money. They don't care about their children's educational enrolment. Parents know that their children get no financial or other material support except education. In this case, the parents tend to prevent their children from going to school. Through our effective mobilization activities, we have reduced the number of student absenteeism. Even during the coffee-producing season, we persuaded those who were enrolled to stay in school instead of being hired at the coffee collection sites by persuading their parents.

Intermediate outcome 5. Strengthened partnerships with government and other key actors to influence education system and practices

As a project implemented in consortium, CHANGE has shown close partnership with government and other key actors such as community members as evidenced by results indicated above, and with members of the consortium evidenced by the joint success on the two sites. The Project has influenced the attitude of the community, transitioned significant number of girls to formal

education, and got appreciations on the effect of SHGs and IGAs, and those of CAGs which are results of collaboration. The readiness of the government to continue with the ideas of the project and its programs is another note of the collaborative efforts. Results obtained in this evaluation study indicate the following.

Table 28. Households heads' views on local and regional governments' commitment in implementing the project and readiness to take over the project

		Oromia	SNNPR	Aggregate
Local and regional governments commitment in implementing the project	Very high	141 (47.0%)	11 (4.7%)	152 (28.4%)
	High	134 (44.7%)	12 (5.1%)	146 (27.3%)
	Not sure	18 (6.0%)	33 (14.0%)	51 (9.5%)
	Low	6 (2.0%)	121 (51.5%)	127 (23.7%)
	Very low	1 (.3%)	58 (24.7%)	59 (11.%)
Local and regional governments' readiness to take over the project and successfully implement it	Yes	279 (93%)	30 (12.8%)	309 (57.8%)
	No	9 (.03%)	202 (86.0%)	211 (39.4%)
	Do not Know	12 (.04%)	3 (1.3%)	15 (2.8%)

The majority of the parents (55.9%) reported that local and regional governments demonstrated high commitment in implementing the project while the remaining 44.1% parents reported that the commitment from the government was low or are not sure about it. Similarly, 57.9% of the parents believe that the government is ready to take over the project while the remaining 42.1% parents believe that the government is ready for that. It appears that the views of parents are fairly divided on the commitment and readiness of the government although the majority of the parents have positive expectation. Participation of the stakeholders in the project activities was also indicated as remarkable achievement.

IOI5.1. # of trained facilitators who remain in the formal education system after the projects' end

Planned was Number of trained facilitators who remain in the formal education system after the projects' end to be 150. Currently, this target is achieved by 147 (with 48 of them females) as indicated in the project documents and the information from project staff.

IOI5.2. # of training sessions cascaded by the trained WEO officials to other education officers

The plan was number of training sessions cascaded by the trained WEO officials to other education officers to be 4, and as informed by the project staff and woreda education informants, the target is achieved, and 4 training were conducted.

4.5 VALUE FOR MONEY OF PROGRAMME INTERVENTIONS

Value for money was examined via the OECD model to answer how successful the project was in terms of economy, effectiveness, efficiency, and equity in reaching its goals. Economy refers to the costs of the inputs needed for the project e.g. unit costs of staff, materials or equipment and this includes both support costs and direct costs to project participants. The expectation is achieving the minimum cost for the inputs of the required quality. Efficiency refers to the cost of achieving each

unit indicator at the output level i.e. output the project gets for the inputs it put in. This aspires maximizing a given output for a given input. Effectiveness refers to whether the project's outputs will translate into the project's outcomes and at what cost. This stands at meeting target where a project's Theory of Change is evidence-based. Finally, Equity refers to whether the project is addressing social or economic disparity. It is a cross-cutting principle to consider throughout a VFM analysis.

VfM can be measured in terms of unit cost, purchasing systems and efficiency, getting maximum results with small cost, reaching beneficiaries meeting equity measures, and attaining the overall project outcomes. These were measured by explicating the costs to project participants for economy, whether outputs actually led to the achievement of the outcomes by looking at the costs of achieving the outcomes, and efficiency by using the VfM template to determine the percent and actual cost of each girl, or trained facilitators, and by determining how much was invested in each output. Finally equity by how much the project has contributed to mitigate social or economic disparity and at how the above components have been addressed equitably. The other indicator for VfM is the equation of amount of money invested per girl against the intended target.

The summary of the findings are regrouped in terms of effectiveness, efficiency, equity, economy and sustainability. The summary of results are presented as follows.
Value for Money Analysis

Value for money analysis for this project is done based on the budget and qualitative assessments. Accordingly, the total project budget is about £7.8 million out of which 5.9 million (76%) is direct cost and the remaining £1.9 million (24%) is indirect. This implies the project efficiency of 76% percent.

Table 29 Project budget by cost category and type of cost

Cost category	Type (direct/indirect)	Total Budget	Actual used	% utilized
Fees - local	Direct	2,558,754		
Fees - international	Direct	594,515		
Land, building and construction	Indirect	678,773		
IT and Office equipment	Indirect	73,603		
Vehicles	Direct	188,664		
Expenses relating to assets	Direct	26,424		
Travel - local	Direct	93,798		
Travel - International	Direct	45,209		
Hotel accommodation and subsistence costs	Direct	873,932		
Education supplies	Direct	667,137		
Training material costs	Direct	67,475		
Grants or bursaries	Direct	763,678		
Overheads	Indirect	796,071		
Any other costs not covered by the above	Indirect	1,065		
Support Costs	Indirect	352,002		

Total		7,781,100		
Direct Costs		*5,879,586*		
Indirect costs		*1,901,514*		

PIN has developed VfM analysis framework based on 4E Framework of Economy, Efficiency, Effectiveness and Equity. It is based on estimating the cost of achieving each output and the VfM Systems Matrix. The first approach is based on estimating the cost of achieving each output and the second approach ensure whether there are correct systems and processes in place to ensure Value for Money. In this evaluation we presented the cost per unit of output using the following assumptions due to data limitations.

- Planned budget is assumed to be utilized.
- If an output has more than one indicator one main (relevant) output indicator per output is considered following PIN's VfM analysis framework. According to the framework if an output or outcome has more indicators proposed, for the purpose of VFM analysis we must select the one indicator, which corresponds the best to the described project goals. Except output number 2, all other 4 outputs have more than one indicator. Key indicators under each of the outputs used for the VfM analysis are presented below in table 2.
- Direct and indirect cost estimation: based on the project cost category we assumed the overhead cost, land, building and construction, IT and Office equipment, supports and any other costs are assumed to be indirect cost while the remaining cost categories are put under direct cost.

Table 30 Selected key output indictor for VfM analysis under each output.

Output number	Selected key indicator	Planned target	Actual as per the logframe
1	OPI 1.2 # of girls and girls with disabilities who have enrolled into the flexible ABE and IFAL/learning support programmes	24,072	20,015
2	OPI 2.1 # of teachers trained in gender-sensitive and child-centered and inclusive education methodologies	545	408
3	OPI 3.2 # of girls enrolled in SHGs	10,500	2,696
4	OPI 4.2 # of functional community action groups established	219	573
5	OPI 5.1 # of Government officials participating at the meetings, workshops, steering committees, and exposure visits	501	695

Based on this analysis key outputs under output 1-3 are delivered above the planned costs while key outputs under outputs 4 and 5 are delivered below the planned cost. Specifically, under output 1 the project aims to enroll one girl/girl with disability in flexible ABE/IFAL/Learning with an estimated cost of £109.1 and the actual achievement implies the project was able to enroll one girl/girl with disability at the rate of £131.2 which is £22.1 over the plan[12]. This implies the project delivered above

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[12] Since we can't get the actual expense for all partners, we estimated the VfM analysis using the planned budget and actual output achieved.

the planned cost for output 1. Similarly, under output 2 the project planned to train one teacher in gender sensitive and child centered and inclusive methodologies at the rate of £1,815 and the actual achievement implies the project was able to do so only at the rate of £2,424.4 which is £609.44 above the planned cost. Similarly, under output 3 it was planned to enroll one gild in SHGs at the rate of £134.1 and the actual is £522.4 which is £388.28 above the planned budget.

However, under outputs 4 and 5 the project was able to generate the planned outputs at less than the planned unit cost. For example, it was planned to establish one functional community action group at the rate of £4402.7 and the project was able to establish one functional community action group at the rate of £1682.7 which is £2,720 lower than the planned unit cost. This is because the project was able to establish more than planned community action groups (573 vs 219). Similarly, the project planned to engage one government official in meeting at the rate of £630.7 and the actual achievement implies the project was able to engage one government official in a meeting at the rate of £454.6 which is £176.04 below the planned unit cost. In general, it is possible to conclude that based on selected key indicators the project achieved the planned outputs at higher than planned unit costs for outputs 1-3 and below the planned unit cost for output 4 and 5.
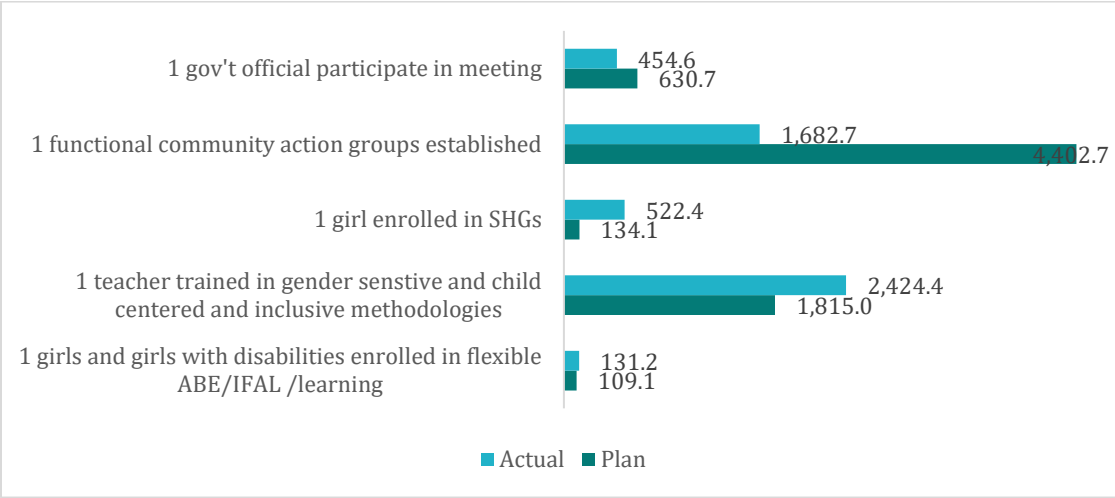
Figure 12 Value for Money analysis for by outputs for key indicators

Table 31 Value for money analysis for the Leave no girl behind (change) project

Outputs	Output indicators	Total output cost	Input (direct) cost	Indirect (delivery) cost	Alpha ratio (efficiency)	Efficiency unit	Planned Efficiency unit cost	Actual efficiency unit cost
Output 1. Provision of flexible ABE and IFAL/learning support programmes for out-of-school girls (aged 10-19)	OPI 1.2 # of girls and girls with disabilities who have enrolled into the flexible ABE and IFAL/learning support programmes	EUR 2,625,322.00	EUR 1,983,756.34	EUR 641,565.66	75.56%	1 girls and girls with disabilities enrolled in flexible ABE/IFAL /learning	**EUR 109.06**	**EUR 131.17**
		Planned efficiency indicator: 1 girls and girls with disabilities enrolled in flexible ABE/IFAL /learning will cost 109.06 EUR with 76% efficiency						
		Actual efficiency indicator: 1 girls and girls with disabilities enrolled in flexible ABE/IFAL /learning will cost 131.17 EUR with 76% efficiency						
Output 2. Teachers and facilitators trained in child-centered, gender sensitive, CP & adolescent development in improved learning environment	OPI 2.1 # of teachers trained in gender-sensitive and child-centred and inclusive education methodologies	EUR 989,155.00	EUR 747,429.27	EUR 241,725.73	75.56%	1 teacher trained in gender sensitive, and child centered and inclusive methodologies	**EUR 1,814.96**	**EUR 2,424.40**
		Planned efficiency indicator: 1 teacher trained in gender sensitive, and child centered, and inclusive methodologies will cost 1814.96 EUR with 76% efficiency.						
		Actual efficiency indicator: 1 teacher trained in gender sensitive, and child centered, and inclusive methodologies will cost 2424.4 EUR with 76% efficiency.						
Output 3. Introduction of alternative programmes for transition to formal education and (self-) employment for girls	OPI 3.2 # of girls enrolled in SHGs	EUR 1,408,425.00	EUR 1,064,239.75	EUR 344,185.25	75.56%	1 girl enrolled in SHGs	**EUR 134.14**	**EUR 522.41**
		Planned Efficiency indicator: 1 girl enrolled in SHGs will cost 134.14 EUR with 76% efficiency						
		Actual Efficiency indicator: 1 girl enrolled in SHGs will cost 522.41 EUR with 76% efficiency						
Output 4. Communities (incl. parents, men and boys) are sensitized to actively ensure promotion of learning opportunities for girls	OPI 4.2 # of functional community action groups established	EUR 964,184.00	EUR 728,560.58	EUR 235,623.42	75.56%	1 functional community action groups established	**EUR 4,402.67**	**EUR 1,682.69**
		Planned Efficiency indicator: 1 functional community action groups established will cost 4402.67 EUR with 76% efficiency						
		Actual Efficiency indicator: 1 functional community action groups established will cost 1682.69 EUR with 76% efficiency						

Output 5: Government structures are strengthened through capacity building to pursue policy improvements targeting girls´ education	OPI 5.1 # of Government officials participating at the meetings, workshops, steering committees and exposure visits	EUR 315,963.00	EUR 238,749.23	EUR 77,213.77	75.56%	1 gov't official participate in meeting	**EUR 630.66**	**EUR 454.62**
		Planned efficiency indicator: 1 gov't official participate in meeting will cost 630.66 EUR with 76% efficiency						
		Actual Efficiency indicator: 1 gov't official participate in meeting will cost 454.62 EUR with 76% efficiency						

The project was never implemented without challenges. The emergence of COVID pandemic was one vivid challenge that forced rescheduling of the project programs. Despite this, there are other challenges for girl's education some of which are indicated below.

4.6.1 CHALLENGES FOR GIRLS' EDUCATION AND PROJECT IMPLEMENTATION

An analysis of the girls, parents, facilitators, community members, principals, and Kebele and woreda administrators resulted in ten factors that impacted project implementation and girls' education in general. Although the analysis was thematic and do not measure the severity of the problems, the presentation here is based on the frequency with which the factor was raised by respondents.

Household poor economic conditions, earning a livelihood and household chores major hindering factors of girls education

Although parents' attitude towards education are overwhelmingly positive and they also support their girls to continue their education, poor economic conditions and the need to earn a living have been reported as main causes of girls dropout and lack of access to ABE or IFAL centers. A facilitator from Gedo Yenago stated that there are considerable improvements in girls' access to education and dropout rates. However, the facilitator noted that "… to prioritize the factors that contribute to the lower enrollment of girls, I would say *the economy, large family size, small land for agriculture, and early marriage*." [Emphasis added]. Girls also underscored household economic problems as a major issue in their education. A girl at an ABE center stated that "my mother wants me to work and support her because she doesn't have the capacity to teach me. I may drop out of school." Another student at another ABE center also reiterated that "I love to learn but my family does not want me to continue my education. They want me to work and earn money." A facilitator also stated that "there are some families or mothers who say to the girls what are you going to achieve after education, you should stay home and help with the housework and agricultural practices. The parents tell the girls they will get married before finishing education, and stop them from going to school."

A father who has 11 children also stated that sending all girls to schools is unaffordable. In the FGD in Yirgachefe woreda, the father stated that:

> If we let all Girls in the house to go to school, it might not be possible because there are small children in the house and also children who need care. We need to plan for the future to send girls to school by shift. It's difficult to send all the girls to education. We need to discuss on these points with the family.

Unfavorable community's attitude towards education of girls with disabilities and girls in some cases

Respondents repeatedly emphasized the improvement in parents and communities' attitude towards girls' education. And yet, they also underlined the problem is culturally and traditionally ingrained that it needs further effort for there are still parents who favor the education of boys more than girls and that girls education may expose them to unwanted sexual practices and girls

should rather get married before they are exposed to such problems. A Women and Youth expert in Moyale Woreda stated that "Girls in Moyale woredas have many challenges. One of them is lack of participation and access to education. There is deep societal culture and traditions. Culture and traditions are oppressive and the roles assigned for women are household related and females are seen as inferior to males." In addition, respondents also indicated that children or girls with disabilities do not get equal access to education. A CAG member in one of the ABE centers stated that "the community is not supporting children with disabilities but the project insists to educate all the disabled children and support them. The community does not get give any attention to them and do not see their education as basic need. There are many disabled children who do not have access to education." A facilitator in Taltale woreda also stated that "The community does not consider them as full person and they were not accessing anything but now after this project, the communities are aware about their right. But there are some disabled children with hearing difficulties who do not come to the center." A parent in FGD also stated "Parents will be discriminated in the community if they have a child with disability. Hence, they do not want to disclose those children. People believe that it is shameful to have children with disability and the schools have also no access to support children with hearing problem and other disability."

Marriage as a terminal goal for girls in some rural communities

A girl in ABE center stated that "Our parents want us to marry once we grow up. We do not want that, as we need to continue and reach somewhere in the future and get salaried. Girls can marry at an age of 12 years old in our community." A CAG member also underlined the problem in some communities:

> There is unfavorable attitude towards girls' education in the rural community. The majority of the rural community has the belief that there is no special place for girls, whether or not they are educated, as the final destination for girls is marriage. There is a problem on the girls' side as well. Most girls are not prepared to be assertive to withstand age-related craving factors when they reach the adolescent age of 16 to 18 years. Hence, men can easily persuade girls to marry them by offering the benefits of a marriage.

Informants repeatedly indicated the change observed in communities' attitude towards girls' education as a result of the CHANGE project. And yet, the need for sustained effort to improve the communities' attitude towards girls' education is also emphasized. A woreda education officer stated "There is a belief in a wider community that whether the girls are educated or not, their final destination is marriage. There is the lack of continuously awareness-raising activities, both from our sector and the PIN project, to bring sustained awareness among the community's attitudes towards girls' educational enrollment. However, a significant change was observed after the implementation of this project."

Menstruation still a major cause for absenteeism and dropout

Although it was repeatedly indicated that one of the contributions of the CHANGE project was the supply of sanitary materials and the construction of sanitary rooms, girls and facilitators identified the challenges girls face during menstruation and its effect on absenteeism and dropout. Lack of communication with facilitators due to shyness and fear, absence of separate toilets or fenced toiles for girls, and shortage of sanitary pads are mentioned as reasons. A facilitator from Borena Moyale woreda stated that "one of the challenges that affect girls' education and challenged me is the menstrual cycle. The "modes" was given only one time. The girls do not feel

comfortable and are absent from school for 3-7 days. To purchase the product, they have no money and they treat the pain in tradition way in their homes. Some dropout after some time."

Lack gender-sensitive school environment in some centers

School principals, girls, and facilitators acknowledged the considerable improvements in school and classroom environments. The supply of desks and tables, improvement of the physical conditions of classes, and construction of new classes are identified as major contributions of the project. However, the girls reported that there are centers with no separate toilets for boys and girls, some toilets are not fenced, and water is not available in the center which the girls can use for sanitation purposes. A woreda education expert stated that "With regard to a safe space for girls to manage their menstrual hygiene, there is no access in all schools. Less than 10 schools have such facilities in the woreda, like in Dumerso, Bonga, and Chilba, and some other schools have such facilities." A girl in ABE center also stated "We don't have a toilet and it is difficult to use the field/road like boys. Our facilitators ordered us to bring 2 woods for reconstructing our class room and a toilet but he didn't do it. This shelter is constructed by our parents. The shelter doesn't protect us from rain, sunlight and winds."

Limited training on life skills or transitions to SHGs

While there is some evidence that the education girls receive is meant to pave the way for establishing SHGs and girls also acknowledge that developing numeracy and literacy skills is requisite for this, it appears that the support is very limited to developing academic skills. Girls reported that there was one training on saving and establishing businesses but nothing more. An FGD participant in Gedeo stated that "Except the first training where we received 500 birr and a training, there is no any additional training given to them on gender, communication, and decision-making." Another FGD participant stated that "they told us that after making a group of 5 girls a loan can be arranged from the organization and we can participate in a business and then we can return the money after having a profit. But nothing has happened yet."

Facilitators' absenteeism

Although this does not appear to be a major problem in the project implementation, girls in some FGDs pointed out that facilitators did not come to class on regular bases. They reported that some of their friends dropped out after noting the teacher did not come on time and their parents forced them to stay at home when they knew the facilitators do not regularly come to the center. A girl in one FGD in Gedeo stated that "during the beginning of the calendar our parents support us morally and by sending us early morning by preparing our foods. But we didn't get our teachers here in the center some times and we told to our parents the situation, they stopped us sending to the center they used to do before."

Safety concerns to come to school and distance of some centers

Although school compounds are characterized as safe and secure for girls, distance from schools and walking to school was characterized as risky. Girls experienced gender-based violence when coming to schools and going to markets. Girls reported bullying when coming to school and returning to home. Distance of centers was also identified as another problem. A participant in an IFAL FGD in Borena mentioned that "there were around 40 students in IFAL but most students are not coming due to the long distance of the school from home. If the organization is not implementing what it promised, what is the importance of having exercise books and a pen? Now

only 20 students are left in the center. We are also suffering to come here because of the distance because we have interest for education and the teacher is very nice they come from far to teach us."

Unrealistic expectations on NGOs and effect lag of education

Another challenge is communities' expectations towards the scope and roles of NGOs. Project coordinators and facilitators reported that there is lack of clarity about the roles and scope of the NGOs. Some also reported that the effect of education cannot be seen in a short period of time unlike health and agricultural interventions and communities tend to focus on short-term financial and physical improvements.

This chapter presents discussion of the findings of the evaluation study. It is organized based on the evaluation criteria, but addressing each of the research questions. It discusses effectiveness, impact, sustainability, and Value for Money since these were the guiding key questions of the evaluation. The questions were:

Effectiveness: 1) How effective was the project in out-of-school girls' (disabled, never been at school, dropped out, etc.) enrolment, re-enrolment, and attendance in alternative/accelerated learning centers?, 2) How effective was the project in developing OOS adolescent girls' self-confidence and economic decision-making?

Impact: 1) What impact did the project have on the learning and transition of marginalized girls, including girls with disabilities? (How and why was this impact achieved? What is the role of the project's specific components, like SHGs in transition? Were there different impacts for different sub-groups?) 2) How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the OOS girls to pursue their life plans? (How and why was this impact achieved? Were there different impacts for different subgroups?)

Sustainability: How sustainable are the three main identified interventions (transition to formal education / SHGs, CAGs, and strengthening of T&L practices at system level)? Are they creating positive lasting CHANGE for the girls reached through the project?

Value for Money (VfM): How effective was the project in terms of Value for Money (economy, effectiveness, efficiency) in reaching its goals?

The discussion follows.

Effectiveness

1) How effective was the project in out-of-school girls' (disabled, never been at school, dropped out, etc.) enrolment, re-enrolment, and attendance in alternative/accelerated learning centers?

The project interventions through CAG ensured that out of school girls in the target communities are identified and enrolled in ABE and IFAL centers. CAG consulted parents and organized community meetings to ensure that girls in each household are enrolled and re-enrolled in the centers. Attendance rate is also very high, with 94.19% of enrolled OOS girls attending at least 70% of class time. CAG members contacted girls and parents when they are absent from class, and achieving 83.6% of parents and caregivers (against the target of 75%) demonstrated positive attitude on girls' education. The supply of educational materials, sanitary products, and the opportunity to socialize and interact with peers are also key reasons for re-enrollment and high attendance rates. The flexible academic calendar also contributed to high rate of attendance. The main reasons for absenteeism was dealing with menstruation (due to absence of separate toilets for females), pain during menstruation, and household responsibilities.

2) How effective was the project in developing OOS adolescent girls' self-confidence and economic decision-making?

The qualitative results of the end-line evaluation also showed that although the participation of men and women in decision making at the household level has improved, decisions on important economic and social issues are still predominantly made by men. As an indication to this portfolio,

a girl at an IFAL center in Borena stated that "we decide our economic affairs on an equal basis with our husbands, but they largely dominate us and their interests are more important than ours." Another girl in the same center reported that "girls have developed decision making power over smaller things and resources such as selling eggs, fruits, chickens etc." A girl at an IFAL center in Gedeo also recognized the changes observed in women's participation in decision making, but men still dominate when it comes to major issues. She stated that "there is improvement. There is equal participation on some issues. Both women and men make decisions at home. But men usually make the final decisions." Another girl stated that "both husband and wife are involved in decision making. However, when it comes to important or critical issues, men usually dominate due to culture and traditions inherited from our ancestors. Roles assigned to women in decision making are inferior to men. Women can decide on the sale of chickens, eggs, and other small items. But men have power to sell cattle, camels, etc. In addition, fathers usually have sole decision making authority over girls' marriage."

This arises from men's economic power, traditional norms that men are better at decision-making, women's lack of basic education and age (Husbands are older than their wives). Girls and parents reported that women decide how to manage everyday household activities. Although deeply rooted values and norms require sustained, long term intervention and financial and educational empowerment of women, the girls in the evaluation study reported that access to education and improving their literacy and numeracy skills enhanced their confidence to make decisions and to question the sole responsibility of men when it comes to important decisions such as girl's marriage. More than 75% of girls participating in SHGs and IGA have demonstrated confidence in their economic decision-making, and the participating girls have reported that income generation activities would enhance their participation in decision-making although engagement in IGAs was reported not to be as intended due to lack of financial resources and limited skill trainings.

Impact

1) *What impact did the project have on the learning and transition of marginalized girls, including girls with disabilities? (How and why was this impact achieved?, What is the role of the project's specific components, like SHGs in transition? Were there different impacts for different sub-groups?)*

2) *How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the OOS girls to pursue their life plans? (How and why was this impact achieved? Were there different impacts for different sub-groups?)*

Learning and inclusive environment

Early Grade Reading Assessment (EGRA) results in Ethiopia indicate that most primary school students do not have functional reading skills when assessed in Grades 2 and 3 (National Educational Assessment and Examination Agency, 2022). For example, the percentage of 2nd grade students who reached the functional reading level in EGRA 2021 was only 13%. In EGRA 2018, only 25% of 2nd grade students reached the functional reading level. Similarly, the baseline study for the CHANGE project showed that the average accuracy in assessments of literacy and numeracy was below 28%. This end line assessment showed that the average performances for literacy and numeracy skills are 37.45% and 56.18%, respectively for the cohort 3. This shows a significant improvement compared to the baseline results, even if the average literacy level is still below 50%. The 2018 EGMA results indicated that the overall mean score (accuracy) was 72% (National Educational Assessment and Examination Agency, 2018), indicating that grades 2 and 3 students appear to have better functional numeracy levels compared to literacy levels. In the end line evaluation, marginalized girls and girls with disabilities also demonstrated higher accuracy scores in EGMA (56.2%) compared to EGRA (37.2%). The only reduction observed was on EGMA

for the IFAL group, but the difference was not found to be statistically significant at p = .05. It is thus observed that there was an improvement in both the literacy and numeracy levels as a consequence of the project intervention. The reasons for the variation between EGRA and EGMA may need further deep dive study, but some indications are provided below in relation to the zones of the study.

The difference in EGRA and EGMA performance between the two zones is another interesting finding that requires a deep dive study. However, at national level studies as well EGMA score is higher than the EGRA score which indicates the case to be aligned. Nevertheless, it is essential to examine whether there are differences in the availability of teaching and learning material, the use of instructional time by facilitators, and girls' attendance in ABE and IFAL centers between the two zones, among others. From the available evidence, it appears that about 51.6% of the girls indicated that their facilitators are often absent from class, though they were supporting or explaining things that were not clear for the girls when they show-up in class as evidenced by more than 90% of the girls. This shows that in some centers from both zones there were cases where facilitators' instructional time utilization was not as strict as in other centers. In addition, girls reported that they attended classes in a church that was not large enough for the size of the students and that they had to travel longer distance for classes. These views were reiterated mainly in centers which appear to be in the Gedeo zone. At this stage, it is not possible to attribute the achievement difference to these factors as clear as possible since an in-depth study that critically examines the factors associated with girls learning should be conducted. However, the influence of the above factors such as lack of suitability of learning environment, facilitator's absence from class, lack of equitable distribution of resources, etc can be considered as factors that may have contributed to differences in EGRA and EGMA in the two zones. As indicated in findings highlighted earlier, the literacy average score increased from percent correct from 18.34% in the baseline to 37.45% in the endline; the highest increase was found among girls registered in the IFAL programme, with an increase of 21% (from 25.2% to 46.24%). The numeracy average score also registered an increase, yet less significant, from 53.65% to 56.18%. Another point worth noting is the decline in the performance of the girls in the written exercises of EGMA from the baseline. From several EGMA studies the written exercises subtask which encompasses the four operations of addition, subtraction, multiplication and division with all characteristics such as carrying is the most difficult task children demonstrated poor performance.

Interviews with girls clearly demonstrated that the ability to read and write and perform basic numerical operations was the most important benefit they gained from the intervention. Parents also affirmed that their children had significantly improved their reading and writing skills through access to education and the provision of teaching and learning materials. The deployment of teachers and the associated training in gender sensitive pedagogy might have contributed to this. Girls repeatedly reported that improved chairs and tables, access to separate toilets, improved access to schools, and the support they received from teachers and parents helped them to continually attend classes and improve their reading and writing skills. All the facilitators in the IFAL and ABE centers were trained on inclusive teaching methods and 99% of them were using gender-sensitive, child-centred and inclusive teaching methods. Girls also indicated that their teachers engage them in the class and oral questions asked by their teachers are fairly distributed between boys and girls.

Although the above analysis generally describes the overall outcome of the project, it is important to remember that there were girls who reported the lack of separate/fenced toilets and poor teaching conditions. For example, in Gedeo zone (Wonago Woreda, Kara Soditi Kebele) girls in ABE indicated that absence of comfortable school conditions although they indicated that classrooms were furnished with desk and chairs. A girl in one FGD explained that "the toilet is not

comfortable to use. It has no fence. The class is not also comfortable for learning. If it rains, it will be cold and on a sunny day the light won't let us open our notebook." Another girl in the same FGD stated that "The toilet has no fence and we are not using it. We use a toilet in our house after getting back from school." The location of the school and the absence of walls is also identified as problems that negatively affect the teaching and learning process. A girl in the same woreda mentioned the following:

> The class is not good because when people pass through the road we hear noises. We don't understand what the teacher is saying in the class. The class is not also covered with mud. It has only pieces of wood cover here and there. Movement of people and their noise disturbs us. We are distracted by that.

Additionally, focus group discussions with girls and parents revealed that while the project increased access to girls with disabilities, many girls with disabilities were reportedly kept at home due to societal attitudes toward these girls and parents' fear of exclusion in the community. This idea indicates that the parents' attitudes are generally improved on girl's education, but the attitude towards the education of girls with disabilities still needs further effort.

Transition to formal education and IGA

The other key focus for impact is transition. There are two major transitions in this project: the transition to regular or formal education of girls who attended ABE classes and the transition to income-generating activities through involvement in SHGs and training in TVET of girls who attended IFAL classes. The targeted % of marginalized girls and girls with disabilities in the age of 10-14 years who have transitioned into formal education was 53%, and the achieved is 61%. Despite this remarkable achievement, it is important to address a few issues to keep these girls in school in the years to come. One bottleneck repeatedly cited by parents and guardians in their efforts to keep girls in school is the provision of teaching and learning materials and hygiene/sanitary products. Parents reported that they would find it difficult to afford these materials unless they receive ongoing support from the government or development partners. In addition, girls and parents reiterated that a flexible academic calendar as well as a flexible teaching and learning process is one of the main reasons why girls continuously attended ABE and IFAL centers. When girls are enrolled in formal education, they do not have a flexible academic calendar and schools and regular teachers may not be as supportive and the environment inclusive as ABE and IFAL centers, since teachers may lack training in gender-responsive pedagogy or inclusive education. The lack of separate toilets in many regular schools and school distance can also mean a challenge that girl's enrollment would be sustained for many years to come. It is imperative that local administrators are supporting to institutionalize some of the interventions and scale up interventions such as gender responsive education training, flexible academic calendar aligned to livelihood needs of communities, and supply basic teaching and learning materials to the most vulnerable households.

The other major transition in this project is the creation of IGA by marginalized girls and girls with disabilities. Conceptually, the SHG was meant to support the girls to improve their confidence and decision making, and to lay the foundation for their transition either into the IGAs or TVETs after securing training. The target number of girls who started IGA was 4345 for both zones and the number achieved is 3050, so the target was not fully achieved. Provided the project faced various challenges, for example, the project didn't provide training for the transition into TVETs for this specific cohort and during data collection, and that some of the sites didn't finish their program during the endline data collection which might cause exclusion of some of the girls who might start IGA at the end. Given these conditions, this can be an encouraging number. However, interview and FGD responses in some of the woredas from both zones show some challenges. For example, an IFAL girl in Gedeo zone Wonago Woreda and Gelima village stated that "We have been

in one training. In the training, they asked us about the importance of starting education and told us about the organization and the support they are going to deliver for us. There were more than 100 girls in the hall on that training and discussed a lot of things but no other training specifically on the above points (income generating activities, communication or business startup)." Although there are girls who reported having started various small businesses, many reported that they had only completed one training and the savings they had are too small to start any type of IGA. A girl at IFAL center in Gedeo zone Wonago woreda Anolie village stated that "they [the trainers] said they are going to do some activities but are not working. They told us that we must save money and they are going to help us to engage in business like a shop, or hair salon after taking the training. But nothing has been done so far." Another girl in the same place stated that "they [the trainers] also told us we are going to learn for 2 years and 6 months and enter TVET and also get training but nothing happened till now." The limitation in the number of training could be associated with their involvement in the SHGs and completion of the program which could help them transit into IGAs. Girls also reported that the organization did not provide follow up support after the trainings nor did it organize additional trainings. The trainings were related on income generating activities and establishment of SHGs. It also appears that expecting girls to start IGA without having additional access to finance, and training for TVET after engagement in the SHGs was an ambitious goal/target. The main problem faced by these girls was the lack of skills and adequate finance. Therefore, the project should have considered connecting the girls to microfinance institutions or other financial sources. When resources are limited, skills training alone would not lead to the establishment of viable IGAs. But, what is achieved is promising. The project could provide trainings only when girls involve in SHGs, and the fact that few of them are involving might have limited the extent of the training. 309 girls from Borena and 130 from Gedeo are involved in SHG. From these only 40 (30.8%) of those from Gedeo and 68 (22.0%) from Borena have been involved in IGA in the past six months. The difference observed doesn't seem to justify significant differences between the zones. We examined disabilities and found that there are girls who have only one type of disability, but not two or more. Therefore, we have not included separate analysis for that.

Support from the community and parents/caregivers

Girls and parents reported strong commitment to ensuring girls continue to complete secondary education and even join a college. There is a strong understanding that education significantly determines their future career and life opportunities. Girls and parents identified access to basic education in IFAL/ABE centers, girls clubs, community action groups, and their own experiences in helping them to realize the importance of proving equal opportunities to girls and changing traditional values and stereotypes that hinder girls' education. Two major obstacles that would hinder their dream is poverty and communities' attitude towards girls' education. Although it has been repeatedly noted that communities' attitude towards girls' education has improved, early marriage and prioritizing the education of boys remain challenges among some households. Poverty forces girls to earn a living for the family, and households will struggle to supply teaching and learning materials.

Sustainability

How sustainable are the three main identified interventions (transition to formal education / SHGs, CAGs, and strengthening of T&L practices at system level)? Are they creating positive lasting change for the girls reached through the project?

The project's sustainability conceptualization is related to improved communities attitude towards girls' education, girls' confidence in their economic decision-making, the number of

curricula adapted to local contexts and validated by Zonal Education Department, the percentage of parents who have a positive attitude on the work of CAGs' for girls' education, and number of trained facilitators who remain in the formal education system after end of the project, as well as improving teaching and learning practices, commitment of government officials to continue the project. The findings of the study showed that the project contributed to strengthening communities' positive attitude towards girls' education and challenging cultural traditions and practices such as early marriage, dropout of married women from education, and gender stereotypes related to women role assignment. Girls, parents, and education and youth experts repeatedly emphasized that communities attitude on girls education have improved a lot although there are still challenges in rural communities towards girls education. The baseline study found that the vast majority of parents in SNNPR (94.4%) and Oromia (76.3%) agreed that school was important for girls to grow up. In the end-line assessment, most of the parents (84.1%) demonstrated a positive attitude towards girls' education. In interviews and FGDs, parents and girls strongly affirmed the importance of education in shaping their future and their commitment to support girls to complete secondary education and college level. This shows that communities positive attitude towards girls education has been strengthened. It appears that CAGs, girls' exposure to education, demonstrated literacy and numeracy skills by girls (parents noted that girls have these skills which they don't have) clubs, and parents' life experiences about the benefits of education (regrets that their life did not change because of lack of education) have contributed to the growing improvement in communities' attitude towards girls' education. However, the education of girls with disabilities still needs considerable intervention. Although the CHANGE project has been recognized for improving access to girls with disabilities, the interview responses suggested that communities' attitude need to improve as many girls with disabilities still remain at home due to cultural taboos.

As for SHGs and IGAs, both qualitative and quantitative results showed that these require more work before they can be considered strong indicators of the sustainability of girls' education. Although girls showed high confidence in setting up SHGs and making IGA decisions, there are strong indications that the established SHGs are not yet strong and many girls have not yet established a viable IGA for the reasons mentioned in the previous sections. The remaining sustainability indicators have been achieved and also appear to be at a good level to be institutionalized through the local government's formal educational structure. It was planned to deploy 150 facilitators and to-date 147 of them have continued working as teachers who are expected to stay as teachers in the formal school. Three curricula were adapted to local conditions in order to increase the relevance of girls' education for the local context, and the majority of parents (83.6%) have a positive attitude towards CAGs.

In the FGDs with parents or care givers, some parents stated that they were not actively involved in CAGs activities. Some also noted that CAGs' activities were not continuous and sustained. For example, in one of the FGDs in Borena zone, all female parents participating in the FGDs reported that they did not participate in the activities of CAGs and had very limited awareness about the roles and responsibilities of the CAGs. In another FGD in Gedeo zone, a female parent stated that "CAG is very important because we go to every household to check if there is anyone left behind without education and identify those who drop out of school and bring all of them to back to school." In an FGD conducted in Gedeo Zone with male parents or guardians, all FGD participants noted that they were aware of it and actively participated. In fact, one of the FGD participants stated that "there are 25 people organized in the CAG. They work in rural areas to raise awareness about girls' education and encourage children and mothers to send girls to the centers. They will

come and gather information about the education status of girls and the challenges in collaboration with the leaders. I have seen their work as they come into the community to encourage girls and parents. They work shifts and do a good job." The above cases entail that the adoption and implementation of CAGs varies from community to community. Furthermore, it is important to examine whether female parents are adequately represented as CAG members in all communities, as one of the above FGDs suggests that that female parents in the community were not aware of the CAG.

Notwithstanding the above-mentioned encouraging indicators of sustainability, interviews and FGDs suggest that poverty, as well as governments' willingness and commitment to institutionalize some of the interventions and continue support for girls' education, are key challenges for girls' retention in the formal education. Parents expressed strong doubts about their ability to afford teaching materials and hygiene products. The engagement of CAG members and their role in community mobilization may not maintain the same dynamics due to a lack of follow-up and support for CAGs' activities. SHGs and IGAs also appear to be in their infancy and may not thrive without strong support from the government or development partners. In fact, these appear to be outcomes that require a longer period of intervention rather than something that can be achieved in a two or three year project intervention, which calls into question the feasibility of setting such ambitious outcomes in the project, or needs for a continued follow-up and support. Despite the indications noted above, sustainability can only be ascertained only if we observe continuity after the project ends. Therefore, it is wise to devise a means to check back the sustainability and if all the success indicated above are intact for improved girl's education.

Value for Money (VfM):

Value for money (VfM) can be examined in different ways. This evaluation study employed the OECD model (Effectiveness, Economy, Efficiency, and Equity) and Sustainability. Given the changes that have been made in planning and budget adjustment caused by varying situation as COVID, conflict, drought, and others, it was difficult to examine end-to-end value for money. But, effectiveness of the project discussed above can be considered as a witness for VfM. The project was effective at ensuring the outputs impacted the attainment of outcomes. Efficiency was also examined and the results indicate that Value for money analysis for this project is done based on the budget and qualitative assessments. Accordingly, the total project budget is about £7.8 million out of which 5.9 million (76%) is direct cost and the remaining £1.9 million (24%) is indirect. This implies the project efficiency of 76% percent. But, the frequent changes of plans due to many influencing factors have been forcing readjustment of budgeting that challenged determining exact ration for efficiency. Nevertheless, the success observed along all the indicators mostly above the target set is an indication of effective and efficient implementation of the project, and this can be considered an assurance for the VfM.

CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

The results portrayed above have a lot to indicate about the effectiveness, efficiency, value for money, and sustainability. Based on the results the following conclusion, recommendations, and implications are drawn.

6.1 CONCLUSION

In General the project is achieving expected outcomes in an effective way, especially when considering its complexity and the adverse contextual conditions for the implementation. Almost all of the targets established in the PMF have been met, while other targets show progress towards this same end. Based on the findings of the final evaluation, the following conclusions are made.

Outcomes 1. Learning Outcomes

The CHANGE project was successfully executed, as indicated by increased learning outcomes in literacy and numeracy skills, as well as an increase in attendance. The total aggregate average percent correct in early grade literacy and numeracy were found to be 37.5% and 56.2%, respectively, which was less than 28% at the baseline line. Furthermore, 88% of the girls reported they positively gained learning and improved in their literacy and numeracy skills by involving in the Change project. The girls also showed 'improved learning interest' and 'classroom participation, which is shown by class attendance as ways to improve learning performance. As a result, practically all enrolled OOS females (94.2%) attended the ABE/IFAL programme throughout the course duration for at least 70% of the class time. As demonstrated by an improvement in each of the indicators, the attainment in learning outcomes can be rated high.

Outcomes 2. Transition

The project has outlined a pathway, for the out of school girls supported by the project, that they are expected to follow for them to have a successful transition. These pathways are linked with the re-enrolment in formal education, including vocational training or involvement in technical training, involvement in SHGs and start IGA. All in all, 61% of the girls have successfully transitioned to formal education while the target was 53%. The livelihood support and training activities was effectively implemented, hence 3050 girls started IGA with the support of the project though this found to be a bit lower form the 4345 target[13]. The success at achieving more than 95% of the girl's passing the competency assessment is also useful indicator for their transition and self-sufficiency, despite financial limitations

The project has also contributed to ABE/IFAL centers to have an established mechanism for reporting a violation of the facilitator's code of conduct. Almost all (97%) of the target ABE/IFAL centres have established mechanisms for reporting a violation. The project has also contributed at increasing teachers' capacity through training on gender-sensitive, child-centered, and inclusive teaching methods to increase girls' participation in learning. The evaluation result shows that almost all trained facilitators (99%) in target ABE/IFAL used gender-sensitive, child-centered, and inclusive teaching methods.

All in all the project can be rated moderate to high with promising achievement, despite the very few indicators that are behind the target.

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[13] This target is not target of the entire project, but the target accounted for the study areas.

Outcome 3: Sustainability

The project managed to ensure sustainability by increasing the confidence of girls in SHGs and IGAs in their economic decision making, improving parents' attitudes towards girls' education and CAGs' work, adjusting curricula to the local context, and reducing staff attrition, and number of training sessions cascaded by the trained WEO officials to other education officers. As a result, the project was effectively implemented towards improving self-esteem of the highly marginalized girls. As a consequence, more than three-fourth of girls participate in decision making either by self, jointly with partner, or with another household member. On the other side, the initiative has made significant efforts to create new participation spaces that support marginalised girls' rights to inclusive and high-quality education. These efforts have been rewarded by a more favourable attitude among primary care givers towards girls' education and a shift in parents' behaviour towards their responsibility for their daughters' education. According to the evaluation data, the project increased a positive attitude towards girls' education among the majority (84%) of parents of girls participating in the project, which is higher than the project target of 75%. A similar proportion of parents are pleased about CAGs' efforts on girls' education.

Similarly, achievements in teaching practice made through training for teachers as well as head teachers, are likely to be sustainable as there were several pieces of evidence where we observed teachers applying the teaching techniques in their regular classrooms. Apart from these, key mentorship support rolled out through elder sisters is likely to face sustainability challenges.

The project's sustainability was also established, with trained facilitators remaining in the formal education system following the project's completion. So far, our evaluation results suggest that target ABE/IFAL centres have been able to retain 147 trained facilitators. It is expected that these trained personnel would continue to work inside the school structures. Finally, the relatively increased commitment of the local and regional governments in implementing the project and that of readiness to take over the project is an indication of the potential for sustainability. All these can aggregately indicate the potential for the sustainability of the project is high.

Impact of the project

In terms of impact the project has achieved encouraging results in all parameters of learning outcomes, involvement in SHGs and IGAs, and transition to promoted life paths, improvement in decision making of girls and improved community participation through their CAGs. The improved attitude of community members is also an encouraging result achieved by the project. Therefore, the project has far reaching implications that include change in the community level thinking on girl's education and policy implications on hoe girls' education could be best accessed and better results achieved. The improvement in self-confidence and decision making of the girl's is also one implication that assures positive changes in their life career.

Due to positive changes in attitude of both the beneficiary girls, the community and the government officers, girls in the community will either enrol in the formal school, or engage in self-help groups or income generating activities that will have implications at societal change.

The findings provided above indicate the project had high effectiveness and impact at changing girl's education and improvement in attitude of parents, community members and government officials that will sustain continuity of support to improve girl's education.

6.2 RECOMMENDATIONS

- The project intended to tackle a very critical problem facing the target communities in Borena and Gedeo. Due to economic problems and the lack of prioritization of education for girls and children with disabilities, many girls in the communities appear to be out of school. Access to educational materials, sanitary pads, and school services are among the key services that enabled girls to access education and encouraged parents to send their children to the ABE and IFAL centers. Future interventions should consider how similar efforts can contribute to sustainable socio-economic improvement of households or communities so that households can afford to supply educational materials and other basic needs to their children when project exits result in the withdrawal of financial support. Parents and girls expressed their concern about who will afford educational materials and sanitary pads once the project is completed. It is important that educational interventions integrate socio-economic interventions so that the critical problem of girls' education – poor household economic conditions – can be adequately addressed in a sustainable manner.

- The project achieved remarkable success in terms of reaching targets, though there are some targets (such as number of marginalized girls and girls with disabilities who started IGA) that are not achieved. However, the project was implemented under situations that were demanding a lot. Therefore, it is recommended to to scale-up or roll-out additional projects to reach more vulnerable girls and for continued impact.

- Girls' literacy and numeracy skills have shown improvements in most of the literacy and numeracy components. Their performance in reading comprehension and word problems have not improved. It is imperative that future interventions to improve literacy and numeracy skills design intervention to improve teachers' competence in early literacy teaching, primarily reading comprehension. Although the project designed interventions to improve facilitators' capacity on gender sensitive education and child friendly teaching methods, they were not tailored to the teaching of literacy and numeracy. Studies in Ethiopia indicate that teachers have gaps in supporting students to develop these competencies. Thus, future efforts or intervention need to pay attention to improve teachers or facilitators' competence on how teach literacy and numeracy in early grades. Although this project's one major purpose was to improve the literacy and numeracy skills of marginalised girls and girls with disabilities, the interventions did very little to improve, if at all, to improve the teaching skills of facilitators in these specific subject areas. Studies in Ethiopia shows that teachers' low competence to teach early literacy is one of the reasons for the low achievement in EGRA.

- Community action groups, SHGs, and clubs have contributed a lot to developing the attitude of girls and community members towards education. They have also helped a lot in empowering girls to hope for a better future. Literacy and numeracy skills also helped girls become more involved in economic decision-making and use of technologies such as mobile. It is useful that future interventions to change girls' lives integrate these project interventions.

- Girls' access to training on life skills, financial literacy, and business startup was limited in number and some girls reported receiving no training on such topics. The IFAL program could integrate such topics in the curriculum. Separate training on these matters may not be effective and affects the efficiency of the program. Integrating such topics in the formal

curriculum and training facilitators to handle such topics increases equity, effectiveness and efficiency of the program.

- The project aimed at establishment of SHGs and transitions to formal education, TVET and income generating activities. The sustainability of the project ideas depend to a certain degree on the proper conceptualization and implementation of these ideas. The implementation of these components should be integrated in projects from the beginning so that girls and parents can have preparation time to materialize them before the project terminates. When such ideas are designed to be implemented towards the end of the projects, they will not have follow up and monitoring, hence could not be achieved.

- The project addressed generic support with no special tract for girls with disabilities, where the community has shown limitations. There are girls with disability who remain at home. It is therefore important to think of intervention that specifically focuses girl's with disabilities – including safe school environment, training of teachers on specific techniques of supporting GWDs, and having specific outcome indicators.

- The support provided to the girls involved in SHG was largely provision of seed money or covering training costs to help them transit into TVET. This is good, but not fully sufficient to sustain unless they are reinforced through planning and engaging in microfinance where they can be backed, mentored, coached, and supported to sustain their engagement in income generating activities. It also appears that such projects should follow a gradual or progressive closure for so that the communities adapt strategies to deal with the diverse project futures.

- There are some differences between the two zones in the performance of some indicators. In addition, there also appear to be differences in the adoption and implementation of some project interventions such as CAG between communities. Access to ABE and IFAL centers was also a problem in some communities. It is imperative that future interventions consider conducting deep dive studies to empirically answer some of these differences in addition to the possible reasons which are identified in the discussion section.

- It seems there are no exit strategies that are owned by the parents, principals and local administrative leaders. Project stakeholders appear to be unprepared on how access to girls' education can be sustained by continuing the project activities. The employment of the project deployed teachers was the one that has been taken over by the government. It is essential that exit strategies are shared with community members and the right actions are taken so that the status of girls education do not relapse to where it was before the project intervention.

SUGGESTIONS TO IMPROVE THE CHANGE PROJECT

The project was largely found to be promising albeit the challenges it faced. Nevertheless, there are suggestions that could be useful to improve the productivity of the project in an effective, efficient, and equitable manner. These include

- The project shown improvements in terms of academic and non-academic outcomes, and got a buy-in by both the beneficiary girls and the community, except for a few unexpected outcomes. This is an indication that the outcomes as set out in the CHANGE project theory of change were well defined and achievable. Therefore, it is suitable to build-up the existing ToC and associated project outcomes, should the project rolls-out or scaled-up.
- The project results indicated that working with communities as drivers of change rather than recipients of change improves results and enhances success and sustainability.

- Projects in response to felt needs are more accepted by the beneficiaries and stakeholders and likely to be successful and sustainable.
- Involvement of relevant government departments, from the project development, planning and implementation provides a better partnership, and this has far reaching positive effects.
- Members of the community action groups have influenced the community by visiting households and pulling members of the community to take part in the benefiting project. Likewise, male champions were found to be the best influencers of gender attitude change in the community.
- Since only 53.8% of the trained facilitators were found to use gender sensitive pedagogy, the training on gender responsive pedagogy needs to be strengthened.
- All stakeholders without exception have judged the IGA as an essential component of the project. This is of importance as one way of ensuring sustainability of the project through IGA

6.3 IMPLICATIONS FROM THE STUDY

The project has achieved encouraging results in all parameters of learning outcomes, involvement in SHGs and IGAs, and transition to promoted life paths, improvement in decision making of girls and improved community participation through their CAGs. The improved attitude of community members is also an encouraging result achieved by the project. Therefore, the project has far reaching implications that include change in the community level thinking on girl's education and policy implications on hoe girls' education could be best accessed and better results achieved. The improvement in self-confidence and decision making of the girl's is also one implication that assures positive changes in their life career.

Due to positive changes in attitude of both the beneficiary girls, the community and the government officers, girls in the community will either enrol in the formal school, or engage in self-help groups or income generating activities that will have implications at societal change.

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ANNEX 1. PROJECT DESIGN AND INTERVENTIONS

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, 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 (Awsi), 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 sensitized to actively promote learning opportunities for girls, and
5. Government structures are involved and pursue policy improvements targeting girls´ education.

The latest Theory of Change (ToC)

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 programs, training teachers in child-centered and gender-sensitive techniques, creating supportive transition programs to help girls progress to formal education and self-employment, sensitizing wider communities to promote girls' education, and supporting government structures to develop improved policy.

The project ToC focuses on overcoming the identified barriers on different levels in order to allow the OOS girls aged 10-19 to gain relevant educational and life skills and to improve their life chances as summarized in the figure below:
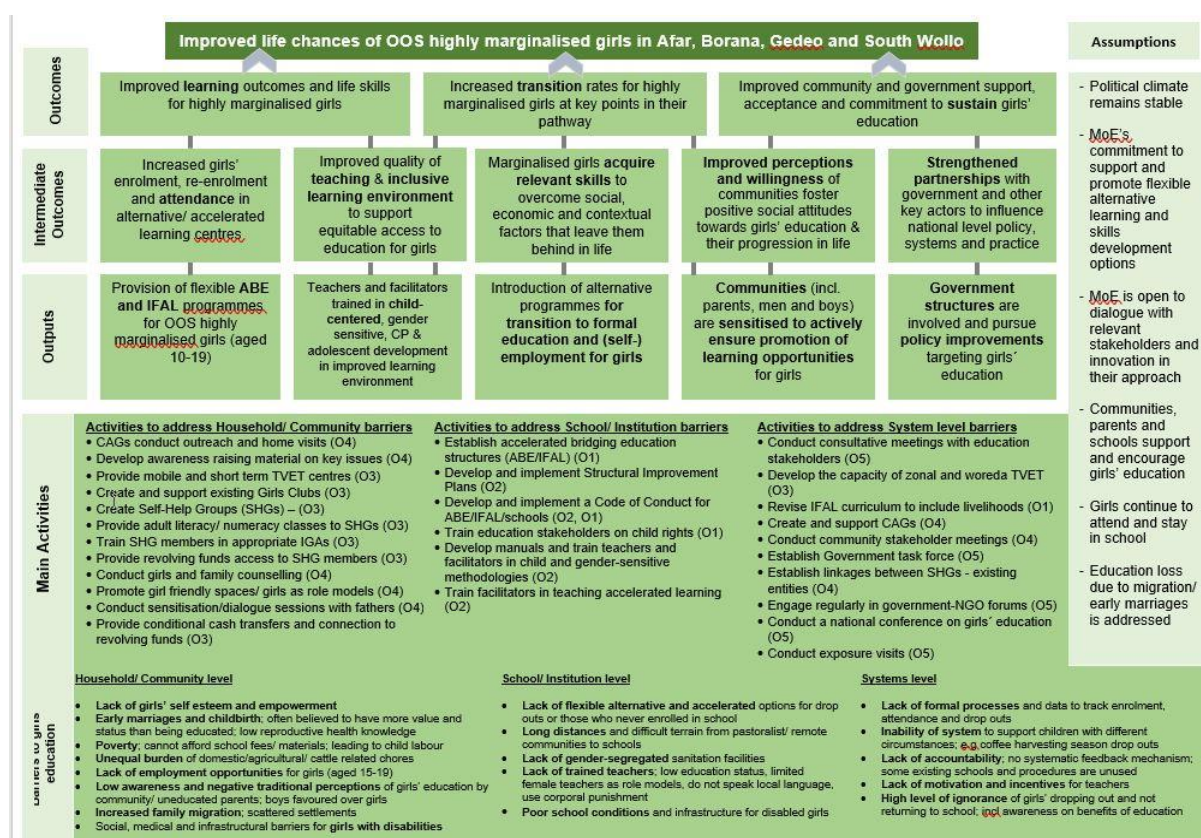

Figure 1: Project's Theory of CHANGE (ToC)

<u>The main contextual factors</u> that have influenced the project design at its inception were the following:

– **Prevalent poverty and dependency on seasonal small-scale agriculture**: among the target population, enormous pressure lies on families to enter their children, particularly girls, into the workforce at an early age to supplement their meagre household incomes. Due to the fact, most of the population rely on small-scale agriculture, the ability of children to attend school is severely hindered by their enforced participation in the agricultural sector.[14] For example, during the coffee-harvesting season in Gedeo Zone, girls drop out of school for three months each year to participate in daily labor. In Afar, families are forced to migrate in search of water and better pasture. These situations lead to low attendance and high school dropouts for girls in particular. These girls often never return to school. The harsh climate, chronic food insecurity, scarcity of arable land, recurrent drought, scattered settlements of villages, and challenges associated with inaccessibility of key facilities in mountainous or pastoralist remote areas magnifies these concerns for the poor families.

– **Harmful social and gender norms and cultural attitudes** were found to be one of the predominant barriers to girls' education across the target areas. There is a high prevalence of early marriage and childbearing as opposed to other regions in Ethiopia.[15] Lack of awareness on reproductive health and family planning along with polygamy has resulted in large family sizes in poor economic environment.

The main identified barriers on **the household/community level** (such as lack of girls' self/esteem and empowerment; early marriage; lack of employment opportunities; low awareness and negative traditional perceptions) are addressed by awareness sessions; messaging on child rights, protection issues and other harmful social and gender norms. Providing cash transfers, as well as supporting gender clubs (GCs), self-help groups (SHGs) and short-term Technical Vocational Education and Training (TVET) addresses the barriers connected with financial and employment constraints.

On **the school/institution level**, the identified barriers were connected mainly with the lack of flexible alternative and accelerated options; long distances and difficult terrain from pastoralist/ remote communities to schools; lack of privacy for women hygiene; lack of trained teachers; low education status; poor school conditions and infrastructure for disabled girls. The activities include establishing and supporting alternative learning programs in safe, quality and inclusive learning environments, improvement of quality of teaching in sensitive education, child rights and protection, and supporting the transition pathways to different levels of formal education/SHG/employment.

On **the system level**, the identified barriers are the inability of the system to support children with different circumstances; no systematic feedback mechanism; lack of motivation and incentives for teachers. The project focusses mainly on raising the issue of girls' education, creating and supporting Community Action Groups (CAGs), developing capacity of zonal and woreda TVETs, and conducting community stakeholders' meetings.

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[14] Out of the estimated 69.7 % of children aged 5 to 14 years old who are OOS (out of school), 60 % are engaged in child labour (ft2).

[15] The highest rate of early marriage was registered in Amhara 31.2 %, followed by Afar, Oromia, Tigray and SNNPR, which registered 16.3 %, 13.6 %, 12.3 % and 2.2 % respectively (ft6).

The current project design was generally effective in responding to the needs of the target groups and working with the community and the government. However, there are two comments for consideration in future projects. The logical framework indicators should in future be written in a manner that facilitates easy measurement for example composite indicators combining marginalized girls and girls with disabilities may be biased by focusing on either on the overall marginalized girls e or girls with disability. In addition, future projects should carefully consider the unit of measurements for indicators for example using numbers or percentages at the design stage.

List of ultimate and intermediate outcome level indicators of the CHANGE project

	BASELINE	TARGET
Improved average percent correct in Literacy	<28%	
Percentage of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in literacy	No baseline	80%
Improved average percent correct in Numeracy	<28%	
Percentage of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in numeracy	No baseline	80%
Number of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time	No baseline	60%
Number of marginalized girls and girls with disabilities who started IGA	No baseline	4345
% of marginalized girls and girls with disabilities in the age of 10-14 years who have transitioned into formal education	No baseline	53%
# of marginalised girls and girls with disabilities who have transitioned into vocational training relevant to the pursuit of their career	No baseline	600
% of youth girl trainees who have met the VET competency standard for the given occupation	No baseline	70%
% of trained facilitators in target ABE/IFAL using gender-sensitive, child-centred and inclusive teaching methods	No baseline	90%
Percentage of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct	No baseline	100%
Percentage of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making		75%
Percentage of parents of girls participating in the project demonstrating positive attitude towards girls' education	Oromia -76.3% SNNPR -94.4%	75%
Number of curricula adapted to local context and validated by Zonal Education Department	3	3
Percentage of parents demonstrating positive attitude of CAGs' work on girls' education	No baseline	75%
Number of trained facilitators who remain in the formal education system after the projects' end	No baseline	150
Number of training sessions cascaded by the trained WEO officials to other education officers	No baseline	4
Percentage of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in literacy		80%
Percentage of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in numeracy	Oromia - 48.8% SNNPR - 65.6%).	80%
Number of marginalized girls and girls with disabilities who started IGA		8400
Percentage of parents of girls participating in the project demonstrating positive attitude towards girls' education	Oromia -76.3% SNNPR -94.4%	75%
Number of curricula adapted to local context and validated by Zonal Education Department	No baseline	3
Number of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time	No baseline	490(90%)
Number of trained facilitators in target ABE/IFAL using gender-sensitive, child-centred and inclusive teaching methods	No baseline	60%

	BASELINE	TARGET
Percentage of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct	No baseline	100%
Percentage of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making	Oromia-25.5% , SNNPR – 25.8%	75%
Percentage of parents demonstrating positive attitude of CAGs' work on girls' education	No baseline	75%
Number of trained facilitators who remain in the formal education system after the projects' end	No baseline	150
Number of training sessions cascaded by the trained WEO officials to other education officers	No baseline	4

ANNEX 2. END-LINE EVALUATION APPROACH AND METHODOLOGY

2.1. Evaluation Questions

The evaluation criteria include effectiveness, impact, sustainability, and Value for Money analysis. Accordingly, the following is list of evaluation questions answered in the evaluation.

- How effective was the project in out-of-school girls' (disabled, never been at school, dropped out, etc.) enrolment, re-enrolment, and attendance in alternative/accelerated learning centers?
- How effective was the project in developing OOS adolescent girls' self-confidence and economic decision-making?
- What impact did the project have on the learning and transition of marginalized girls, including girls with disabilities?
- How and why was this impact achieved?
- What is the role of the project's specific components, like SHGs in transition?
- Were there different impacts for different sub-groups?

- How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities for the OOS girls to pursue their life plans?
- How and why was this impact achieved?
- Were there different impacts for different sub-groups?

- How sustainable are the three main identified interventions (transition to formal education / SHGs, CAGs, and strengthening of T&L practices at system level)? Are they creating positive lasting change for the girls reached through the project?
- How effective was the project in terms of Value for Money (economy, effectiveness, efficiency) in reaching its goals?

2.2. Evaluation Methodology

2.2.1. Evaluation Design

The end-line evaluation adopted a mixed-methods approach that follows **pre-post evaluation design** to understand how the project contributed to desired output and outcomes. Following the pre-post evaluation design, indicators of CHANGE are tracked over two time points: baseline and endline. This evaluation relied on multiple sources of both **qualitative and quantitative** data to demonstrate results and to generate learning. This evaluation research intended to provide definitive proof of impact, but rather, to offer enough evidence and a line of reasoning from which one can draw a plausible conclusion with some level of confidence that the project has made an important contribution to the documented results.
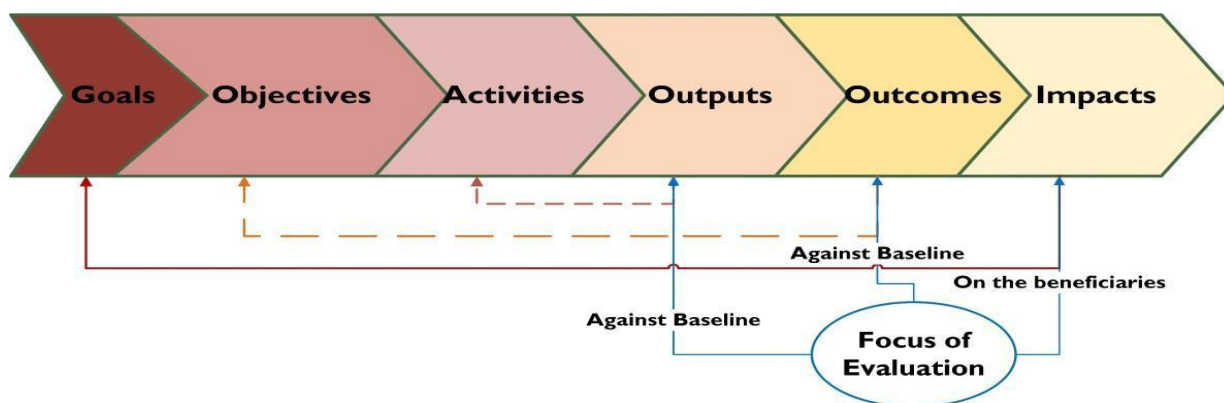
Figure 1: Final Evaluation Framework

- o **Quantitative Strategy**
- ▪ Target groups

The evaluation applied both quantitative and qualitative data collection methods. For the quantitative data collection the end term evaluation targets ABE and IFAL girls (EGRA and EGMA tests; Girls Survey), ABE and IFAL girls' parents (Household Survey) and ABE and IFAL facilitators (classroom observation questionnaire).

3.2.2 Quantitative Tools

The instruments and accompanying indicators for the data collection and triangulation are shown in the following table.

Data gathering tools, indicators, and triangulation

Tools	Indicators	Triangulation
EGRA and EGMA	OI 1.1a and OI 1.1b	
Girl's survey	OI 2.1, OI 2.2, OI 2.3,IOI 3.1 and IOI 3.2.	HH/PCG FGD, Girls FGD and household survey
Household survey	OI 3.1 and IOI 4.1	HH/PCG FGD, Girls FGD and girl's survey
Classroom observation Questionnaire	IOI 2.1	Girls survey and Facilitators' interview

3.2.3. Sampling Strategy

During the endline study, quantitative data were collected using surveys among the cohort of girls aged 10 to19, the heads of households/PCG where the selected girls are living. Learning assessments (EGRA and EGMA tests) has been conducted among the girls with a **similar sample size** with the baseline survey. Therefore, the girl's survey was conducted with **496 sample girls in Gedio zone** and **570 sample girls in Borena zone**. We did replacement if the sample girls selected for the baseline study are unavailable during data collection. The replacements took into account ABE/IFAL enrollment[16]. The detail of the sample size for the end-line evaluation is described below:

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[16]Girls who completed the ABE and IFAL in March 2023 and those who will be completing in August, 2023 was evaluated using EGRA and EGMA, while those who will finish in June 2024 was evaluated using the intermediate result to learn from their learning progression.

Girl's Survey sample distribution by region/zone

Region	Total # of Cohort-3 entrants	# of Woreda Total	# of cluster/ kebele	Final sample size during baseline
SNNPR (Gedeo)	1980	3	6	496
Oromia (Borena)	2205	3	12	570
Total	4185	6	18	1066

The sample was proportionally divided according to the type of enrollment: ABE and IFAL. Accordingly, the exact names of the sample zones, woreda, and the size of study participants, and the sampling strategy which considers types of learning programs is presented as follows.

Sample Size Distribution for the Girls and Household Survey

Region	zone	District	Kebele		ABE(Age 10 – 14)	IFAL (Age 15 – 19)	Total Sample
Oromia	Borena	Miyo		Sub total	28	45	73
			Hidha babo		1	8	9
			Hidi Town		4	7	11
			Melbana		12	13	25
			Miyo		11	17	28
		Moyale		sub total	37	111	148
			Arbale		10	17	27
			Bokola		14	42	56
			Maddo migoo		10	32	42
			Tuka		3	20	23
		Taltalle		sub total	135	214	349
			Dibe Gaya		31	92	123
			El-kunee		32	43	75
			Gandhile		38	36	74
			Kulcha		34	43	77
Sub-Total					200	370	570
SNNPR	Gedio	Kochere			81	22	103
			Biloya		31	8	39
			Buno		50	14	64
		Wonago		Sub total	105	46	151
			Kara Sodit		105	46	151
		Yirgachefe		Sub total	213	29	242
			Chaliba		100	12	112
			Dumerso		3	1	4
			Konga		109	16	125
		Mokonisa			1		1
Sub Total					399	97	496
Grand Total					599	467	1066

Classroom observation

Thirty-eight ABE and IFAL classes were selected for the classroom observation. Based on the availability at the time of data collection, one ABE and one IFAL class have been chosen from each of the selected Kebeles.

Data collection process for the Quantitative Data

- During the endline study, quantitative data were collected using surveys among the cohort of girls aged 10 to19, the heads of households/PCG where the selected girls are living. Learning assessments (EGRA and EGMA tests were also be conducted among the girls who were **tracked longitudinally** (as much as possible enumerators followed up with the same girls at baseline. That means **our end-line evaluation anticipates a similar sample size** with the baseline survey. In a situation where the sample girls selected for the baseline study are unavailable during data collection, replacements were made.
- For this evaluation we used the same EGRA and EGMA tools which was used during the base line study.
- Classroom observation checklist was newly designed from this evaluation point. The development process involved pilot testing and the necessary revisions were made to ensure its fitness for its purposes.
- Data collection has been made in a similar dates for different tools in all evaluation areas.

3.3. Qualitative Strategy

3.3.1. Target groups

ABE & IFAL girls (including SHG/IGA members), households (fathers, mothers, primary caretakers, and other relatives), facilitators, school principals, religious and clan leaders, youth, and women experts, woreda and kebele officials, and project staff participated during the qualitative data gathering for the evaluation.
3.3.2 Qualitative Tools

Table 32. list of quantitative tools, indicators, and triangulation

Tools	Indicators[17]	Triangulation
FGD with Girls	OI1.1 a and OI1.1b(supportive, flexible, conducive learning environment, and experience in gender sensitive pedagogy)	Girl's survey
FGDs with HH/PCG	OI3.1(attitude and behavioral changes towards girls education)	Girl's and HH survey
KII with religious and clan leaders	OI3.1(attitude and behavioral changes towards girls education)	HH/PCG survey and Parent FGD
KII with school leaders	OI 3.2(partnership, retaining trained facilitators) OI3.1(willingness of community to foster positive attitude)	Facilitators KII, classroom observation, and Girl's and HH survey
KII with woreda officials and youth and women experts	OI 3.2(partnership, retaining trained facilitators) OI3.1(willingness of community to foster positive attitude), OI2.2 and OI2.3(transition) and sustainability	HH/PCG survey and KIIs'
KII with project staff	VfM, retention (of girls and facilitators), transition, collaboration, sustainability etc...	All KIIs'
KII for facilitators	OI1.1 a and OI1.1b(supportive, flexible, conducive learning environment, and experience in gender sensitive pedagogy) and	Classroom observation and girls survey

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[17] The KII and FGDs will not directly align with a single indicator but will address several indicators. Some highlights are presented here, but they are not exhaustive.

3.2.3. Sampling Strategy

Key informants for this evaluation research have been chosen based on their project knowledge and engagement. Those parents whose children are engaged in IFAL/ABE (fathers and mothers separately) were involved in FGD. The choice of KII and FGD took into account availability during data collection, as well as willingness to participate. Likewise, available PTSA members were included during the qualitative data collection.

The ABE and IFAL group members (ABE and IFAL separated FGD), age representation within the group, desire to attend FGD, availability during the data collection, ascertain inclusion and also include girls participating in SHG/IGA have been taken into consideration when choosing participants for our girls FGD.

KIIs were conducted with Kebele leaders, religious or clan leaders, Woreda education officers, Woreda-level women, child and youth affairs officers/experts, ABE/IFAL facilitators, and school principals. A purposive sampling technique was used to select the key informants. Those who have worked closely with the CHANGE project and who understand the goals and interventions of the CHANGE project has been selected as key informants. This has been done in consultation with the PIN office and Woreda education offices.

The qualitative data collection methods aimed to collect data from girls, parents, facilitators, community members, youth and women officers/experts, education experts, and leaders to assess interventions that have improved girls' skills and opportunities. Data on Intermediate Outcomes 4 and 5, as well as girls and parents' assessment of the effectiveness of interventions, and Outcome 3 (Marginalized girls acquire relevant skills to overcome social, economic and contextual factors) has been collected using the qualitative data collection methods.

Site sampling:

Two woredas from each region were selected to participate in the qualitative data collection. The woredas were specifically picked based on the project's progress (preference is given to those which finished in March and will finish in August). Additionally, woredas with substantial student populations has been chosen for the collection of qualitative data.

Table 33. Distribution of KII and FGD by woreda and it size

Regions	Sample Woreda	Tool	Information sources	Number of KIIs
SNNPR and OROMIA	2 from each region	KII	✓ 1 Kebele leader ✓ 1 Religious or clan leader ✓ 1 Woreda level education officer ✓ 1 Woreda level Women & Children Affair Officer ✓ 1 school principal ✓ 1 ABE facilitator ✓ 1 IFAL facilitator	7*2*2 = 28
SNNPR and OROMIA	2 from each region	FGD	✓ with girls aged 10-14 ✓ with girls aged 15-19 ✓ Mothers of girls ✓ Fathers of girls	4*2*2 = 16
Total	**4**		**11**	**44**

The interviews were guided by semi-structured interview guides which was translated into local languages (Gedeofa, Afan Oromo, and Amharic). Furthermore, the data collection was carried out by experienced experts who can answer questions [repulsed against them] and give explanations

as well as stimulate discussions. The checklists were found to be helpful to achieve the qualitative aspects of the evaluation.

The FGDs helped to collect data on girls' self-esteem to CHANGE their future, assessment of their literacy and life-skills development as a result of the project intervention, benefits parents and girls gained from the project, and their assessment of communities' attitude towards girl's education. The FGDs also helped to collect data on the gender-responsiveness of teaching and learning practices and school conditions. FGDs also helped discussants to actively participate in the discussions.

Since the FGDs were conducted with girls aged 10-14, with girls aged 15-19, with mothers of girls and with fathers of girls, there were four types of FGDS. At this proposal level, we planned to conduct the FGD in four woredas (similar to the baseline study). **Therefore, there were 8 FGDs across the four sample woredas.**

FGDs participants sampling:

A purposive sampling technique was used to select FGD participants. Only those girls and parents who have been direct and indirect beneficiaries of the CHANGE project were included in the study. In addition, girls who have made transition to IGAs or those engaged in SHG have been included in the study through purposive and snowballing sampling. School principals, Kebele leaders, and other community members were consulted in the selection of girls and parents.

Kebeles for FGD were selected based on their access to the CHANGE project interventions. When there are many Kebeles in each Woreda where the intervention was carried out, selection of the Kebeles has been done on the basis of accessibility, prevalence of girls' education and early marriage problems. This was decided by consulting woreda education offices.

3.4. Integration of the Qualitative and Quantitative Methods

Concurrent mixed-methods study includes gathering both quantitative and qualitative data essentially at the same time for this evaluation. Since one type of data does not inform the gathering of the other type of data, the quantitative and qualitative data collecting are independent of one another. Triangulation has been well-established in order to guarantee the validity and trustworthiness of the evaluation findings, and when found to be necessary we have conducted field verification.

3.5. PIN monitoring tools

The consultant believes some of the information that will be needed for the end-term evaluation will be obtained from documented program routine reports. These include attendance tracker, field monitoring tools, and the unique tool.

PIN's Unique Tool	IOI 3.2, IOI 5.1 & IOI 5.2
PIN's Attendance Tracker	IOI 5.2 and OI 1.1a

ANNEX 3. CHARACTERSITICS AND BARRIERS

Background characteristics of girls

	Responses	Oromia	SNNPR	Aggregate
		(%)	(%)	(%)
Marriage status	Unmarried	513 (90.3%)	358 (80.3%)	871 (85.9%)
	Married	48 (8.5%)	27 (6.1%)	75 (7.4%)
	Not willing to respond	7 (1.2%)	61 (13.7%)	68 (6.81%)

Girls' mother tongue	Afan Oromo	511 (90%)	52 (11.2%)	563 (54.5%)
	Gedeofa		411 (88.4%)	411 (39.8)
	Amharic		2 (.4%)	2(.2%)
	Others	57 (10%)		57 (5.5%)
Difficulty in conversing in first language	Yes	40	49	89 (8.6%)
	No	528	416	944 (91.4%)
Type of school	ABE	194 (34.2%)	347 (74.6%)	541 (52.4%)
	IFAL	373 (65.7%)	118 (25.4%)	461 (47.5%)
	Regular	1 (.1%)		1 (.1%)
Membership in SHG	Yes	309 (54.4%)	130 (28.0%)	439 (42.5%)
	No	259 (45.6%)	335 (72.0%)	594 (57.5%)

Girls with disabilities

Difficulty	Total	%
Seeing	17	1.6%
Hearing	4	0.4%
Walking	19	1.8%
with self-care	5	0.5%
of being understood by people inside of household	19	1.8%
of being understood by people outside of household	17	1.6%
with learning things	27	2.6%
of remembering things	156	15.1%
concentrating on an activity	105	10.2%
accepting changes in their routine	36	3.5%
controlling their behavior	34	3.3%
making friends	30	2.9%

Background characteristics of household respondents

	Responses	Oromia	SNNPR	Aggregate
		%	%	%
Education Level	No formal education	229 (76.3%)	106 (45.1%)	335 (63%)
	Grades 1 to 4	28 (9.3%)	66 (28.1%)	91 (17.6%)
	Grades 5 to 8	20 (6.7%)	35 (14.9%)	70 (10.3%)
	Grades 9 to 10	6 (2.0%)	12 (5.1%)	18 (3.4%)
	Grades 11 to 12	8 (2.7%)	14 (6.0%)	22 (4.1%)
	Grade 12 complete	4 (1.3%)	0 (0.0%)	4 (.7%)
	University education	5 (1.7%)	2 (.9%)	7 (1.3%)
Employment status of household	Employed	9 (3.0%)	5 (2.1%)	14 (2.6%)
	Self-employed	224 (74.7%)	221 (94.0%)	445 (83.2%)
	Not employed	67 (22.3%)	9 (3.8%)	76 (14.3%)
Sex of the household head or caregiver	Female	151 (50.3%)	44 (18.7%)	195 (36.4%)
	Male	149 (49.7%)	191 (81.3%)	340 (63.6%)
Household economic status	Unable to meet basic needs without charity	82 (27.3%)	182 (77.4%)	264 (49.3%)
	Able to meet basic needs	62 (20.7%	44 (18.7%)	106 (19.6%)
	Able to meet basic needs with some essential items	127 (42.3%)	5 (2.1%)	132 (24.7%)
	Able to purchase most non-essential items	26 (8.7%)	2 (.9%)	28 (5.2%)
	plenty of disposable income and refusal	3 (1.0%)	2 (.8%)	5 (1.0%)

ANNEX 4. LEARNING OUTCOME DATA TABLES

Descriptive report of percent correct for EGRA subtasks

	Subtasks	Mean		
		Aggregate	Gedeo	Borena
EGRA	Letter identification % correct	57.33	28.97	81.00
	Familiar word reading% correct	30.88	14.10	44.89
	Invented Word reading % correct	29.55	14.87	41.81
	Oral reading % correct	29.47	14.32	42.12
	Reading Comprehension % Correct	17.78	10.40	23.94
	Listening comprehension % correct	59.68	58.10	60.99
	Aggregate	37.45	22.45	49.25

Percentage of girls in ABE by proficiency levels in reading and results of baseline and endline

	Non-learners		Emergent		Established		Proficient	
Task	BL	EL	BL	EL	BL	EL	BL	EL
Letter identification	71.5%	42%	15.5%	6%	5.3%	16%	7.7%	36%
Familiar word reading	93.8%	73%	1.3%	1%	3.0%	9%	1.8%	17%
Invented Word reading	94.2%	73%	1.0%	1%	3.0%	11%	1.8%	15%
Oral reading	96%	76%	1.5%	1%	1.0%	3%	1.5%	19%
Reading Comprehension	88.3%	80%	5.0%	8%	4.5%	6%	2.2%	6%
Listening Comprehension	33.7%	21%	14.2%	26%	27.9%	24%	24.2%	29%

Percentage of girls in IFAL by proficiency levels in reading and results of baseline and endline

	Non-readers		Emergent		Established		Proficient	
Task	BL	EL	BL	EL	BL	EL	BL	EL
Letter identification	46.3%	15%	17.6%	3%	12.0%	21%	24.2%	61%
Familiar word reading	74.9%	49%	3.2%	3%	9.0%	16%	12.8%	32%
Invented Word reading	77.3%	52%	3.2%	2%	8.8%	21%	10.7%	26%
Oral reading	79.9%	56%	3.9%	0%	8.8%	5%	7.5%	38%
Reading Comprehension	66.2%	64%	12.2%	11%	14.6%	16%	7.1%	8%
Listening Comprehension	37.9%	15%	11.3%	22%	25.1%	28%	25.7%	35%

Descriptive report of percent correct for EGRA subtasks

	Subtasks	Mean		
		Aggregate	Gedeo	Borena
EGMA	Number ident. % correct	79.50	77.97	80.78
	Quantity discrimination % correct	69.60	68.87	70.21
	Missing number % correct	42.06	38.49	45.04
	Add. % Correct	66.09	63.68	68.10
	Subtraction % correct	57.11	51.57	61.73
	Written Exercises	20.56	18.50	22.27
	Word problems % correct	58.36	50.18	65.19

Percentage of girls in ABE by proficiency levels in early grade math and results of baseline and endline

Task	Non-learner		Emergent		Established		Proficient	
	BL	EL	BL	EL	BL	EL	BL	EL
Number identification	46.1%	10%	14.9%	10%	19.5%	25%	19.5%	55%
Quantity Discrimination	47.9%	21%	22.5%	11%	15.4%	24%	14.2%	44%
Missing Numbers	49.9%	18%	27.7%	43%	17.4%	33%	5.0%	6%
Addition	65.6%	27%	6.7%	4%	17.4%	23%	10.4%	45%
Subtraction	69.1%	36%	7.3%	8%	15.5%	24%	8.0%	31%
Written Exercises	52.1%	63%	9.8%	18%	7.3%	17%	30.8%	3%
Word Problems	22.2%	23%	14.4%	18%	32.6%	29%	30.9%	30%

Percentage of girls in IFAL by proficiency levels in early grade math and results of baseline and endline

Task	Non-learner (Zero score)		Emergent		Established		Proficient	
	BL	EL	BL	EL	BL	EL	BL	EL
Number identification	24.6%	3%	5.4%	6%	26.8%	18%	43.3%	72%
Quantity Discrimination	27.2%	10%	17.6%	5%	22.7%	24%	32.5%	62%
Missing Numbers	26.8%	7%	24.6%	34%	33.6%	52%	15.0%	7%
Addition	41.5%	11%	6.6%	6%	22.5%	24%	29.3%	58%
Subtraction	46.7%	17%	5.8%	6%	25.7%	24%	21.8%	53%
Written Exercises	33.2%	47%	20.9%	23%	25.3%	25%	20.6%	6%
Word Problems	25.1%	8%	9.0%	12%	27.6%	29%	38.3%	51%

Learning Scores by zones and enrolment type

Zone	ABE				IFAL			
	EGRA		EGMA		EGRA		EGMA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Borena	44.43	31.79	50.63	29.24	51.87	30.5	63.85	23.26
Gedeo	20.60	25.30	48.81	28.25	27.15	30.15	64.19	23.71
Total	29.44	30.15	49.48	28.61	29.44	30.25	64.01	23.34

OUTCOME	OI #	OI	TARGET	INTERMEDIATE OUTCOME	IOI #	IOI	TARGET	OUTPUT	OPI #	OPI	TARGET
Outcome 1 Improved learning outcomes and life skills for highly marginalized girls	OI 1.1a	% of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in literacy [project-led ASER test]	80%	**Intermediate Outcome 1** 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	60% (14,425) C: 3,000 H: 3,000 P: 5,700 W: 2,725	**Output 1** Provision of flexible ABE and IFAL/learning support programmes for out-of-school girls (aged 10-19)	OPI 1.1	# of girls-friendly ABE/IFAL centers established / supported (soft and hard interventions)	**372** C: 36 H: 116 P: 52 W: 168
									OPI 1.2	# of girls and girls with disabilities who have enrolled into the flexible ABE and IFAL/learning support programmes	24,042 (**480** GwD C: 100 H: 100 P: 190 W: 90)
									OPI 1.3	# of families/students supported with cash to continue education	**4,200** C: 2,220 H: 600 P: 880 W: 500

OUTCOME	OI #	OI	TARGET	INTERMEDIATE OUTCOME	IOI #	IOI	TARGET	OUTPUT	OPI #	OPI	TARGET
	OI 1.1b	% of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in numeracy [project-led ASER test]	80%	**Intermediate Outcome 2** Improved quality of teaching and inclusive learning environment to support equitable access to education for girls	IOI 2.1	# of trained facilitators in target ABE/IFAL using gender-sensitive, child-centred and inclusive teaching methods	**490** (90%) C: 41 H: 135 P: 131 W: 183	**Output 2** Teachers and facilitators trained in child-centered, gender sensitive, CP & adolescent development in improved learning environment	OPI 2.1	# of teachers trained in gender-sensitive and child-centred and inclusive education methodologies	**545** C: 46 H: 150 P: 145 W: 204
					IOI 2.2	% of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct	100% (372)				
Outcome 2 Increased transition rates for highly marginalized girls at key points in their pathway	OI 2.1	% of marginalized girls and girls with disabilities in the age of 10-14 years who have transitioned into formal education	**53%** **(6,337:** H: 1,612 P: 3,676 W:1,049 **)**	**Intermediate Outcome 3** Marginalised girls acquire relevant skills to overcome social, economic and contextual factors that leave them behind in life	IOI 3.1	% of youth girl trainees who have met the VET competency standard for the given occupation	70% (1,477)	**Output 3** Introduction of alternative programmes for transition to formal education and (self-) employment for girls	OPI 3.1	# of SHGs established	**650** C: 250 H: 120 P: 140 W: 140

OUTCOME	OI #	OI	TARGET	INTERMEDIATE OUTCOME	IOI #	IOI	TARGET	OUTPUT	OPI #	OPI	TARGET
	OI 2.2	# of marginalised girls and girls with disabilities who have transitioned into vocational training relevant to the pursuit of their career	**2,110**: C 1,500 P 600)								
	OI 2.3	# of marginalized girls and girls with disabilities who started IGA	**8,400**: C 2,800 H 2,105 P 2,240 W 1,255		IOI 3.2	% of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making	75% (app. 7,875)		OPI 3.2	# of girls enrolled in SHGs	**10,500** C: 3,500 H: 2,630 P: 2,800 W: 1,570
Outcome 3 Improved community and government support, acceptance	OI 3.1	% of parents of girls participating in the project demonstrating positive attitude	75%	**Intermediate Outcome 4** Improved willingness of communities to foster positive social attitudes towards	IOI 4.1	% of parents demonstrating positive attitude of CAGs' work on girls' education	75%	**Output 4** Communities (incl. parents, men and boys) are sensitised to actively	OPI 4.1	# of community sensitization events conducted (disaggregated by community event/awareness campaign types)	**100** C: 35 H: 20 P: 35 W: 10

OUTCOME	OI #	OI	TARGET	INTERMEDIATE OUTCOME	IOI #	IOI	TARGET	OUTPUT	OPI #	OPI	TARGET
and commitment to sustain girls' education		towards girls' education		girls' education and their progression in life				ensure promotion of learning opportunities for girls	OPI 4.2	# of functional community action groups established	**219** C: 32 H: 27 P: 17 W: 143
									OPI 4.3	# of manuals on a new CAG approach including support to girls' education developed by CIAI	1
	OI 3.2	# of curricula adapted to local context and validated by Zonal Education Department	**3** H: 1 P: 1 W: 1	**Intermediate Outcome 5** Strengthened partnerships with government and other key actors to influence education system and practices	IOI 5.1	# of trained facilitators who remain in the formal education system after the projects' end	**150** H: 80 P: 70	**Output 5** Government structures are strengthened through capacity building to pursue policy improvements targeting girls´ education	OPI 5.1	# of Government officials participating at the meetings, workshops, steering committees and exposure visits	**501** C: 90 H: 120 P: 150 W: 141
					IOI 5.2	# of training sessions cascaded by the trained WEO officials to other education officers	**4** C: 2 P: 2		OPI 5.2	# of WEOs empowered with trained officials	**20** C: 2 H: 6 P: 3 W: 9

The direct beneficiaries 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 marginalized and have either never attended school or dropped out at an early age without having acquired any literacy or numeracy skills.

Beneficiary type	Beneficiary group	Description of the beneficiaries
Direct	OOS and highly marginalized I	• Aged 10-14 • never attended school or dropped out early with no literacy or numeracy skills. • start earning money for the family through agricultural work. • Face a high burden of house chores. • Can be supported through ABE education
	OOS and highly marginalized II	• aged 15-19 • have no literacy or numeracy skills. • Married early or migrate in search of job • Can be supported by IFAL education.
Other direct beneficiaries	Boys	
	Parents/Caregivers	
	Teachers/Facilitators	
	Community members	
	MoEW /District/ Government staff	

Details of the cohorts and cohort types that the project has reached are displayed in the following table, broken down by programme and partner organisations.

Partner	C1		C1 Total	C2		C2 Total	C3		C3 Total	C4		C4 Total	**Total**	**Total**	**Total**	**Total**
	IFAL	ABE		IFAL	ABE		IFAL	ABE		IFAL	ABE			ABE	IFAL	**planned**
WHH	371	171	542	0	0	0	1066	1793	2859	369	772	1141	4542	2736	1806	4542
Helvetas	373	1238	1611	135	678	813	1441	764	2205	162	419	581	5210	3099	2111	5000
Concern	434	0	434	2523	0	2523	0	0	0	2248	0	2248	5205	0	5205	5000
PIN	553	1622	2175	404	2862	3266	370	1612	1982	2588	0	2588	10011	6096	3915	9500
Total	1731	3031	4762	3062	3540	6602	2877	4169	7046	5367	1191	6558	**24968**	11931	13037	24042

inception Report

Annexes 8.zip

- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: __WG__)

Wondwosen Getaneh (project manager)

(Name)

 DAB Development Research and training plc

(Company)

03/10/2023

(Date)

ANNEX 13. PROJECT MANAGEMENT RESPONSE

The project has achieved **encouraging results in all parameters** of learning outcomes, involvement in SHGs and IGAs, and transition to promoted life paths, improvement in decision making of girls and improved community participation through the CAGs. The improved attitude of community members is also an encouraging result achieved by the project. Given the **very difficult context** the project was operating in, the **final results are exceeding expectations**. According to the project endline, the **project efficiency** stands at of 76% percent which is very good considering large geographical coverage of the project and challenges of the context.

The project has far reached implications that include change in the community level thinking on girl's education. The improvement in self-confidence and decision making of the girl's is also one implication that assures positive changes in their life career. The findings indicate that project had **high effectiveness** and **impact** at changing girl's education and improvement in attitude of parents, community members and government officials that will sustain continuity of support to improve girl's education. The design of the project proved to be very relevant to the needs of the country and target communities. **All key project indicators were achieved or even over-achieved**.

The main factors contributing to the project's success are outlined as follows:

- Project's ability to adapt to specific contexts based on profound understanding of the root causes and barriers hindering girls' education
- Good pre-existing relationship with the government on regional level and other relevant stakeholders
- Introduction of effective management and monitoring tools, particularly the Unique Tool
- Interlinking activities and building on community structures such as CAGs

The endline study covered **two out of four regions** of project intervention. Main findings and reflections **can be applied to the whole project**, however final figures concerning the fulfilment of project indicators couldn´t be provided by the endline report. Detailed overview of the **fulfilment of all project indicators** on all levels is provided in the **project closure report**.

Given the challenging conditions under which the project was implemented, the project design underwent five significant modifications, including a reduction in targets. Ethiopia has faced considerable challenges in recent years. The profound impact on project implementation was not only attributable to the Covid-19 pandemic but also to previously unprecedented climate shocks and a protracted armed conflict in the northern part of the country. These **adjustments proved to be well defined** by project management team as **the final indicators of the project were set realistically and could be met**.

Same applies to the identification of **project components with the greatest potential to sustain**. The interventions and effects of which we seek to sustain post project closure **were defined well**. As proved by the endline and by PIN´s internal monitoring, evidence and data analyses, the targets of these interventions were all achieved in a very satisfactory manner:

- The project has supported **ABE girls** most often **transitioned to formal education** with 78% of ABE girls choosing this transition.
- The **transition to SHG**s empowered the girls in terms of financial independency, self-confidence and self-reliance. Approximately 69% of the IFAL girls and 2% of the ABE girls turning 15 years (35% of GwD) transited to SHGs and 55% of the IFAL girls (27% of GwD) commenced some type of an income generating activity (IGA).
- The **Community Action Groups** established by the project were the main gatekeepers in the community, they were instrumental for safeguarding and community resource mobilization: CAGs were invaluable in identifying highly marginalized girls, enrolment and in reduction of girls' school drop-out by working with individual families and schools.
- The project increased a **positive attitude towards girls' education** among the majority (84%) of parents of girls participating in the project, which is higher than the project target of 75%.
- The system at regional level is strengthened with **more trained staff** who will remain in the formal system and more appropriate learning spaces, but also with **adjusted curricula** to the local context and introduced **Continuous professional development (CPD)** in ABE/IFAL programs.
- Finally, the endline shows **increased commitment** of the local and regional governments in implementing the project and that of readiness to take over

The **project management concurs with the conclusions and recommendations** outlined in the **endline report**, recognizing their value in suggesting potential enhancements for the project. These recommendations are deemed essential for **incorporation into future programming** initiatives, considering that the CHANGE project has now concluded. A thorough **examination of lessons learned** is documented in the Project Completion Report (PCR).

ANNEX 14. LEARNING AND TRANSITION BENEFICIARIES

Learning beneficiaries

	Responses	Oromia (%)	SNNPR (%)	Aggregate (%)
Type of school	ABE	194 (34.2%)	347 (74.6%)	541 (52.4%)
	IFAL	373 (65.7%)	118 (25.4%)	461 (47.5%)
	Regular	1 (.1%)		1 (.1%)
Membership in SHG	Yes	309 (54.4%)	130 (28.0%)	439 (42.5%)
	No	259 (45.6%)	335 (72.0%)	594 (57.5%)

Transition beneficiaries

	Responses	Oromia (%)	SNNPR (%)	Aggregate (%)
Membership in SHG	Yes	309 (54.4%)	130 (28.0%)	439 (42.5%)
	No	259 (45.6%)	335 (72.0%)	594 (57.5%)

ANNEX 15. A SLIDE DECK AND FINAL PRESENTATION

8_DAB_Endline.pptx

ANNEX 16. INDICATORS AND HOW THEY ARE MEASURED PRESENTATION

OI 1.1a % of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in literacy
Endline: EGRA with IFAL and ABE girls
Baseline: to be compared with ASER tests

OI 1.1b % of marginalized girls and girls with disabilities supported by GEC, with improved learning outcomes in numeracy
Endline: EGMA with IFAL and ABE girls
Baseline: to be compared with ASER tests

OI 2.3 # of marginalized girls and girls with disabilities who started IGA
Endline: monitoring data

Indicator OI 3.1 % of parents of girls participating in the project demonstrating positive attitude towards girls' education	
Endline: Household Survey (Questions set: HH_Per2, HHCG_Per2, HHCG_Per6 -Per9) + FGDs with PCG	
Baseline: (new indicator) to be compared with baseline study conducted internally.	
Max. score (100%) = 6 points Passing score (50%) = 3 points (?)	
It is important that boys have more education than girls. **HHCG_Per6**	1 point - if strongly disagree; 1/2 point – if somewhat disagree
When girls marry, they should keep going to school, even if they have to take care of their husband and household. **HHCG_Per7**	1 point - if strongly agree; 1/2 point – if somewhat agree
Daughters should go to school only if they are not needed to help at home. **HHCG_Per8**	1 point - if strongly disagree; 1/2 point – if somewhat disagree
Families should spend the same amount of money on educating their daughters as they spend on educating their sons. **HHCG_Per9**	1 point - if strongly agree; 1/2 point – if somewhat agree
There is no point in disabled people going to school because they will not be able to get 'proper' jobs anyway. **HHCG_Per2**	1 point - if strongly disagree; 1/2 point – if somewhat disagree
What is the highest level of education you would like for your daughter(s) to complete if finances and opportunities are available? **HH_Per2**	None - 0, Lower Primary (1-6) - 0,5, Primary (7-8) – 1, Secondary (9-12) – 1, College or university – 1, Do not know – 0

OI 3.2 # of curricula adapted to local context and validated by Zonal Education Department
Endline: check actual adapted curriculum (+ monitoring data)

IOI 1.1 % of enrolled OOS girls who attend ABE/IFAL program throughout the course duration at least 70% of the class time
Endline: Monitoring data (Attendance Tracker Tool)

Indicator IOI 2.1: # of trained facilitators in target ABE/IFAL using gender-sensitive, child-centered and inclusive teaching methods	
Endline: Classroom Observation Tools (Questions 16-28)	
Baseline: to be compared with monitoring data from the Unique Tool	
Max. score (100%) = 13 points Passing score (60%) = 8 points	
The content on the blackboard is easily visible for all the girls black_visib	1 point - if yes
Standard didactical teaching and learning posters on the walls stdid	1 point - if yes, 0,5 point if partly
Girls write the date into their exercise book for each session (those who have an exercise book) gi_write	1 point - if yes, 0,5 point if sometimes
Girls' exercise books are checked and corrected by facilitator at least once per week (those who have an exercise book) gi_check	1 point - if yes, 0,5 point if partly
The facilitator moves around the room and monitors girls' exercise books, behavior and interactions moves_fac	1 point - if yes, 0,5 point if partly
The facilitator uses positive words and praises girls' good behaviour, their work and their improvements fac_posit	1 point - if yes, 0,5 point if partly
The facilitator positively and patiently redirects girls' negative behavior fac_patien	1 point - if yes, 0,5 point if partly
Which methods are used by the facilitator during the class? calc_meth	1 point - teacher uses 2 or more methods
The facilitator effectively uses at least 2 different techniques for asking questions tech_quest	1 point - if yes/observed
The facilitator treats each pupil equally during the class, regardless of gender, ethnicity, language, disability, socio-economic status, etc. pupils_equal	1 point - if yes/observed, 1/2 points if partly observed
The facilitator provides enough space and makes girls feel comfortable to ask questions and share thoughts and opinions space_ask	1 point - if yes/observed, 1/2 points if partly observed
The facilitator engages girls in the class pupils_engage	1 point - if all; 1/2 point - if only some of them (high achievers/low achievers)
The pupils participate actively pup_part	1 point - if all; 1/2 point - if some

Indicator IOI 2.3: % of target ABE/IFAL centres with an established mechanism for reporting a violation of the Facilitator's Code of Conduct (this indicator is called IOI 2.2 after the last logframe revision)	
Endline: Classroom Observation Tool (Questions 23-26)	
Baseline: to be compared with monitoring data from the Unique Tool	
Max. score (100%) = 4 points Passing score (50%) = 2 points	
The list of acceptable and unacceptable behaviors (Code of conduct)	1 point - if yes
The basic safeguarding materials	1 point - if yes
The CFRM posters	1 point - if yes
There is a CFRM box per learning center	1 point - if yes

Indicator IOI 3.2: % of girls participating in SHGs and IGA demonstrating confidence in their economic decision-making	
Endline: Girls' survey (questions CONF_1 – CONF_11)	
Baseline: (new indicator) to be compared with baseline study conducted internally.	
Max. score (100%) = 12 points Passing score (60%) = 7 points	
I'm usually aware when my family decides to make any small purchases (e.g., food and other less expensive items).	1 point - if strongly agree; 1/2 point – if somewhat agree
I usually give my opinions when my family decides to make any small purchases (e.g., food and other less expensive items).	1 point - if strongly agree; 1/2 point – if somewhat agree
I am usually confident to give my opinions when my family decides to make any small purchases (e.g., food and other less expensive items).	1 point - if strongly agree; 1/2 point – if somewhat agree
My family (parents/in-laws/husband) usually listens to me when I give my opinions on any purchases of small items (e.g., food and other less expensive items).	1 point - if strongly agree; 1/2 point – if somewhat agree
I'm usually aware when my family decides to make any big purchases (e.g., land, livestock).	1 point - if strongly agree; 1/2 point – if somewhat agree
I usually give my opinions when my family decides to make any big purchases (e.g., land, livestock).	1 point - if strongly agree; 1/2 point – if somewhat agree
I am usually confident to give my opinions when my family decides to make any big purchases (e.g., land, livestock).	1 point - if strongly agree; 1/2 point – if somewhat agree
My family (parents/in-laws/husband) usually listens to me when I give my opinions on any big purchases (e.g., l and, livestock).	1 point - if strongly agree; 1/2 point – if somewhat agree
I can decide myself on what income generating activities to undertake. (N/A if the girls isn't bringing any income or isn't a SHG member)	1 point - if strongly agree; 1/2 point – if somewhat agree
I can decide myself on what purchases to make with the income I earn. (N/A if the girls isn't bringing any income or isn't a SHG member)	1 point - if strongly agree; 1/2 point – if somewhat agree
I can decide myself whether to take loans or not. (N/A if the girls isn't bringing any income or isn't a SHG member)	1 point - if strongly agree; 1/2 point – if somewhat agree
I can convince my family if I want to start a new business. (N/A if the girls isn't bringing any income or isn't a SHG member)	1 point - if strongly agree; 1/2 point – if somewhat agree

Indicator IOI 4.1: % of parents demonstrating positive attitude of CAGs' work on girls' education	
Endline: Household Survey (questions HHGAC1_HHCAG9)	
Baseline: (new indicator) to be compared with baseline study conducted internally.	
Max. score (100%) = 9 points (or 8 – 1 conditional statement) Passing score (60%) = 5 points	
It is important that my community has a CAG group	1 point - if strongly agree; 1/2 point – if somewhat agree
CAG's work is important	1 point - if strongly agree; 1/2 point – if somewhat agree
I appreciate when CAG members visit me to discuss girls' education	1 point - if strongly agree; 1/2 point – if somewhat agree

I think it is important for our community that CAGs organize community awareness raising activities on girls' education	1 point - if strongly agree; 1/2 point – if somewhat agree
I think it is important that CAGs follow up the attendance of girls and report dropouts	1 point - if strongly agree; 1/2 point – if somewhat agree
I think it is important for our community that CAGs track drop out girls and support them to go back to school	1 point - if strongly agree; 1/2 point – if somewhat agree
I think it is important that CAGs support distribution of school materials	1 point - if strongly agree; 1/2 point – if somewhat agree
I respect what CAG members say	1 point - if strongly agree; 1/2 point – if somewhat agree
I can see an impact of CAG's work on our community	1 point - if strongly agree; 1/2 point – if somewhat agree

IOI 5.1 # of trained facilitators who remain in the formal education system after the projects' end

Endline: check project's monitoring data + include questions in the KIIs

IOI 5.2 # of training sessions cascaded by the trained WEO officials to other education officers

Endline: check project's monitoring data + include questions in the KIIs

DAB Development Research and Training

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